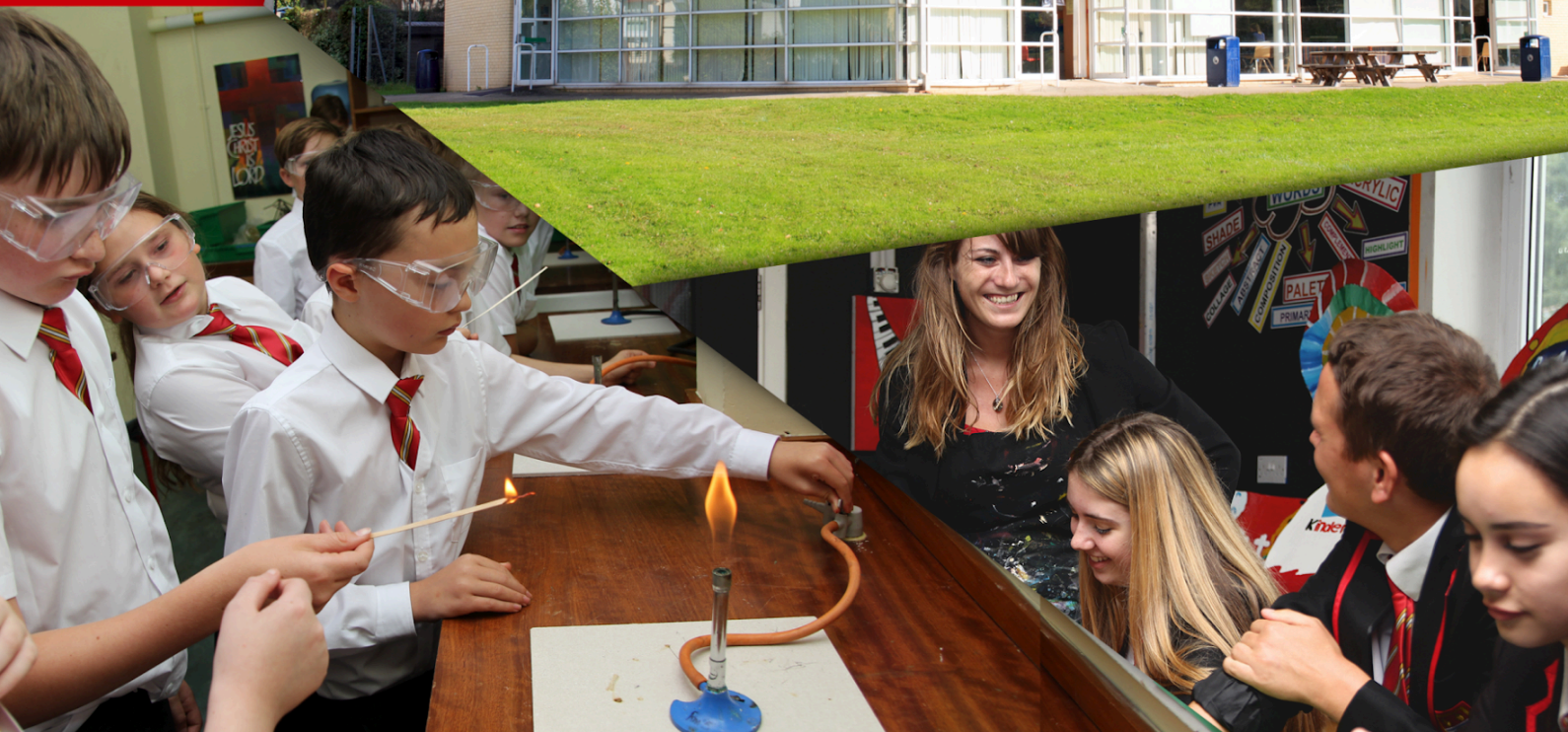




# ST. CUTHBERT MAYNE

*Joint Catholic and Church of England school*

***Job information pack***



## Welcome to St Cuthbert Mayne School

*'Educating for life in all its fullness'*

### Welcome from the Headteacher

Thank you for your interest in the advertised post of Curriculum Leader for English at St Cuthbert Mayne School. This is a permanent, full time contract starting after Easter or in September 2024.

We are looking for a Curriculum Leader who has an ambitious vision for English. They will have an in-depth knowledge and understanding of what a challenging and well sequenced English curriculum looks like and how this should be implemented to enable all students to achieve great outcomes. They will have experience of leading a curriculum team effectively and bringing out the best in others. In the classroom they will be an excellent practitioner who models great teaching. They will be open to becoming even better through high quality CPD and incremental coaching. Outside of the formal curriculum they will have a real commitment to delivering enrichment and extracurricular activities as part of our 'Life to the full' programme.

### About our School

St Cuthbert Mayne School is a Joint Roman Catholic & Church of England School that welcomes all students from across Torbay and South Devon, regardless of their faith background. Our school community is made up of students and staff from Christian and non-Christian backgrounds, who are respectful of our Christian ethos.

There are currently over 1000 students on roll and the school is growing in size year on year. The teaching accommodation is of mixed age but well-resourced and maintained. Over recent years there has been some significant capital investment made to improve the school accommodation. The third and final project is due to be completed by the end of February 2024.

