



ST. MARY'S
MENSTON

TOGETHER
WE FLOURISH
AMBITION
OPPORTUNITY
FAITH

Faculty Leader for English and Media **APPLICATION PACK**

Closing Date: Monday 11 March 2024, 12 noon



THE
BISHOP WHEELER
CATHOLIC ACADEMY
TRUST



Diocese of Leeds
Vicariate for Education

Welcome to St. Mary's



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We are a pilgrim school
and we journey with Mary
to become the person
God intends us to be.

.....



The opportunity to serve this school community and provide an outstanding educational experience for all our students is a rare privilege. As the Headteacher of St. Mary's Menston, I am acutely aware of the huge responsibility we have to provide the highest quality of education in order to ensure the young people in our care are happy, flourish in their adult lives and find personal fulfilment. Working closely with the senior leadership team, staff, governors and parents/carers, we continuously strive to meet the individual needs of all our students and we pride ourselves on the warmth and spirit of our community in which all our students are valued and visitors are warmly welcomed.

Our Mission Statement is at the heart of all that we do and say, and as it suggests, all members of our community are on a pilgrimage to become the person God intends them to be. This Mission guides us to work with our families to draw out our students' gifts, talents and virtuous character so that when they leave us they can contribute positively to the common good of society and the beauty of the world.

As a Catholic school, we make Christ known to all members of our extended community through the way we work and the way we act. By imitating Christ, the values of faithfulness, humility, truth, forgiveness, tolerance, dignity, service and respect are at the centre of our teaching and are achieved through the practice of living virtuously.

St. Mary's is a school with a distinct and strong ethos, providing an outstanding, progressive and well-rounded quality of education with a variety of curricular and extra-curricular opportunities. We value constructive feedback and constantly reflect on our current practice to evolve in an ever changing world. We have used our outstanding judgements from Ofsted and Diocesan inspections as the platform for further development to enable all of our young people to develop skills to prepare them for the wider world and achieve academic and personal excellence. We are delighted to see that St Mary's great success was recognised in The Sunday Times Schools Guide 2023 and that the school is amongst the highest ranking achieving secondary schools in the North of England. St Mary's is ranked the top best comprehensive secondary school in our local area and is in the top rankings in the North of England.

We have a deeply committed, thriving, successful and caring community, united in witnessing to its Mission and sense of purpose. Our staff and governors work together as a team, constantly seeking to improve, bringing enthusiasm, commitment and enjoyment to every task.

As a former student of this school, I am tremendously proud to be able to lead this school community and to be able to walk alongside each person, and each family, on their unique life journey. I welcome you wholeheartedly to our school and hope you enjoy browsing our website to find out more information about us and what we stand for. Please do not hesitate to contact the school if you have any questions or queries. We are here to support you in any way we can.

M Hattersley

Miss Margaret Hattersley
Headteacher

Job Description



Job Title: Faculty Leader for English and Media
Required: For September 2024
Salary: Leadership L8 - L12
Terms: Permanent and full time

Purpose of the Role:

To provide professional leadership and management to the Faculty in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students.

To work as part of a team to effect the school's mission statement and to realise its strategic objectives to ensure a strong commitment to local communities and to provide cost effective high quality education and training.

The Job Description should be read alongside the range of professional duties of Teachers as stated in the latest Teachers' Pay and Conditions Document, under the National Conditions of Service for School Teachers and the CES Contract of Employment. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Main Duties - Teaching and Managing Pupil Learning

- Manage resources efficiently so that teaching and learning is effectively supported in the faculty.
- Oversee planning/schemes of work in the faculty to ensure curriculum entitlement and progression is achieved for all pupils including those with special needs and gifted and talented.
- Ensure curriculum coverage, continuity and progression for all students through clearly written and regularly reviewed schemes of work.
- Ensure appropriate courses, including vocational options, are available within the faculty.
- Monitor implementation in the classroom through regular monitoring in line with Whole School Review programme.
- Ensure teachers are clear about teaching objectives and provide guidance on methodology.
- Ensure that students' literacy and numeracy skills are sustained and developed through the subject(s).
- Consider how the subject(s) can promote citizenship, enterprise, spiritual, cultural, mental and physical development and preparation for adult life.

