St. Mary's
Menston
a Catholic Voluntary Academy





Faculty Leader for Maths and Computer Science

Closing Date:
Monday 17 October 2022, 12noon

Our Values

Faithfulness

"Blessed are the poor in spirit, for theirs is the kingdom of heaven"



Humility

"Blessed are the meek, for they shall inherit the earth"



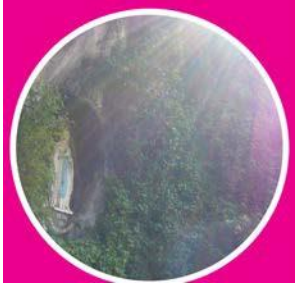
Truth

"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied"



Forgiveness

"Blessed are the merciful, for they shall obtain mercy"



Tolerance

"Blessed are the peacemakers, for they shall be called children of God"



Dignity

"Blessed are those who mourn, for they shall be comforted"



Service

"Blessed are those who are persecuted for righteousness' sake, for theirs is the kingdom of heaven"



Respect

"Blessed are the pure in heart, for they shall see God"



Welcome to St. Mary's

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 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.



Miss Margaret Hattersley

Headteacher

"St Mary's is a deeply committed and caring Catholic community, characterised by outstanding leadership and dedicated staff, united in wholeheartedly witnessing to the Catholic mission of the school"
Section 48:

"Students' personal development is outstanding"
Ofsted

‘Pupils embrace their faith and show a deep respect for themselves and for others in their community. They speak confidently about their experiences on retreat and on pilgrimage. “We believe that if we pray to God he will help us”’

Section 48:
The Catholic Life of the School and Religious Education Inspection



DIOCESE OF LEEDS

DIOCESAN BOARD FOR INSPECTIONS

SECTION 48
REPORT

THE CATHOLIC LIFE OF THE SCHOOL
AND RELIGIOUS EDUCATION

Judged
‘Outstanding in all areas’

Overall Effectiveness	1
Catholic Life	1
Religious Education	1
Collective Worhship	1

Date of Inspection 20-21 June 2019





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

SUB TUO PRAESIDIO













Job Description

Job Title: **Faculty Leader for Maths and Computer Science**
Required: **For January 2023**
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 Teaches 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.



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.

Job Description

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.



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.



Job Description

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.

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	• Qualified Teacher Status. • Good Honours Degree. • Recent participation in a range of in-service training. • Successful teaching experience in Mathematics and Key Stage 3 and 4. • Evidence of successful experience of leading a department, or an initiative within a subject or pastoral area.	• Higher Degree. • Registered or participating in a leadership course, for example NPQML. • Experience of teaching A-level Mathematics and/or Further Mathematics. • Experience of working in a Catholic School
Skills and Knowledge	• Understanding of strategic planning and processes. • To be ICT literate, making appropriate use of IT as a teaching and management tool. • To have knowledge of and confidence in the use of pupil performance data. • Understanding of strategies to raise achievement across Key Stages. • To have experience of successful interventions to raise achievement. • To have a good knowledge of current educational issues and initiatives. • To be able to work with other adults including outside agencies. • To have an understanding of leading, managing and motivating a team of staff. • Ability to ensure that all students and parents have regular feedback on progress. • Understanding of the principles and strategies of school improvement	• An understanding of the relationships between managing performance, CPD and sustained school improvement

Person Specification

	Essential	Desirable/Helpful
Personal Qualities	• 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.	• 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.

Maths and Computer Science at St. Mary's

General

The Faculty consists of fourteen teachers. The department is well resourced and occupies a suite of newly refurbished classrooms.



Key Stage 3

In Year 7 the year group is split into two cohorts. There are vertical sets within each cohort.

In Year 8 the teaching groups are arranged into eight sets. Every effort is made to incorporate the recommendations of the new programme of study, and to reflect the new emphasis on fluency at KS3. Formal testing takes place at regular intervals and movement between sets is frequent.



Key Stage 4

In Years 9, 10, and 11 the teaching groups are arranged into sets, with some sets being of a similar ability. All students work toward their aspirational target grade.

All students follow an AQA GCSE course at one of the two tiers and performance is very strong at this level. In 2022, 87% of students achieved a grade 9-4 in Maths, 85% achieved a grade 9-4 in English and Maths and 66% achieved a grade 9-5 in English and Maths which is significantly above Leeds and national averages.

