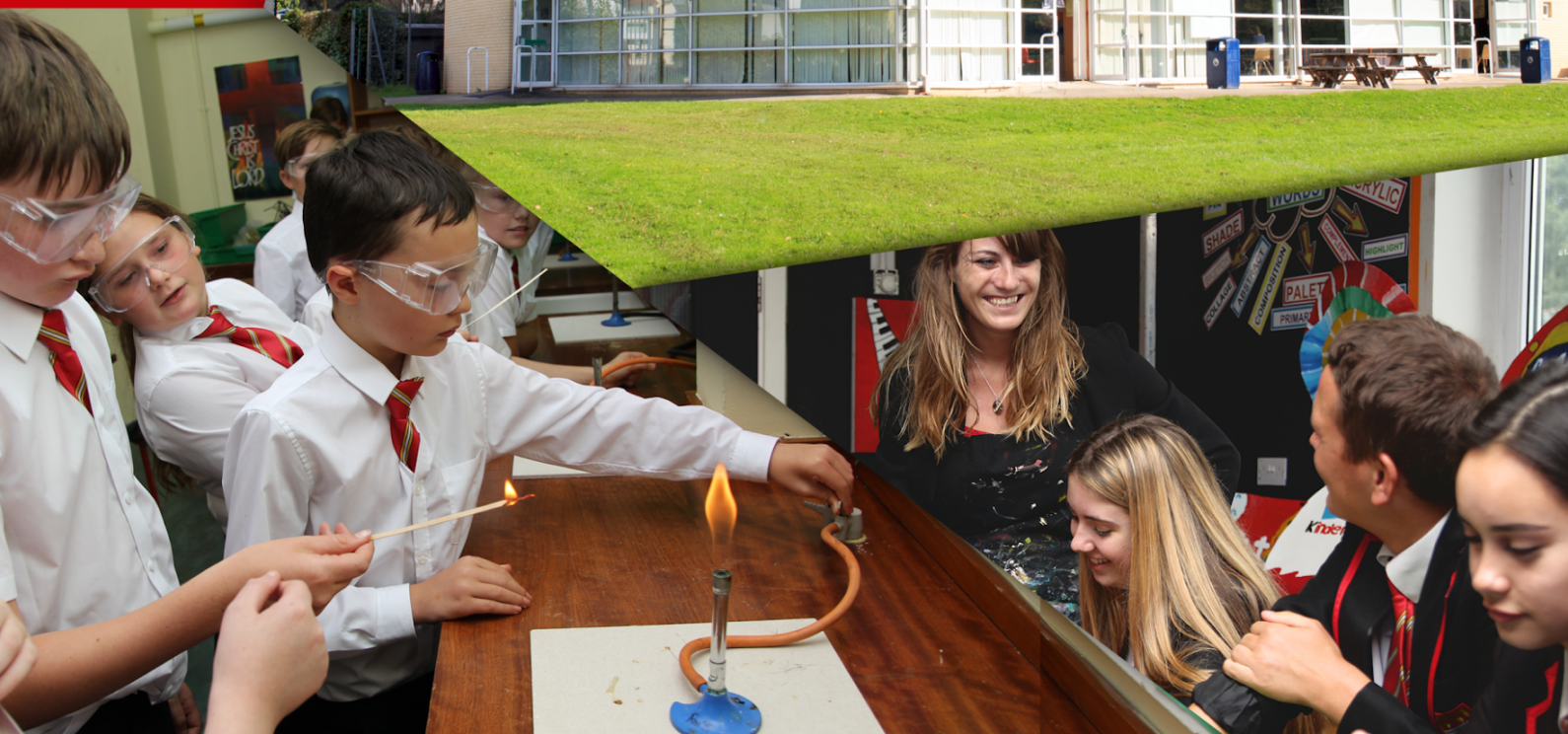




# ST. CUTHBERT MAYNE

*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 Lead Practitioner at St Cuthbert Mayne School. This is a permanent, full time contract starting in September 2022.

We are seeking to appoint an exceptional Lead Practitioner to join the English Department. The successful candidate will be a well qualified, passionate and dedicated teacher of English whose enthusiasm for their subject generates excitement and a love of learning.

