



Recruitment Pack for the Position of:  
**SENCO**

Welcome to St Thomas More Catholic High School

Thank for taking time to consider the post here at St Thomas More Catholic High School. The role is a vitally important one in our school and will impact directly on our continued success and future development.

Our school is recognised as one of the very best schools in Cheshire and nationally as our Progress 8 score has been the best in Cheshire East in 2016 and 2017 and in the top 5 in 2018. Our OFSTED inspections of September 2007, April 2012 and January 2016, together with our pupils' examination results at Key Stage 4 establish our wider reputation as a school with excellent results and pupil progress. The Diocese of Shrewsbury graded the school outstanding in February 2017

I hope that in finding out more about the school and its secure basis on Gospel Values you will feel motivated to apply for the position. I would encourage you to visit the school and meet our exceptional pupils. Please do not hesitate to contact the school if you have specific questions. However do look at our website if you would like more information about our school.

**Your application form and covering letter, including referees should be returned by the advertised closing date.**

The application form and covering letter can be emailed to:

[mrs.mcglone@st-thomasmore.cheshire.sch.uk](mailto:mrs.mcglone@st-thomasmore.cheshire.sch.uk)

Kind regards



Mrs Clare Hogg  
**Headteacher**



## **St Thomas More Catholic High School**

### **Keeping Faith in Education**

St Thomas More Catholic High School is a high performing, oversubscribed, 11-16 school in the South Cheshire Catholic Multi Academy Trust in the Diocese of Shrewsbury which was once again rated Good by Ofsted in 2016. Our most recent inspection by Shrewsbury Diocese rated us as an Outstanding Catholic school.

We have a well-deserved reputation for academic excellence balanced by outstanding pastoral care and support which allows our pupils to flourish and develop as rounded individuals.

During 2016-17 we will continue to focus relentlessly on the quality of teaching leading to excellent results for pupils, very high expectations of behaviour to create a calm and happy school, a strong good pastoral system to care for pupils and their needs, and a range of enrichment activities to engage and motivate pupils to contribute to their wider education to ensure that St Thomas More Catholic High School provides an outstanding education for all pupils.

Every school in the country with high ambitions for its young people would probably say the same, but we have a distinctive foundation or inspiration for our pursuit of excellence: our Catholic Christian values, based on the Gospel of Jesus Christ, which regards every person as a unique creation of God with an 'original gift' to offer the world. Our aim is to help pupils to discover the person they are called to be.

In the day to day life of the school, Gospel and British values are evident in the culture of respect and the strong 'family' atmosphere which all our visitors comment on and our staff and pupils value highly. Our values and common purpose has enabled us to create a thriving community who experience a full and balanced education which prepares them to live a fulfilling life and able to grasp all job, career, high education and leisure opportunities which the world offers.

### **What is special about a Catholic School?**

- |                                  |   |
|----------------------------------|---|
| ✦ Form prayers each day          | ✦ Links with Global Schools                     |
| ✦ Assemblies                     | ✦ Caring ethos                                  |
| ✦ Retreats                       | ✦ Inclusion for all                             |
| ✦ Liturgical events              | ✦ Wellbeing Days                                |
| ✦ Faith in Action                | ✦ Curriculum Core RE                            |
| ✦ Equality and Respect of all    | ✦ Supporting the Church Catechetical Programmes |
| ✦ Relationship and Sex Education | ✦ Chaplaincy Team                               |



## KEY FACTS

LOCATION:	Crewe, Cheshire
DENOMINATION:	Roman Catholic
DIOCESE:	Shrewsbury
AGE RANGE:	11 - 16
NO OF PUPILS:	647
NUMBER OF STAFF:	76
% OF PUPILS ON FREE SCHOOL MEALS:	9.5%

## ACADEMIC ACHIEVEMENTS:

### 2019 GCSE Exam Results:

Progress 8:	+ 0.28
Attainment 8:	53.1
Achieving Grade 5 and above inc English & Maths:	58%
EBACC (Achieved at Grade 5/C)	4.72

## St Thomas More Catholic High School

*Keeping faith in education*

**Our school community believes in every person,  
encouraging their love of learning, their love of  
each other and their love of Christ**

#### At St Thomas More Catholic High School we aim to:

- Identify and value the individual abilities and qualities of all, whilst promoting a spirit of respect and concern for others
- Make prayer, worship and liturgy meaningful experiences for all members of the school community
- Maintaining and developing a challenging environment, which encourages high academic aspirations and achievements for all
- Make our pupils confident, caring and contributing members of society

**BE WHO GOD  
MEANT YOU TO BE  
AND YOU WILL SET  
THE WORLD ON FIRE**

St Catherine of Siena

Crewe is an established town in Cheshire with a population of approximately 84,000. Crewe is known for its large railway junction and its history of manufacturing and overhauling locomotives. Crewe was also the home of Rolls-Royce Motors from 1946 until 2002. The Pym's Lane factory now produces Bentley Motor Cars exclusively.