It is an exciting time to join us on our journey to provide an outstanding, inspirational and challenging education for all students. We have a relentless focus on ensuring that our children have access to an ambitious and engaging curriculum that equips them with the essential knowledge and skills they need so that they live life to the full both now and in the future. This will be a challenging but very rewarding post. The school is committed to developing all its staff through regular coaching and a wide range of professional development opportunities through the South West Institute for Teaching (SWIFT) . We also work in partnership with Education South West (ESW) as part of a family of schools, to educate children so they lead great lives. If you are passionate about transforming the lives of our students and believe you have the skills and experience to make a difference then we want to hear from you.



## **The English Team**

The English team is made up of eight English specialists. There is a good mix of experienced and early career teachers, who are all ambitious for their students. The English Team is led by a Curriculum Leader, Deputy Curriculum Leader and English Lead Practitioner. In addition, the whole school Senior Lead Practitioner also teaches in the English Department.

The English curriculum at KS4 currently prepares students for the Edexcel GCSE Language and Literature certificates, with set texts in recent years including Macbeth, An Inspector Calls, A Christmas Carol and the Conflict poetry cluster of Pearson's anthology. The department's itinerary does have some alternatives to these from previous years as well as recently benefitting from capital investment. The current timetable allows for eight lessons per fortnight in total, shared equally between the two courses.

Key Stage 5 currently has A Level students following AQA's Literature specification. It is anticipated that a new class following this course will run from September, with students currently making their college and A-Level choices. KS5 subjects typically have nine contact lessons per fortnight, plus allocated independent study time.

The curriculum at Key Stage 3 has seen several changes since lockdown in an effort to better meet the learning needs of our students. Units of work are grouped thematically to help students make interleaved links between milestones on their journey. KS3 students receive seven lessons of English across the fortnight.

The successful candidate will play a key role in reviewing the design and implementation of the English curriculum.

## **About this post - Curriculum Leader for English**

**Salary** - MPS/UPS + TLR TLR 1 £11,168

A recruitment and retention payment is available for an exceptional candidate.

**Contract** - Permanent

**Hours** - 1.0 FTE

**Start** - September 2024

## **Application Process**

Please complete and submit an application form. If you have not heard from us within two weeks of your application, then you have not been successful.

You are asked to complete and include the following:

1. Application form - This can be found on our website at <https://www.st-cuthbertmayne.co.uk/teaching-staff-vacancies/>
2. Letter of application/supporting statement no longer than 2 sides of A4 to be included with the application form. (Please use it to show how you have the skills, knowledge and experience to carry out the role for which you are applying to a high standard).

Submit your application to Human Resources : [recruitment@stcm.torbay.sch.uk](mailto:recruitment@stcm.torbay.sch.uk)

Please do not submit your CV. As a school, we are committed to safer recruitment and as such can only accept applications that are on the school's application form. Please complete all sections of the form in full.

The closing date for applications is **10am on Friday 15th March**

St Cuthbert Mayne School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service Check and references will be taken for all shortlisted candidates.

St Cuthbert Mayne School is an equal opportunities employer and as such we do not discriminate based on age, gender, disability, race or any other equal opportunities criteria.



## Job Description

### Curriculum Leader of English

**Responsible to:** SLT Line Manager, Headteacher and the Governors

**Salary:** MPS/UPS +TLR 1 £11,168

A recruitment and retention payment is available for an exceptional candidate.

#### Key Purpose of Job

- The key purpose of the role is to design and implement an ambitious English curriculum that enables all students to achieve great outcomes.

#### Curriculum Leader Roles and Responsibilities

- To design and implement an ambitious and challenging curriculum that enables all students to achieve their full potential
- To lead, develop and implement teaching, learning and assessment initiatives and strategies throughout the department, that improves the teaching practice of all members of staff and therefore raise student attainment
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence. Demonstrate excellent and innovative pedagogical practice and deliver demonstration lessons
- To lead the development of high quality teaching resources, schemes of learning and home learning tasks to be used within the department to ensure cohesion of student experience and a high standard of consistency and quality
- To challenge and support underperforming teachers within the department to enable them to improve their practice
- Take a lead role in improving the effectiveness of assessment practice within the department, analysing statistical information to evaluate the effectiveness of teaching and learning and the progress of students
- To take a lead role in developing, implementing, and evaluating policies and practice that lead to School Improvement
- Contribute to the whole school professional development programme for teaching staff

- To undertake research into best practice in other schools and research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
- To be an excellent practitioner to deliver outstanding student outcomes and to support colleagues in achieving the same
- Take a lead role within the Department, working closely with other practitioners in determining and developing policies, procedures, and practice, promoting collective responsibility for their implementation to ensure high achievement through effective teaching and learning
- To design and implement a Department Improvement Plan reflects the school and department ambitions
- To build positive relationships with the diocesan education teams and work in partnership with them to support school improvement.
- To lead and manage the department and ensure the department is fully compliant with school policies and procedures
- To manage the department budget and resources effectively to maximise student progress
- To work with the Chaplaincy Team to enhance the RE curriculum
- To keep up to date with the latest educational developments in your subject area
- To engage in networks and partnership opportunities
- Ensure that there is a culture of high expectations of student behaviour and attitudes within your department
- To work with stakeholders to monitor and evaluate the work of the department
- To use pupil performance data to identify strengths and areas of development to inform department improvement