Key Stage 5

Maths is extremely popular at A level with around 25 students each year choosing to continue with our subject. Some students in the Sixth Form also choose to study the new Level 3 Core Maths qualification. Further Maths is provided over two years for a small number of very able candidates.

In 2022 an ALPS grade 3 was achieved for Maths A level. Students also excelled in Further Maths.



Other Activities

Students embrace many opportunities within the school to develop their numeracy and mathematical skills.

All maths classrooms have a smartboard and all teachers have embraced the opportunity to enhance their teaching with the use of ICT.





“The task of a teacher is not simply to impart information or to provide training in skills intended to deliver some economic benefit to society; education is not and must never be considered as purely utilitarian. It is about forming the human person, equipping him or her to live life to the full – in short it is about imparting wisdom.”

Pope Benedict XVI

“Let us protect with love all that God has given us!”

Pope Francis



Academic excellence is at the heart of what we do. St. Mary’s outstanding results at GCSE and A-level prove that our balanced curriculum works. Inspirational teaching and learning develops the knowledge, skills, values, confidence and motivation each student needs to succeed.

The all-encompassing wellbeing of our 1,236 students is paramount. St. Mary’s staff support our students’ academic, social and spiritual development, reinforced by rigorous school policies to ensure our students are safe, secure and happy.

Students’ achievement and progress, within St. Mary’s and the wider community, is rewarded through regular celebrations.

A rich variety of opportunities to participate in activities beyond the formal curriculum is open to all. Our charity fund-raising activities benefit a wide range of local, national and international causes.











St. Mary's aims to:

- Teach the beliefs, doctrines and practices of the Roman Catholic Church.
- Develop virtuous character so we become the person God intends us to.
- Be inspired by our patron, and form group saints.
- Instil respect for moral values and tolerance of other religions, races and cultures.
- Give the satisfaction of achievement to all pupils and develop a sense of vocation.
- Encourage good habits of work, appearance and healthy living.
- Support each pupil to ensure their academic, social and spiritual development.
- Promote community cohesion within and beyond the school.

St. Mary's is committed to promoting and safeguarding the welfare of all children and expects all staff and visitors to share this commitment.

"Pupils, 'deeply value and respect the school's Catholic tradition.'

It is a school where inclusivity and tolerance offer a sense of security and support for all."

Section 48:
The Catholic Life of the School and Religious Education Inspection

"All groups of students in KeyStages 3 and 4 make outstanding progress."
Ofsted

Our Results

Post 16 Results 2022

A-level	2022
% A* to E	98.4
% A* to C	82
% A* to B	63
Average point score per A level entry	38.59
Average grade	B=

Applied general	2022
% D*–M	73.9
% D*–D	41.3
Average point score per entry	30.66
Average grade	Distinction -

The qualifications achieved by our Sixth Form students in 2022 enabled 68% of them to go to university (92% first choice and 31% Russell Group universities). 18% students went straight into employment and 9% progressed onto an apprenticeship.

Key Stage 4 Results 2022

Number of pupils in year group: 203 (98 Females and 105 Males)

Key Stage 4 School Headlines	2022
% Basics 9–4 in EM (standard pass)	85
% Basics 9–5 in EM (strong pass)	66
% EBacc Entry	71
EBacc Average point score	5.18
% EBacc Achievement (strong pass)	34
% EBacc Achievement (standard pass)	44.3
% 9–4 in English	93
% 9–4 in Maths	87
Attainment 8 score	57.43
Progress 8 score	TBC
% Staying in education or employment	TBC
% 9–7	40
Number of 9 grades	157

2022 EBacc achievement (strong pass) is a more challenging measure, requiring a grade 5 in all EBacc subjects.

Given the impact of the pandemic on school and college performance data, the government has said you should not make direct comparisons between data for one school or college and another.

Link to Performance Tables:
https://www.compare-school-performance.service.gov.uk/school/139351



Growth Mindset

At St. Mary's we are working hard with both staff and students to develop and embed a Growth-Mindset approach to teaching and learning in order to ensure students love the challenge of learning and learn how to become resilient learners.

