

APPLICATION PACK

**Specialist Teacher of English
Fixed Term – Maternity Cover
In the region of 0.4FTE**



St Peter's
Church of England
Aided School

Contents

1. Welcome letter
2. SIAMS Report (May 2019)
3. Ofsted Report (November 2019)
4. Vision and Mission Statements
5. The Safeguarding and Behaviour Teams
6. Advert
7. Job Description
8. Person Specification



St Peter's Church of England Aided School

Quarry Lane, Exeter, EX2 5AP

www.spexe.org

(01392) 204 764

school@spexe.org

Dear Candidate

Specialist Teacher of English – Fixed Term – Maternity Cover (in the region of 0.4FTE)

Thank you for taking the time to consider this role. I trust that the accompanying information will encourage you to make an informed choice about applying to work at St Peter's.

We are seeking an enthusiastic and innovative English Teacher to join the English Department in St. Peter's for a part time post (in the region of 0.4FTE) which is a maternity cover. This is an exciting opportunity to teach both English Language and English Literature across KS3 and KS4.

I welcome visits and telephone conversations from prospective candidates; please supply contact information by emailing vacancies@spexe.org to arrange a tour or phone call. I will be very happy to take all of your questions, show you around and meet our staff and students. A frequent compliment made by visitors is what a calm and purposeful environment for learning St Peter's provides.

Our most recent OFSTED inspection (November 2019) and SIAMS Inspection (May 2019) reveal what a positive place St. Peter's, Exeter is to work.

Our OFSTED report quotes:

"The school is a calm, harmonious place where pupils enjoy learning."

"Pupils behaviour and attitudes to learning are strong. Pupils state that bullying is very rare, but when it happens, staff resolve it quickly."

"Pupils have high aspirations. They pay attention in class and work hard."

I believe that this is because of a wide range of factors:

- We take training seriously, investing in staff on national qualifications, regional, local and internal opportunities to develop staff
- Our students are polite and eager to learn
- Our GCSE performance has been positive for the last 4 years and significantly positive for 3 years when compared to national expectations
- Our recent SIAMS inspection judged the school as being the top grade of **"excellent"**
- We are Ofsted 'Good'
- We are a principles led organisation
- We are not an exams factory
- We focus on character development as well as qualifications
- We are one of the most improved schools in the country
- We feature in the Real Schools Guide
- Our work on Character education is recognised nationally

'Life to the full for everyone.'



- Staff View provides genuine opportunities for all teaching and support staff to lead on any aspect of school improvement. In the past Staff View brought about significant changes to a reduction in data drops, performance management and appraisal, behaviour and rewards policy and smarter calendared deadlines
- All students are encouraged to take part in enrichment residentials. These range from adventures in the UK, Europe and Malawi
- We have an on-site gym
- We have regular staff socials
- We provide ICT equipment
- We offer a cycle to work scheme
- We have a library for staff to use
- We have staff sport on Fridays
- Many staff are also parents of students at St Peter's

St Peter's is placed a few minutes commute from the M5 junction in Exeter, Devon. Unusually we have plenty of on-site parking and are also easily accessed by trains and buses.

Exeter itself is a beautiful Cathedral city, only 30 minutes from the coast and Dartmoor National Park. There is therefore plenty on offer if you enjoy an outdoor lifestyle. Exeter also boasts one of the top Rugby teams in the Premiership, Exeter Chiefs as well as football league side Exeter City, several theatres and cinemas, restaurants and public houses with fine reputations.

St Peter's is an oversubscribed school known for its reputation as a high performing school and nationally recognised for our approaches to character education.

As a school our teaching and learning strategies are founded on the best evidenced based research available. We seek to continually invest in staff training and improve our understanding and delivery of learning.

The Role - Specialist Teacher of English (Fixed Term – Maternity Cover in the region of 0.4FTE)

This is a very exciting opportunity to join an 11-16 high-achieving and over-subscribed school in modern, well-equipped, purpose-built premises.

As a school our behaviour, teaching and learning strategies are founded on the best research available. We seek to continually invest in and improve our understanding and delivery of learning.

At St Peter's, we believe that all young people deserve the opportunity to be the best they can be. We are looking to appoint a Specialist Teacher of English to work within a friendly team of staff.

Do take a look at our Principles of **HOPE** brochure and our website to get more of a flavour of life at St Peter's, but of course there's nothing quite like visiting us in person as a way of supporting your thinking and application.