Job Description



Main Duties – Planning and Setting Expectations/Pupil Achievement

- Ensure a strong sense of common purpose and set high expectations for pupils and staff in the faculty
- Plan the use of ICT within schemes of work, monitor the quality of this aspect of lessons and ensure that ICT skills are regularly assessed in accordance with School guidelines.

Main Duties – Assessment and Evaluation

- Establish and implement clear practices for assessing recording and reporting on student achievement, in line with School policy.
- Monitor pupil standards and achievement against annual targets and track progress in the faculty.

Main Duties – Relationship with Parents and the Wider community

- Establish good and effective communication with parents.
- Develop links with the local community to extend and enhance the work of the department.
- To use appropriate publicity channels within and beyond the school to celebrate and inform the work of the faculty.

Main Duties – Manage Own Performance and Development

- Keep abreast of new curriculum thinking, teaching methods and examination syllabuses.
- Be aware of developments at KS2 and in further and higher education.
- Know and understand the implications of the Code of Practice for SEN for teaching and learning in the subject.

Job Description



Main Duties – Managing and Developing Staff and Other Adults

- Lead, manage and develop the faculty curriculum team.
- Role model exemplary classroom practice.
- Liaise with the Inclusion Manager to develop the role of support staff in delivering subject(s) across the school.
- Monitor standards of teaching in the faculty, provide feedback, and identify and meet the CPD needs of staff in the faculty.
- Lead in the development of effective teaching and learning styles in the faculty
- Help staff achieve constructive working relationships with students.
- Support colleagues in their management of student behaviour by consistent application of school policy and procedures.
- Devolve responsibilities and delegate tasks appropriately, recognising and utilising the strengths of others.
- Sustain motivation; promote enthusiasm, openness to new ideas, commitment and a happy and homogenous team.
- Demonstrate a commitment to CPD and all school procedures in relation to pay progression of all colleagues in the faculty.
- Provide full and regular feedback to team members, through faculty meetings, briefings and memos of matters discussed at meetings held for curriculum managers. Ensure the Faculty is represented at these meetings.
- Promote links and co-operation with other faculties/departments. Encourage Faculty involvement in School wide initiatives and in the development of whole School policy.
- Ensure that senior colleagues and governors are well informed about faculty policies, plans, priorities, targets and professional development needs.
- Assist in the selection of staff within the faculty area.
- Be responsible for supporting training, monitoring ECTs and students placed within the Faculty. Manage career entry profiles.
- In the role of reviewer (team leader) make pay recommendations for colleagues through the performance management process.

Main Duties – Managing Resources

- Advise senior managers of staff and resource needs for the faculty.
- Ensure the effective and efficient management and organisation of learning resources.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.
- In consultation with the team, formulate the faculty's Strategic and Improvement Plans and implement the processes by which they will be monitored and evaluated.
- Ensure that the faculty handbook is kept up to date and the faculty improvement plan is reviewed annually.

Job Description



Main Duties – Strategic Leadership

- Identify priorities for improvement within the faculty and contribute to school self-evaluation and improvement planning.
- Contribute to and respond to whole school developments.
- Use data and other information to inform strategic planning, to identify improvement targets, and to inform the school's leadership.
- Develop and implement policies and practices for the subject that reflects the school's commitment to high achievement.
- Analyse current performance of students in the subject throughout the Faculty and devise strategies for improving standards further.
- Establish, with the involvement of your team leader, plans for developing and resourcing the faculty to bring about continuous improvement in teaching and learning student achievement.
- Monitor the progress being made towards targets established in subject planning.
- Evaluate the effects of the faculty's work on standards of learning and teaching.

Accountable to: Senior Leadership Link to the Faculty

Accountable for: All staff within the faculty

Further Conditions of Service:

- To undertake the responsibility of a form tutor as and when required as specified in the generic job description.
- To undertake leadership duties as required.
- To undertake any other responsibilities as may reasonably be directed by the Headteacher.
- To support and maintain the Catholic ethos of the school as stated in the School Mission Statement.
- To be fully aware of and understand the duties and responsibilities with regards to child protection and safeguarding in schools and attend appropriate whole school staff training as and when required.
- Adhere to school policies.