Growth Mindset is an idea developed by Carol Dweck at Stanford University: it is the belief that ability is not fixed. Through hard work and effort great things can be achieved and barriers to learning can be overcome.



The Growth Mindset approach depends on the ability to develop resilience, grit and perseverance. Grit is our passion and perseverance towards reaching a long-term goal while resilience is the optimism to keep bouncing back from failure. Both of these traits for success are rooted in a Growth Mindset, and the good news is that Growth Mindset means you can learn, develop and build resilience and grit. Like most valuable skills this takes practice and dedication so at St. Mary's we are aiming to place the Growth Mindset approach central to all we do.





Our Curriculum

As a pilgrim school, our curriculum is central to the journey we are making together. The curriculum seeks to develop virtuous young people who are able to grow and flourish, and reach their God-given potential. It encompasses opportunities inside and beyond the classroom for pupils to gain knowledge, skills, values, confidence and motivation, and celebrates the achievement and success of every individual. We provide a stimulating learning environment in which enthusiasm, commitment and enjoyment are paramount.



The Curriculum specifically aims to:

- Develop virtuous character so we become the person God intends us to.
- Be inspired by our patron, and form group saints
- Teach the beliefs, doctrines and practices of the Roman Catholic Church
- Encourage respect for moral values and tolerance of other religions, races and cultures
- Give the satisfaction of achievement to all pupils and develop a sense of vocation
- Encourage high standards of work, smart appearance and awareness of a healthy lifestyle
- Develop an effective and imaginative use of language
- Provide mathematical, scientific and technical knowledge and skills
- Teach how present-day society evolved, how the nation achieves its standard of living and the ways in which nations depend upon each other, including British values
- Teach about human achievement and encourage aesthetic and environmental awareness
- Encourage open-mindedness and rational discussion.
- Provide opportunities in the Creative Arts.
- Develop independent learning and study skills.

Table showing the number of 1 hour lessons for each subject within a 10 day cycle:

We have four option blocks in Years 9 to 11

"St. Mary's, Menston is at the heart of the community in this area of the diocese. School leaders are discerning but also unyielding in their pursuit of excellence and success for all pupils, students and staff in their care."

Section 48:
The Catholic Life of the School and Religious Education Inspection

	Year 7	Year 8	Year 9	Year 10	Year 11
Religious Education	5	5	5	5	5
English	7	6	7	9	9
Mathematics	6	7	6	8	8
Science	6	6	9	9	9
Physical Education	3	3	3	3	3
PDT	1	1	1	1	1
Art	2	2	Option (5)	Option (4)	Option (4)
Design & Technology	4	4	Option (5)	Option (4)	Option (4)
Drama	2	2	Option (5)	Option (4)	Option (4)
French	5	5	Option (5)	Option (4)	Option (4)
Geography	3	3	Option (5)	Option (4)	Option (4)
History	3	3	Option (5)	Option (4)	Option (4)
Computer Science	2	2	Option (5)	Option (4)	Option (4)
Music	2	2	Option (5)	Option (4)	Option (4)
German		introduced	Option (5)	Option (4)	Option (4)
Health and Social Care			Option (5)	Option (4)	Option (4)
Media Studies			Option (5)	Option (4)	Option (4)
Performing Arts			Option (5)	Option (4)	Option (4)
Physical Education (GCSE)			Option (5)	Option (4)	Option (4)
Spanish		introduced	Option (5)	Option (4)	Option (4)
Sports Studies			Option (5)	Option (4)	Option (4)

*PSHE is delivered in a fortnightly PDT session with along with Careers

Key Stage 3 (Years 7 and 8)

The curriculum is planned to interest and motivate pupils in a broad range of subjects while preparing for continued study in GCSE and vocational courses at the end of Year 8.

On entering St Mary's, pupils are taught in mixed ability groups, except for Maths. In Year 8, setting is introduced in modern foreign languages, along with the opportunity to learn a second language.

Key Stage 4 (Years 9, 10 and 11)

In addition to compulsory subjects we offer a choice of pathways to reflect an individual's aptitude or aspiration. The breath of curriculum provision is maintained while specialisation enables pupils to excel in subjects beyond the range of the National Curriculum. A separate document giving full details of our pathways is published annually.