St Thomas More Catholic High School is located within the parish of St Mary's the Immaculate, Crewe, under the Diocese of Shrewsbury. We work closely with our partner feeder primary schools, St Mary's Catholic Primary School, Crewe; St Anne's Catholic Primary School, Nantwich and St Gabriel's Catholic High School, Alsager. With a PAN of 128 and approximately 650 pupils on roll the school is increasingly oversubscribed.



St Thomas More Catholic High School has an excellent reputation within the Catholic and local community. We are a successful and popular school. Examination results and Levels of Progress are above local and national averages across Key Stage 3 and 4.

St Thomas More was inspected by Ofsted in January 2016 and was judged as a "Good" school. Here are some of the main findings from our recent inspection:

- 'The school has maintained high standards over a sustained period, with an improving trend compared to National figures'
- 'Teachers are effectively monitoring pupils' progress, providing accurate predictions of pupil GCSE results'
- 'The quality of teaching in core subjects of English, Maths and Science is at the heart of pupil enjoyment of learning'
- 'Teachers have high expectations and, as a result, pupils strive to achieve their challenging targets'
- 'Teachers create an atmosphere where pupils are not afraid to have a go and be wrong'
- 'Pupils behaviour is "Outstanding"'
- 'Pupil attendance is above average'
- 'The Governing Body are committed and provide support and challenge, sharing the ambitions of the school'
- 'The Leadership Team has maintained the good quality of education in the school since the last inspection'
- 'The Leadership Team have a clear idea of where the school is strong and where it can improve further'



## **Job Description: Special Educational Needs Co-ordinator**

Reports to: Assistant Head  
Responsible for: Teaching Assistants

### **Key purpose of the job**

The SENCO under the direction of the headteacher, will:

- ▶ Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- ▶ Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- ▶ Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- ▶ The SENCO will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.

### **Duties and Responsibilities:**

#### **Strategic development of SEN policy and provision**

- ▶ Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision;
- ▶ Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability;
- ▶ Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan;
- ▶ Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice;
- ▶ Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

#### **Operation of the SEN policy and co-ordination of provision**

- ▶ Maintain an accurate SEND register and provision map;
- ▶ Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support;
- ▶ Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment;
- ▶ Be aware of the provision in the local offer;
- ▶ Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies;
- ▶ Be a key point of contact for external agencies, especially the local authority;
- ▶ Analyse assessment data for pupils with SEN or a disability;
- ▶ Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.

#### **Support for pupils with SEN or a disability**

- ▶ Identify a pupil's SEN;
- ▶ Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness;
- ▶ Secure relevant services for the pupil;
- ▶ Ensure records are maintained and kept up to date;
- ▶ Review the education, health and care plan with parents or carers and the pupil;
- ▶ Communicate regularly with parents or carers;

- ▶ Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil;
- ▶ Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities;
- ▶ Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

### **Leadership and Management**

- ▶ Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements;
- ▶ Prepare and review information the governing board is required to publish;
- ▶ Contribute to the school improvement plan and whole-school policy;
- ▶ Identify training needs for staff and how to meet these needs;
- ▶ Lead INSET for staff;
- ▶ Share procedural information, such as the school's SEN policy;
- ▶ Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for the pupils with SEN or a disability;
- ▶ Lead and manage teaching assistants working with pupils with SEN or a disability;
- ▶ Lead teaching assistant appraisals and produce appraisal reports;
- ▶ Review teaching assistant performance on an ongoing basis.

The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

## **Job Description: Classroom Teacher**

Reports to: Curriculum Leader

### **Responsibilities of a classroom teacher**

- ▶ Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils;
- ▶ Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons;
- ▶ Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement;
- ▶ To assess, record and report on the progress and attainment of all pupils within allocated classes;
- ▶ To register the attendance of pupils in class;
- ▶ To set appropriate homework;
- ▶ To mark pupil's work and give appropriate and constructive feedback;
- ▶ To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials;
- ▶ Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour;
- ▶ Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events;
- ▶ Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD); and
- ▶ Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

### **Responsibilities of a form tutor**

- ▶ To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group;
- ▶ To check uniform and general appearance on a daily basis; and
- ▶ To monitor the behaviour of pupils in the tutor group.