Person Specification



	Essential	Desirable/Helpful
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status. • Good Honours Degree. • Recent participation in a range of in service training. • Successful teaching experience in English at Key Stage 3 and 4. • Evidence of successful experience of leading a department, or an initiative within a subject or pastoral area. 	<ul style="list-style-type: none"> • Higher Degree. • Registered or participating in a leadership course, for example NPQML. • Experience of teaching Media. • Experience of teaching A-level English and Media. • Experience of working in a Catholic School.
Personal Qualities	<ul style="list-style-type: none"> • To support and contribute to the school's Catholic Ethos. • To be flexible and versatile and be able to demonstrate excellent communication and interpersonal skills. • To be able to gain the confidence of and have excellent working relationships with colleagues and students. • Ability to work under pressure and meet deadlines. • To be self-reflective, with the ability and desire to improve own performance. • To be able to effectively lead a team. • To have high personal standards - dress, conduct and presentation. • To be a professional role model for the school values and ethos. • Ability and desire to make a significant contribution to the whole school. • To be fully aware of and understand the duties and responsibilities with regard to Child Protection and Safeguarding in schools and attend appropriate whole school staff training if and when required. 	<ul style="list-style-type: none"> • Practising and committed Catholic • Develop, empower and sustain individuals and teams. • Combine the outcome of regular faculty self-review with external self-evaluation in order to develop the faculty.

In your covering letter please relate your strengths to the person specification and job outlined.

The post is subject to enhanced DBS clearance.

English at St. Mary's



General

The English department consists of eleven full time and part time teachers, all of whom are subject specialists. Teachers classrooms are equipped with a smartboard, a whiteboard and storage areas.

The Curriculum

Throughout Key Stage 3, students are taught in mixed ability from groups. At Key Stage 4, students are strategically allocated to mixed ability groups based on individual student needs across the full range of academic abilities. This strategy allows us to focus on delivering aspirational teaching to all students, whilst reducing stigma for certain groups. At Key Stage 4, students receive nine hours of teaching across a two-week timetable, this investment of time and resources acknowledges and reflects the need to fully deliver the two GCSE qualifications successfully for all our students.

Key Stage 3

We deliver a spiral curriculum at Key Stage 3 that allows students' skills and knowledge to be built upon over the course of the three years. Students access a range of poetry, prose and plays throughout the course, studying *Animal Farm*, *Tuck Everlasting*, *Journey's End* and two Shakespeare plays, as well as looking at thematic units about dystopian literature, voices from other cultures and the history of drama, prose, and poetry. Students are assessed in their ability in reading, writing and oracy throughout the three years, with each assessment building on a developing the skills and knowledge that have come before. We pride ourselves in delivering a creative and challenging curriculum that meets our faculty intent to enrich and empower all our learners.

Key Stage 4

At Key Stage 4, all students follow a course based on the AQA syllabus in English Language and Literature. A two-year plan is followed by the department which enables each component of the two courses to be given appropriate teaching time. The texts chosen for the English Literature GCSE link thematically in order for teaching and learning to embed and develop key literary tropes and principles that can be applied across the specification.

Examination results have been of a consistently high standard over many years. The percentage of students achieving grades 9-5 in English in 2023 was 87.1%, with 95.5% achieving grades 9-4 and 37.1% achieving a grade 9-7. We also offer flexibility for students who do not access the range of GCSEs in English and have capacity to deliver ASDAN English and AQA Step Up to English as part of our teaching offer.

Key Stage 5

English Literature (OCR) and English Language (AQA) are offered at 'A' level. Both of these courses are very well-subscribed, popular choices. Results across all 'A' Levels continue to be strong, reflected in positive ALPS performance.

Media

Media Studies is an established and popular GCSE option that is also taught by members of the English faculty. Students follow the Eduqas specification for their GCSE Media Studies qualification.



Proud History

Exciting Future



St Mary's has a proud history of successfully educating the students of West Yorkshire. Our reach is beyond our locality serving students from as far as South Leeds and North Yorkshire. Opening in November 1964 the school has embarked on a journey which has seen it evolve and adapt to changing times, while staying true to its core Christian values.