Aiming High

Pupils are encouraged to realise their full potential through assessment and the setting of academic objectives. Progress towards targets is reviewed and reported to parents twice each year. Great emphasis is placed on promoting good study habits to which regular homework makes a significant contribution.

Reporting Achievement

Parents receive an annual report of the progress made by pupils with a written comment provided by the form tutor. There is also a summary report containing target grades and an assessment of progress towards those targets, which is provided at strategic points during the year to ensure parents are aware that pupils are on course to fulfil their potential. Further opportunity is provided to monitor and discuss academic and social development at the parents' consultation meeting.



Support and Enrichment

Learning support is well resourced and in addition to specialist teaching staff, a number of classroom assistants and learning mentors work alongside pupils to ensure full access to the curriculum. A broad range of opportunities and activities is provided to help pupils of all abilities make the best progress possible.

Sixth Form (Post 16: Years 12 and 13

We offer a curriculum that is based on A-levels and technical qualifications. Our range of pathways is designed to allow Post 16 students to gain the qualifications required to secure a place at university, a higher apprenticeship or to embark on a career. Further details can be found in our Sixth Form Prospectus.



Inclusion and Pastoral Care

"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:
The Catholic Life of the School and Religious Education Inspection

"Students are exemplary in their conduct and extremely respectful of others, both their peers and staff."
Ofsted

Every pupil is assigned a form group in the care of a Form Tutor. The tutor holds a key position in the life of St. Mary's and is the first point of contact between home and school. Their primary responsibility is to monitor the welfare of each pupil to ensure their academic, social and spiritual development.

The tutor sees members of the form daily to establish and articulate clear expectations to each pupil in order to cultivate appropriate standards and attitudes for participation and success in all areas of school life.

Each year group is led by a Student Progress Leader who meets regularly with the form tutors to discuss individual pupil progress. Student Progress Leaders are supported by the work of the school's Learning Mentors, Lay Chaplain, Catholic Care, Attendance Officer and non-teaching Pupil Support Assistants. A spirit of unity and co-operation is secured through whole year activities such as assemblies, residential visits and Liturgies.



Keeping Parents and Carers Informed

The school places a high value on the triangular relationship between parent or carer, pupil and staff. Effective communication between parent and school is essential to ensure the safety, well-being, motivation and all round development of each child.

- The school maintains close links with the parishes and primary schools
- The weekly General Letter, termly newsletters, stmarysmenston.org school website and the @StMarysMenston Twitter account ensure that families are kept up to date with events and developments
- There is a Home/School Agreement to ensure that both parents and staff work together to encourage the best possible development of each pupil
- Every pupil is issued with a Planner to help them organise their work and to provide a readily accessible point of reference between staff and parents/carers
- Form tutors will monitor behaviour and achievement (in line with the pupil expectations) and will be responsible for collating information across the curriculum. They will liaise with Student Progress Leaders where sanctions or interventions are required.
- Annual Awards Assemblies are held for each Year Group focussing on the achievements of pupils. The assemblies celebrate the progress made by pupils in their subjects, as well as recognising the leadership skills that they have developed throughout the school
- Diploma Celebration Evenings celebrate the achievements of our pupils both within and outside school at Key Stage Three.
- Our Year 11 Celebration Evening and Sixth Form Celebration Evening celebrate the achievements at the end of Key Stages 4 and 5.
- Pupils' work is also recognised through Big Breakfast celebrations, emails home and postcards. Improved and 100% attendance are also celebrated.
- Consultation meetings with staff are held annually to give parents and staff the opportunity to discuss pupil progress
- Parents wishing to discuss any matter concerning their child can contact the school by telephone or email.
- Open Evenings and Open Days provide invaluable opportunities for parents to view St. Mary's, meet staff and see the work of the school
- The work and achievements of St. Mary's are regularly featured in the local and national media
- Parents are encouraged to support the school through involvement in school activities and events
- The Arbor Parent App provides real time update on student progress and attendance

Special Educational Needs and Disabilities

St. Mary's is an inclusive mainstream secondary school. Students are taught in mainstream classes with interventions and support as required. We provide a wide range of pupil services to enable access to the curriculum. Learning mentors, form tutors, pupil support teams and counsellors support emotional wellbeing.

The inclusion team work both in class and on a bespoke level to deliver individual programmes of intervention.