Yours faithfully



Phil Randall

Headteacher

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Peter's Church of England Aided School				
Address	Quarry Lane, Exeter, EX2 5AP			
Date of inspection	13-14/05/2019	Status of school	Voluntary Aided Secondary	
Diocese	Exeter	URN	113553	
Overall Judgement			Grade	Excellent
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?				
Additional Judgements				
The impact of collective worship			Grade	Excellent
The effectiveness of religious education (RE)			Grade	Good
<p style="text-align: center;">School context</p> <p>St Peters 11 to 16 Secondary School has 1283 pupils on roll. The majority of pupils are of White British heritage. A small number of pupils from different ethnic groups are part of the school with few speaking English as an additional language. The proportion of pupils who are considered to be disadvantaged is below the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is also below national average. However, both are showing an annual increase. Since the previous denominational inspection there has been significant changes to staffing, including four different headteachers.</p>				
<p style="text-align: center;">The school's Christian vision</p> <p style="text-align: center;">Life to the full for everyone.</p> <p>The school seeks to develop character and bring about HOPE through wisdom, courage, compassion and community. The school's principles of HOPE are developing 'Habits' of character, providing 'Opportunities' for all, encouraging 'Personal responsibility' and aiming for 'Excellence'.</p>				
<p style="text-align: center;">Key findings</p> <ul style="list-style-type: none"> Education at St Peter's School is strongly underpinned by an inclusive Christian vision and associated principles which profoundly impact across its life and work. Strong theological and biblical foundations are excellently built upon and expressed through its character compass. This provides a range of values by which to live that are exceptionally well developed across the curriculum and responded to admirably by both pupils and staff. Along with the inspirational leadership of the headteacher and lay chaplain, senior leaders and governors have a shared understanding of the vision and use it as a touchstone when making decisions and setting priorities. Collective worship is central to school life through which pupils are successfully helped to consider the relevance of biblical teaching to life today. This encourages them to act positively in the service of others. The materials provided for worship, including in tutor groups, is excellent <p>Religious education (RE) builds strongly on the school's vision and GCSE results are showing an upward trend due to effective leadership and targeted improvement planning.</p>				
<p style="text-align: center;">Areas for development</p> <ul style="list-style-type: none"> Extend the use of Anglican practices in collective worship to enhance pupils' appreciation of the diversity of worship which is part of the Church of England. As part of ongoing refinement of already very effective practice, ensure a shared understanding of spiritual development and how this can be articulated through its specific link with the school's Christian vision and associated principles. 				

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The Christian vision and its associated principles successfully energise all aspects of the school's life in exemplary ways. Through them staff and pupils positively work together and flourish. The vision has a strong theological and biblical basis which is inclusive of all. Staff, irrespective of their time in the school or the stage of their career, are excellently supported for working in this school. This means that they confidently draw on its vision and associated principles to support their work. The current headteacher, appointed in 2016, has ensured stability and challenge. Governors and senior leaders work collegiately and effectively. They demonstrate a convincing understanding of the theological and educational importance of the vision which is exceptionally well shared across the whole school community. Governors' role in monitoring and evaluating the impact of the school's Christian vision, including worship and RE, is well embedded. It leads to positive ongoing developments and to decisions being taken with clear reference to the school's vision and principles. Key areas for improvement from the previous denominational inspection have been fruitfully addressed and acted as a spur for ongoing improvement. The evaluation of itself as a church school is detailed and accurate, successfully incorporating short- and longer-term strategies for ongoing improvement.

The acronym 'HOPE' encapsulates the principles through which the school community experiences its 'fullness of life for everyone'.

Its focus on developing character habits is deeply embedded. Encapsulating its vision, the character compass commendably outlines clear values, successfully providing a robust framework that enables pupils to grow as confident, positive and engaged members of society. The quality of the work around the character compass and its influence on pupils' personal and academic development is a genuine strength of the school. Indeed, its effectiveness has received national recognition, for example, through work with the Church of England Foundation for Educational Leadership.

Providing opportunities for all lies at the heart of making creative curriculum decisions. This includes the introduction of a VIP (Values in Practice) lesson. This weekly lesson is being successfully rolled out into each year group. It strongly focuses on mental health and wellbeing and on encouraging pupils to flourish personally as well as academically. The curriculum is broad and balanced and tailored to pupils' varying needs. For example, a vocational route across Years 9 to 11 is provided for some, whilst maintaining their general educational entitlement. The wellbeing of staff, pupils and families is taken seriously through compassionate and practical pastoral support. Pupils themselves take a role in supporting their peers. Drawing on work with the Stonewall charity a group of pupils are practically supporting others, through the celebration of difference and through peer mentoring. The character compass is strongly and appropriately applied across all subject areas. This leads to pupils and staff discussing, 'big questions', and addressing issues of spiritual and ethical concern regularly across the curriculum. Whilst spiritual development opportunities are strong, how these relate specifically to the school's Christian vision and to the character compass is less well articulated.