Our alumni have gone on to achieve remarkable success in diverse fields, from academic to the arts, from business to public service. These accomplishments are a testament to the solid foundation our school provides, not only academic growth, but importantly, the development of character.

We are as proud of our history as we are excited about the future and as we move towards our 60th Anniversary in 2024 we have been assigned funding for further development of our site, looking to enhance our sixth form facilities, and school environment. Our persistence in evaluating and continually improving the quality of education will ensure that the school and its students will thrive for years to come.

Former Students



Aidan White
Played for Leeds United
FC and Republic of
Ireland U21.



Kaiser Chiefs
Met in the same Year 7
class at St Mary's.

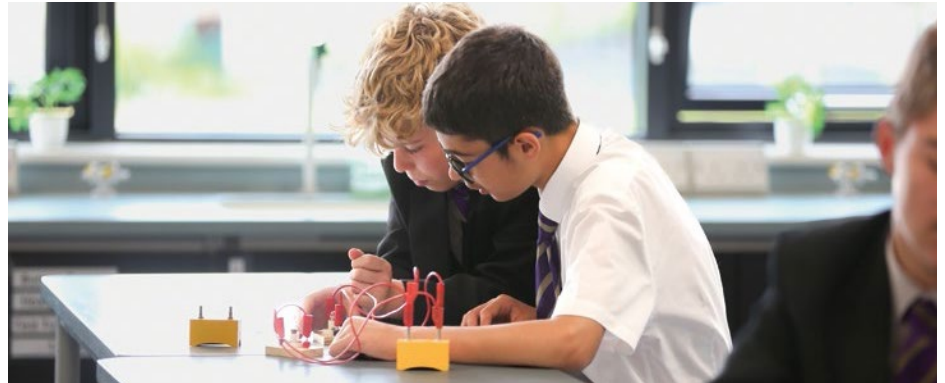


Matthew Lewis
Starred as Neville
Longbottom in the
Harry Potter films.

Ambition

"Education is the most powerful weapon which you can use to change the world."

NELSON MANDELA



We are a school with a reputation for academic excellence and we are proud of the consistently outstanding results our students achieve at GCSE and A Levels. And for the exciting destinations and opportunities this creates for them.

But it does not stop there. We have an ambition for all our students whatever their life story or individual context, to be the very best version of themselves. They grow, develop, and challenge themselves to overcome barriers and obstacles.

We want our students to search and strive for excellence in all that they do, say and achieve in life.

We do this through:

- Nurturing everyone's individual pathway through school.
- Offering an extensive extra curriculum program.
- Supporting and developing pupils' individual gifts and talents.



Great Results and Destinations



86%

4-9 GRADES
ACHIEVED IN
ENGLISH &
MATHS
GCSE



89%

4-9 GRADES
ACHIEVED IN
RE GCSE



82%

4-9 GRADES
ACHIEVED IN
SCIENCE
GCSE



87%

4-9 GRADES
ACHIEVED IN
MATHS
GCSE



96%

4-9 GRADES
ACHIEVED IN
ENGLISH
GCSE



32%

A-A* GRADES
ACHIEVED AT
A-LEVEL

B =

AVERAGE GRADE
ACHIEVED AT
A-LEVEL

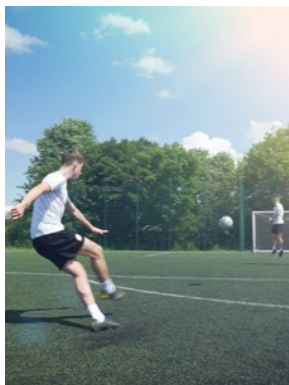
49%

OF UNIVERSITY APPLICANTS

PROGRESS TO A RUSSELL GROUP UNIVERSITY
INCLUDING OXBRIDGE



Opportunity ...to Explore, Lead and Shine



We are passionate that every student here at St. Mary's has the opportunity to enjoy a full, fun and enriching experience. One that takes them beyond the classroom and maybe even out of their comfort zone!

That is why we offer a varied and rich programme of events and activities beyond the formal curriculum. All our students are offered the opportunity to participate and achieve in creative, sporting and academic areas and to share personal interests and enthusiasms with fellow students and staff thereby enriching their skills and personal and social development.