St. Mary's Hub, is a base which provides nurturing support to students with additional needs.

Students can access a break and lunch club if they prefer a quieter setting out of lesson times.

Students with more complex needs may have an allocated keyworker to provide support and be the important link between student, teachers and parents/carers.

Personal Development including Careers

All pupils will have a fortnightly PDT lesson. PDT or Personal Development includes Personal, Social, Health and Economic education and some aspects of Relationships education. PDT is also where we deliver some aspects of Our Careers programme. The aim of PDT is to provide opportunities to build students' capabilities and knowledge of wider issues, support students' interests and aspirations, and help them to make informed decisions about their future choices and career pathways. Outside speakers, external visits and in-house activities are also part of our curriculum offer.



Relationships, Sex, Health Education

The school's programmes of RSHE are firmly rooted in the Catholic ethos of the school and linked to the school's programme for Religious Education. Other aspects of health and relationship education are taught during PDT (Personal Development Time). Our programme was judged as outstanding by Ofsted and is built on our values as a Catholic school. The programme is in full accordance with the teachings of the Catholic Church and emphasises the sacred nature of the Christian marriage and its centrality to family life. and its centrality to family life.

Homework

At St. Mary's we believe that homework is an integral part of learning and we are keen for pupils to continue to learn and challenge themselves outside of the classroom. We want to ensure however, that homework is meaningful, manageable and motivating.

Homework is closely linked to the work pupils are doing in the classroom and the tasks are either Preparation Tasks or Consolidation Tasks.

Homework tasks are published on the school website and any resources which may be needed can also be accessed from here.



Extended Curriculum: Opportunities for Leadership

St. Mary's has a varied and rich programme of events and activities beyond the formal curriculum. All pupils are offered the opportunity to participate and achieve in creative, sporting and academic areas outside the classroom and to share personal interests and enthusiasms with fellow pupils and staff thereby enriching their skills and personal and social development.

An emphasis on the development of global citizens is promoted through foreign learning and cultural exchanges, World Challenge expeditions and the Bambisanani Partnership with Mnyakanya High School in South Africa.

In Year 7 all pupils are given the opportunity to work toward achieving the St. Mary's diploma, which they will complete in Year 8. The first year of a new school is the beginning of a journey, and resembles the first steps of a pilgrimage, following the example of Our Lady, Mary, our school's patron. The aim of the diploma is to recognise the steps on that journey towards developing a virtuous character, and a deepening understanding of our catholic faith and its call to serve. The diploma rewards the completion of a wide range of learner tasks, that take place in the classroom, and leader tasks that take place outside. Our Year 12 students support Year 7 pupils and their form tutors by helping and guiding them. We celebrate the successes of the diploma at a Diploma Celebration Evening in July.

"Students make excellent contributions to the community"
Ofsted

"Pupils understand what it means to have a vocation and can give examples of when they have served the school or community."
Section 48:
The Catholic Life of the School and Religious Education Inspection

"Parents speak highly of the school and the Catholic Life it exudes."
Section 48:
The Catholic Life of the School and Religious Education Inspection


Art and Design


School Productions


Public Speaking


Dance


Fundraising


Iceland Geography Visit


Ski Trip USA


The Duke of Edinburgh's Award



Retreats and Pilgrimages



Amalfi Coast Geography Visit



Community Events



Exchanges to France and Germany



Competitions and Awards



Sports Leaders



Drama



Sports Teams, coaching and leadership



Subject Visits



Key Stage 3 Productions



World Challenge Expedition
to Central America



Global Warriors and Fairtrade



Faith in Action



Music



Ullswater Residential



South Africa Visit

The Bishop Wheeler Catholic Academy Trust

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

Company Number: 8399801

Registered Office:
St. Mary's Menston, A Catholic Voluntary Academy, Bradford Road, Menston, LS29 6AE

Website: bishopwheelercatholicacademytrust.org
Tel: 01943883000
Email: j.johnson@bwcat.org

Chair of the Trust Board: Mrs D Gaskin



St. Mary's Menston, a Catholic Voluntary Academy

St. Mary's Menston
Bradford Road
Menston
West Yorkshire
LS29 6AE

Website: stmarysmenston.org
Tel: 01943883000
Email: admin@stmarysmenston.org
Twitter: @StMarysMenston
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