Personal responsibility is given an extremely high priority. This is admirably expressed through pupils taking responsibility for themselves and others inside and outside of school. This includes through service and charitable giving. For example, there is a deep and longstanding Malawi link which supports education as a way of addressing poverty. It includes pupils and staff working with others in Exeter, fundraising and visiting Malawi. This link is a 'life-changing experience' for many who visit whilst also impacting positively across the whole school community. It shows practically that individuals and small groups can make a difference in the world today. Thus, it spurs pupils and staff on to further service and charitable giving which is recognised as showing the school's vision in action.

Aiming for excellence positively underpins teaching and learning and productively encourages aspiration. This is reflected, for example, through the good and often accelerated progress made by pupils with different prior attainment. Most pupils enter the school with above the national average levels and maintain these higher levels across the school. This means that by the end of Key Stage 4 attainment is at least above and sometimes well above national averages. The attainment and progress of all is closely monitored and effective individualised support is in place for the more vulnerable. Excellence is also seen in relationships, through the productive climate for learning and in pupils' commendable behaviour. The school's behaviour policy, along with all its other policies, embeds the school's inclusive Christian vision.

The school's partnerships with outside agencies is exemplary. It includes, recent innovative work with other secondary schools in Exeter and the Local Authority to provide early intervention and ongoing support for pupils in danger of being excluded.

The excellently planned and well-resourced worship programme provides a wide range of experiences helping pupils and staff consider the significance of faith and worship in the world today. Thus, it makes an important contribution to individual and community flourishing. Excellent use is made of biblical teaching in exploring key Christian beliefs and practices, relating them to school life and to the wider community. This means, for example, that pupils can show how service of others reflects the service of Jesus in the world. Pupils involvement in planning, leading and evaluating worship is strong. Engagement with worship, including in tutor groups, is admirable. Materials provided to support tutors and pupils in this worship are excellent. It is generously shared with several schools who benefit from the insights provided. The chaplain's perceptive work is recognised both in and outside of school through, for example, his involvement in national Church of England projects. Honorary chaplains, lay and ordained and from a range of denominations, provide extended support for pupils and staff. Their varying backgrounds contribute deeply to pupils' understanding something of the breadth of Christian belief and experiences. However, pupils' appreciation of the diversity of worship practices within the Anglican Church is less well experienced through worship.

In RE there is a good content balance which contributes well to pupils being open and respectful. 'RE helps you to think about your life and helps you consider others' beliefs', as a Key Stage 3 pupil reflected. Provision meets statutory requirements and reflects the Church of England Statement for Entitlement. Time is well used to support pupils' growth in knowledge and understanding. Very good leadership, which has been in place for two academic years, has led to improvement, for example, to the curriculum and to attitudes to learning. Marking and assessment follows school practice and for GCSE examination classes it closely reflects examination criteria. Thus, it is good at supporting pupils' progress.



The effectiveness of RE is Good

Teaching is good with a wide range of effective teaching and learning strategies to support pupils' engagement. In-school monitoring takes place regularly and staff who teach RE contribute effectively to enhancing the school's Christian vision and associated principles. Thus, learning is enhanced and good standards of attainment and progress in RE are in evidence across the school. Most pupils reach at least age- related expectations making good, and sometimes accelerated progress from their various starting points. There is an improving trend in GCSE examination results which reflects how RE encourages pupils to attain well.

Headteacher

Phil Randall

Inspector's name and number

Pamela Draycott (161)

Inspection of a good school: St Peter's Church of England Aided School

Quarry Lane, Heavitree, Exeter, Devon EX2 5AP

Inspection dates:

12–13 November 2019

Outcome

St Peter's Church of England Aided School continues to be a good school.

What is it like to attend this school?

St Peter's provides pupils with a good education that prepares them for life beyond school. Pupils learn about the importance of kindness, friendship and charity. They discuss issues such as homelessness with wisdom and insight. Pupils learn the importance of helping others through charity work and support roles within school. As a result, the school is a calm, harmonious place where pupils enjoy learning.

Pupils' behaviour and attitudes to learning are strong. Pupils state that bullying is very rare, but when it happens, staff resolve it quickly.