We are looking for a team player, with a proven track record of excellence in the classroom. As well as being an excellent teacher you will have the skills and expertise to develop and coach others. You will have the mindset that all teachers need to improve, not because they aren't good enough already but because they can be even better. You will be focused on ensuring that all teaching and learning is consistently good or better so that all students reach their full potential. This is in line with our school vision that we are "educating for life in all its fullness".

If you would like to discuss the role or visit the school before application please contact Julie Webb our HR and Personnel Officer - [Julie.webb@stcm.torbay.sch.uk](mailto:Julie.webb@stcm.torbay.sch.uk)

### 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 965 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. We are currently in the middle of an exciting £3.6 million building project, which will significantly improve the facilities for students and staff in our school. Another £1 million of improvements will also be made to the school facilities in 2023.

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 to ensure that our children get access to the best possible teaching through a vibrant and engaging curriculum, 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 making a difference to the life chances of our children then we want to hear from you.

The school was last inspected by Ofsted in November 2016 and was graded as Good in every area. The statutory inspection of Anglican/Catholic Schools was also conducted in November 2016, and



graded the school Good in all areas. Both reports can be found on the school website [www.st-cuthbertmayne.co.uk](http://www.st-cuthbertmayne.co.uk).

### **The English Team**

The English team has a strong commitment to fostering a collaborative approach to planning, resourcing and delivering an ambitious curriculum at all key stages. A centrally resourced, bespoke mastery-style curriculum is in its second year of development at KS3, which we are continually improving to better help our students build the requisite knowledge and skills needed to study the two year Edexcel GCSE Language and Literature certificates at GCSE. At KS5 we have had strong recent successes in delivering A-Level Language and are preparing to relaunch A-Level Literature which has been in brief hiatus.

The current English staff is a balance of experienced, newly and recently qualified teachers, including the senior lead practitioner as well as the head of English and media faculty, and second in department. One member is primary trained and working with students who are in need of an enhanced transition programme to ensure they are secondary ready. The department enjoys working with Early Careers Teachers to continue to develop excellent teachers for our students.

Within the department it is expected that all staff members contribute to teaching across a variety of ages and abilities, and that staff development on the whole is focused on addressing the current and imminent needs of our students: as with many non-selective schools, our current and forecast intake of children from feeder primary schools reflects challenges linked to lower-than-average literacy skills and below-chronological reading ages, so we are striving to learn how to adapt our teaching to best meet their subsequent needs.

### **About this post - Teacher of English**

**Salary** - Lead Practitioner Scale -1-5

**Contract** - Permanent

**Hours** - 1.0 FTE

**Start** - September 2022

#### **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/support-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).
3. Submit your application to Julie Webb - HR and Personnel Officer  
[julie.webb@stcm.torbay.sch.uk](mailto:julie.webb@stcm.torbay.sch.uk) by **Sunday 22nd May 2022 at midnight**.

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.

Electronic/e-mailed applications will be accepted. However, should you be invited to interview please be aware that you will be asked to confirm the details on your application by hand signing it. Please email Form to '[julie.webb@stcm.torbay.sch.uk](mailto:julie.webb@stcm.torbay.sch.uk)'

**Closing date: Sunday 22nd May at midnight**

**Interview date: w/c 23rd May**

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 – Lead Practitioner

<b>Post Title:</b>	Lead Practitioner
<b>Accountable to (Line Manager):</b>	Subject Curriculum Leader
<b>Salary Grade:</b>	Scale: Lead Practitioner Scale 1 - 5 Salary - £42,402 - £46,796
<b>School Area:</b>	Quality of Education

### Key Purpose of Job

- The key purpose of the role is to support the Curriculum Leader to improve the quality of teaching, learning and assessment in the department to maximise student outcomes.

### Lead Practitioner Roles and Responsibilities

- To develop and implement Teaching, Learning and assessment initiatives and strategies throughout the department that raise the teaching practice of all members of staff and therefore raise student standards and progress
- 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 develop 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 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, working closely with the Curriculum Leader and teaching and learning team in developing, implementing, and evaluating policies and practice that lead to School improvement

- Contribute to the whole school professional development programme for teaching staff
- Lead the design and implementation of a whole school literacy strategy
- 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

## **Class Teacher 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

## **PART TWO: 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.**