## Teaching

All Teaching Staff are expected to meet and demonstrate the relevant National Standards for Teachers available at: <https://www.gov.uk/government/publications/teachers-standards>

## Roles and Responsibilities

- 1. Set high expectations which inspire, motivate and challenge students**
  - establish a safe and stimulating environment for students, rooted in mutual respect
  - set goals that stretch and challenge students of all backgrounds, abilities and dispositions

- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

## **2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

## **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- To promote the Christian ethos of the school
- To follow and adhere to all school policies and procedures
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Be aware of the need for good life/work balance for all staff.
- To make maximum use of opportunities to promote a culture of first attention to positive behaviour.
- Promote the health, welfare and emotional well-being of all students and staff
- Promote equality of opportunity for all students and staff
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.
- To undertake any task as directed by the Headteacher that is commensurate with the post



## Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Be aware of the need for good life/work balance for all staff.
- Cooperate with the employer on all issues to do with Health, Safety & Welfare including this as a standing item on departmental agendas.
- Ensure regular risk assessments are carried out as per school policy and refer to relevant parties.

## School Ethos and Values

- To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the School.
- Promote the health, welfare and emotional well-being of all students and staff.
- Promote equality of opportunity for all students and staff.

## Other

- All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- The post-holder is expected to familiarise themselves with and adhere to all relevant policies and procedures.
- Take responsibility for personal health and wellbeing, modelling good work.life balance to colleagues, staff and students.

## Safeguarding

St Cuthbert Mayne School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**Roles and job descriptions are subject to an annual review.**

## Person Specification: English Curriculum Leader

The following list is indicative of the kind of person we are looking for but **not all of these criteria are essential**. However, please do try to give evidence of how you fulfil the majority of these requirements in your application.

Person Specification	Essential	Desirable	Evidence based
<b>Qualifications</b>			
Qualified Teacher Status	Essential		Application Certificates
Honours Degree or equivalent	Essential		Application Certificate
Recent participation in a range of relevant professional development e.g. NPQ programmes		Desirable	Application Certificate
<b>Professional Experience and Knowledge</b>			
Experience of leading a high performing English curriculum team	Essential		Application Interview
Successful teaching as evidenced through great outcomes for students	Essential		Application Interview
Understanding of what makes an ambitious and well designed English curriculum	Essential		Application Interview
Understand how assessment is used to adapt and develop the curriculum	Essential		Application Interview
Understand how the curriculum can be adapted to meet the needs of vulnerable students such as those with SEND.	Essential		Application Interview
Effective behaviour management strategies	Essential		Application interview
Experience of teaching at Key Stage 3, 4 and 5	Essential		Application Interview
Up to date knowledge of the latest educational research and how this is used to improve the teaching of English	Essential		Application Interview
Experience of developing others through coaching		Desirable	Application Interview
Experience of data analysis to target intervention		Desirable	Application Interview
Experience of teaching in Christian school.		Desirable	Application Interview
Experience of leading Collective Worship		Desirable	Application Interview

Experience of working in partnership with diocesan education teams		Desirable	Application Interview
Experience of SIAMS and Canonical Inspections (S48 Inspection)		Desirable	Application Interview
Experience of working in collaboration with other educational bodies and the wider community to develop positive relationships		Desirable	Application Interview
In-depth knowledge and experience of Child Protection and Safeguarding procedures	Essential		Application Interview
<b>Professional skills</b>			
Ability to communicate effectively orally and in writing to a range of audiences	Essential		Application Interview
Well-developed interpersonal skills	Essential		Application Interview
Strong commitment to team working and partnership	Essential		Application Interview
<b>Personal Qualities</b>			
Committed to the development and maintenance of good relationships with staff, parents, students, governors, and the community	Essential		Interview
Positive, passionate and enthusiastic outlook, embracing risk and innovation	Essential		Interview
Good organisation skills	Essential		Interview
A sense of humour	Essential		Interview
Committed to leading extra curricular activities	Essential		Application Interview
Demonstrate respect and empathy towards others	Essential		Interview
Resilience, perseverance and optimism in the face of difficulties and challenges	Essential		Interview
Ability to be consistently decisive and focused on solutions	Essential		Interview
Commitment and dedication to social justice, equality and excellence	Essential		Interview
Capacity to be flexible, adaptable and creative	Essential		Interview

Committed to the CPD of self and others in the school	Essential		Application Interview
Committed to a collaborative school vision of excellence and equity that sets high standards for all and welcomes and secures the support of others in achieving it	Essential		Interview
Willingness to develop/be sensitive towards the Christian ethos of the school	Essential		Interview
The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the safeguarding and child protection policy and staff code of conduct	Essential		Interview
<b>Equal opportunities</b>			
Candidates must demonstrate an awareness and understanding of equal opportunities	Essential		Application Interview