We offer a range of extra curricular activities as well as school trips and excursions. An emphasis on the development of global citizens is promoted through foreign learning and cultural exchanges, Duke of Edinburgh and the World Challenge expeditions.

For our 6th form students, the Bambisanani Partnership provides a unique opportunity to work alongside Mnyakanya High School in South Africa.





At St Mary's we embrace and welcome students of all faiths into our caring and inclusive community. As a strong family Catholic school with close relationships between staff and students, we believe that diversity enriches our learning environment and fosters a sense of understanding and acceptance.

Our core Catholic values are centred around creating a safe space where everyone feels respected, valued and supported on their educational journey. We cultivate an atmosphere of empathy, compassion and open mindedness. We strive to empower our students to grow in confidence and courage.

We encourage them to explore their individual beliefs, express themselves authentically, and engage in meaningful conversations that promote mutual understanding and tolerance.

Our school community is dedicated to providing a nurturing environment that enables students to achieve their full potential, academically, emotionally and spiritually. We firmly believe that by embracing the uniqueness of each student, we create a thriving community where everyone can flourish.

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**Success is built on our
loving, caring and supportive
Catholic values
and ethos.**

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Excellent Pastoral Support



We Care

We believe in broadening and enriching our students so that they develop the values, resilience and motivation to succeed in life outside school. We promote a positive behaviour policy, focussed on teaching them good habits, behaviour and routines.

Mr Moran
Deputy Headteacher

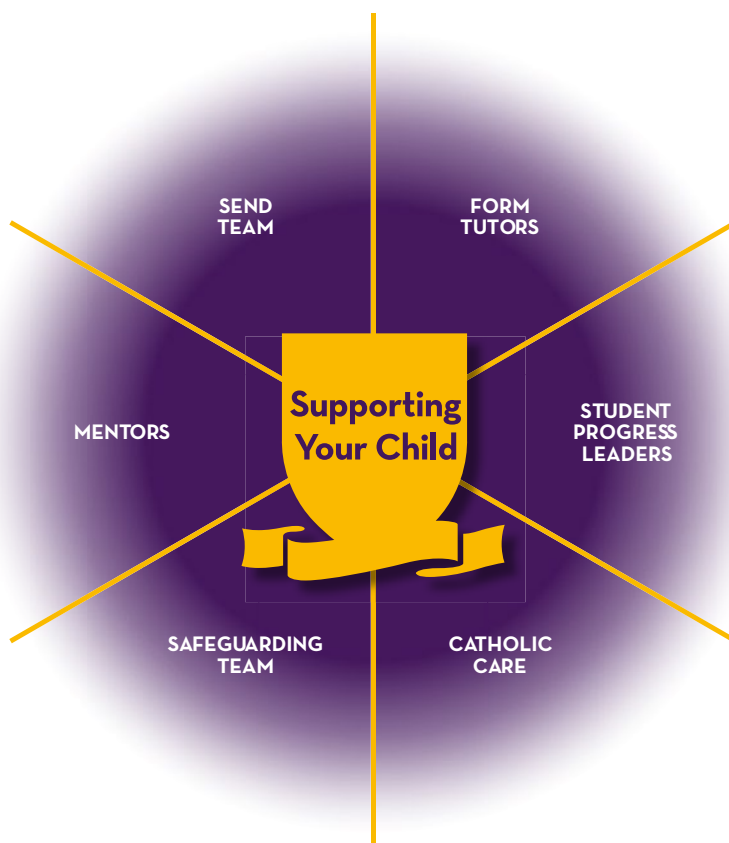
"Pastoral support is a strength of the school...pupils' behaviour is excellent in and out of the classroom. They are able to listen to their peers, show understanding, tolerance, and when called for, forgiveness."

SECTION 48

Our approach aims to talk about wellbeing with a common language where needs are defined by young people and families in partnership with professionals.

Following the NHS '5 Ways to Wellbeing', we use a combination of self-help, in-school support and external partnerships.

The following school-based teams ensure that we can respond quickly to the needs of all our students:



Personalised Teaching and Learning



"Students' personal
development is
outstanding"

OFSTED



St Mary's offers each of its students their own unique journey. The success of the academic outcomes we achieve are founded in the quality of the teacher-student relationships our staff create.