### **Performance Management responsibilities**

- ▶ All members of staff are required to participate fully in the school's performance management system.

### **Other professional requirements**

- ▶ Have a working knowledge of teachers' professional duties and legal liabilities;
- ▶ Operate at all times within the stated policies and practices of the school;
- ▶ Establish effective working relationships and set a good example through their presentation and personal and professional conduct; and
- ▶ Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.



## Person Specification : SENCO

### **Qualifications:**

- ▶ Qualified teacher status.
- ▶ National Award for SEN Co-ordination.
- ▶ Any further relevant qualifications.
- ▶ Degree.

### **Experience:**

- ▶ Teaching experience.
- ▶ Experience of working at a whole-school level.
- ▶ Involvement in self-evaluation and development planning.
- ▶ Experience of conducting training/leading INSET.

### **Skills and Knowledge:**

- ▶ Sound knowledge of the SEND Code of Practice.
- ▶ Understanding of what makes 'quality first' teaching, and of effective intervention strategies.
- ▶ Ability to plan and evaluate interventions.
- ▶ Data analysis skills, and the ability to use data to inform provision planning.
- ▶ Effective communication and interpersonal skills.
- ▶ Ability to build effective working relationships.
- ▶ Ability to influence and negotiate.
- ▶ Good record-keeping skills.

### **Personal Qualities:**

- ▶ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school.
- ▶ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability.
- ▶ Ability to work under pressure and prioritise effectively.
- ▶ Commitment to maintaining confidentiality at all times.
- ▶ Commitment to safeguarding and equality.

## Person Specification : Teacher

### **Qualifications:**

- ▶ A suitably qualified graduate.
- ▶ Evidence of relevant and ongoing CPD.
- ▶ Any further relevant qualifications.
- ▶ This role would be suitable for an experienced teacher.

### **Experience:**

- ▶ An excellent Teacher with the ability to secure consistently high levels of student achievement.
- ▶ Experience of teaching KS3 and KS4 including an up-to-date knowledge of the KS3 and KS4 curriculum.
- ▶ Knowledge of recent national developments in Secondary Education.
- ▶ Experience of teaching the full range of abilities.

### **DESIRABLE:**

- ▶ Experience of a pastoral / form tutor role.

### **Skills and Knowledge:**

- ▶ Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments.
- ▶ A clear understanding of the characteristics of high quality teaching and learning and achievement for all pupils.
- ▶ Knowledge of current issues and recent developments in the curriculum area.
- ▶ Capacity to use ICT as an integral part of teaching.
- ▶ Knowledge and understanding of the value added agenda, including levels of progress.
- ▶ Ability to lead initiatives, support the process of change and work effectively in a team.
- ▶ Secure commitment to a clear aim and direction for the subject.
- ▶ Understanding of equal opportunities issues and their application to work.

### **DESIRABLE:**

- ▶ Understanding of particular needs of pupils with SEN.
- ▶ Awareness of factors affecting language and learning across the curriculum.
- ▶ Knowledge/involvement in other cross curricular initiatives/projects or whole school developments.

### **Personal Qualities:**

- ▶ Willingness to support the ethos of a Catholic school.
- ▶ Enthusiasm for the subject.
- ▶ Ability to use own initiative.
- ▶ A commitment to the vision of the school.
- ▶ Ability to form good working relationships with pupils and staff.
- ▶ High standards and expectations.
- ▶ Ability to use pupil assessment data to raise achievement.
- ▶ Outstanding communication skills.
- ▶ Reliability and integrity.
- ▶ A commitment to safeguarding and promoting of welfare of children issues.
- ▶ A commitment to personal and professional development.
- ▶ A willingness to contribute to extra-curricular activities.

## ENHANCED DISCLOSURE

Thank you for interest in St Thomas More Catholic High School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warning which would otherwise be regarded as “spent” under this Act. Further details will be sought prior to appointment.

An Enhanced Disclosure is carried out by the Disclosure and Barring Service and will check criminal records for information on any convictions, cautions, reprimands and warnings held on Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used, stored and disposed of in confidence and in line with the Disclosure and Barring Service Code of Practice of Disclosure Information.

If your application is successful, you will receive further information on how to complete the Enhanced Disclosure.