Students are known from day one, with personalised seating plans for all classes, and teaching and learning underpinned by the latest educational research.

We pride ourselves in providing a unique individual learning experience across 5 to 7 years designed to match the goals, interests and pace of each student.



Broad and Balanced Curriculum



KEY STAGE 3

Key Stage 3 is an important part of a child's learning journey. Learning from Year 7 is engaging and challenging, as they make the transition into secondary school, engaging with new subjects and extending their knowledge. The KS3 Curriculum is designed with progression at its centre, aiming to ensure that learning from KS2 is sequenced effectively and appropriately for our students. There is support in place for learners at all stages ensuring that all students can access their curriculum whatever their starting point.

KEY STAGE 4

Key Stage 4 takes their learning from KS3 further and deeper. Students follow a two-year programme of study towards GCSE and technical qualifications taken at the end of Year 11.

Alongside a strong core offer of English, RE, Science and Mathematics, a broad and balanced curriculum allows for individual pathways to ensure that their own curriculum meets their needs.

SIXTH FORM

Our successful sixth form curriculum is founded on level 3 courses, mainly A-Level, with a number of Applied General courses.

Based on an entry requirement of 5 GCSEs at grade 4 or above, our Pathways to Success options programme include a number of routes for students to achieve their goals, whatever their starting point.

A Thriving Sixth Form

Ready to Take on the World



"The relationships with the teachers here are really brilliant, their extensive knowledge and expertise really shows, I thoroughly enjoyed my time here and can't recommend it enough -I hope you enjoy it as much as I have."

HEAD GIRL, 2022-23



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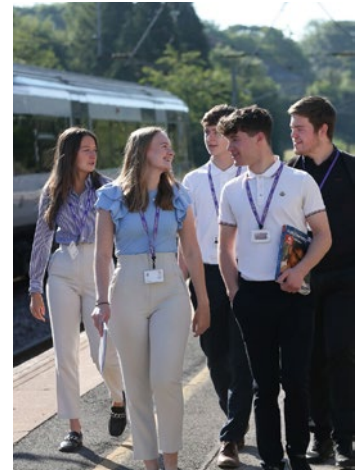
Many words describe St. Mary's Sixth Form - personal, ambitious - but the most used adjective is, without question, "friendly". These words combined begin to give you a flavour of what makes St. Mary's so special. Our excellent quality of teaching and devoted focus on the individuals in our community, all contribute to our on-going success as a thriving, happy, academic establishment.

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We pride ourselves on the excellent results our students achieve, but this is only a small part of our offer to students. Each year we excel in securing places at Oxbridge and Russel Group universities, as well as positions on competitive apprenticeship schemes with top employers. Student life after St Mary's is promising and fulfilling for all our alumni and we are there to support them long after they leave us.

We are so much more than results. Our Catholic ethos means that people are at the heart of all that we do; we strongly believe every student deserves to be happy in their learning, develop their personal character as they go on their journey, have ambition for their personal best and enjoy the highest quality of academic and pastoral support every step of the way.

Principles of leadership, community spirit, compassion and kindness are fundamental to our unique sixth form. Our students achieve personal success, benefit from excellent care and enjoy a memorable sixth form experience.



A North

Mrs A North
Director of Student Progress,
Key Stage 5



THE BISHOP WHEELER CATHOLIC ACADEMY TRUST

St Mary's is part of **The Bishop Wheeler Catholic Academy Trust**, a charity and a company limited by guarantee, registered in England and Wales

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CEO: Mr D Beardsley

Chair of the Trust Board: Mrs D Gaskin



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Menston
West Yorkshire
LS29 6AE

Website: stmarysmenston.org

Tel: 01943 883000

Email: admin@stmarysmenston.org

Headteacher: Miss Margaret Hattersley

Chair of the Academy Council: Mr Chris Billington



The parishes served by our school:

SS Peter & Paul Yeadon
St. Joseph's Pudsey
English Martyrs Addingham
Our Lady & All Saints Otley
SS John Fisher & Thomas More
Burley-in-Wharfedale
St. Mary's Horsforth
Sacred Heart of Jesus Ilkley
St. Stephen's Skipton