Staff provide a high level of care for pupils. Pupils have good relationships with staff. In lessons, pupils explore their perceptions of the world freely. Pupils learn how to keep themselves safe both physically and mentally.

Pupils have high aspirations. They pay attention in class and work hard. Pupils also relish the opportunities to develop other skills such as leadership and fund-raising. The school's 'character compass' supports the development of pupils as future citizens very well.

Consequently, pupils at St Peter's are well prepared for life beyond school. One parent's view reflected the views of many, when they stated that 'staff focus on the "whole person" without losing sight of the academic'.

What does the school do well and what does it need to do better?

Leaders have planned the curriculum carefully to ensure that pupils develop socially, emotionally and academically. In lessons and extra-curricular activities, pupils learn resilience, leadership and empathy for others. For example, many pupils visit a school and hospital in Malawi every year. They raise funds to help the school and hospital. Pupils have many opportunities to take on important roles within the school. They have been trained to mentor other pupils. Pupils also lead assemblies and organise sporting events. They run discussions about the Bible and faith. Consequently, pupils learn to be confident citizens.

Staff have planned well what pupils learn and how they learn. Teachers build pupils' knowledge well. For example, pupils develop impressive mathematical knowledge and achieve well at the end of key stage 4. This is a strength of the school. Leaders revise the plans for subjects where pupils do not achieve as well, such as languages. Pupils understand and recall words and grammar more successfully in French and Spanish as a result.

Leaders select exciting and challenging texts for pupils to study in English. For example, pupils in Year 7 study Anthony Horowitz's novel, 'Point Blanc', with enthusiasm. Pupils listen carefully and respond thoughtfully. Teachers help them to think about the ways in which the writer's language shapes the presentation of ideas and characters. Similarly, in other subjects such as history, drama and physical education, pupils demonstrate strong attitudes to learning.

Leaders have created a thinking school. Pupils reflect on why they think the way they do. Staff think about teaching and learning. Leaders have established a strong programme to continually improve the quality of education at the school.

The school provides a strong programme for pupils who struggle with reading and writing in Years 7 and 8. Pupils told inspectors how much they value this support. Although leaders and staff have identified literacy and language as an issue for some pupils, there is not a consistent approach in all subjects. In some subjects, disadvantaged pupils struggle to learn well. Consequently, disadvantaged pupils do not achieve as well as other pupils nationally.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality social and emotional support. Pupils who attend the literacy programme in Years 7 and 8 make strong progress in their reading and writing skills. However, those pupils who do not attend this programme are not as well supported to read and write in every subject they study.

Staff overwhelmingly state that leaders provide effective support. They are proud to work at the school. Staff stated that leaders ensure that their workload is manageable. Governors visit the school regularly to gather information about the quality of teaching and learning. As a result, they pose effective challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant about keeping pupils safe, both emotionally and physically. Staff receive appropriate training and know how to identify a pupil who may be at risk of harm. Leaders act on all referrals in a timely manner. Leaders record all referrals meticulously. The school's checks on adults who work at the school are effective. Pupils, staff and parents and carers who responded to the Ofsted surveys agree that the school keeps pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

Leaders have established an intensive programme of support for pupils who struggle with reading and writing in Years 7 and 8. However, there is not a consistent approach to helping disadvantaged pupils catch up with their peers nationally in all subjects. This is also the case for pupils with SEND. Leaders need to ensure that teachers in all subjects provide explicit support to improve the language and literacy of disadvantaged pupils and pupils with SEND.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 30 September to 1 October 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	113553
Local authority	Devon
Inspection number	10058427
Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,296
Appropriate authority	The governing body
Chair of governing body	Karen Leach
Headteacher	Phil Randall
Website	www.spexe.org/
Date of previous inspection	30 September–1 October 2015

Information about this school

St Peter's Church of England Aided School has a literacy unit for 26 pupils in Years 7 and 8.

The school is larger than the average-sized secondary school.

The proportion of pupils with education, health and care (EHC) plans is below the national average.

The proportion of pupils known to be eligible for support by the pupil premium funding is below the national average.

Information about this inspection

The lead inspector held meetings with the headteacher, senior and curriculum leaders, and governors. The lead inspector also spoke with the school's improvement partner by telephone.

An inspector met with staff to consider their views. The inspector also evaluated the views of staff in the Ofsted staff questionnaire and 184 pupils in the pupil questionnaire.

We reviewed safeguarding records, including the single central record of recruitment checks on staff. An inspector met with the designated safeguarding lead to review the school's safeguarding arrangements.

We observed pupils' behaviour in lessons and around the school site. We spoke with pupils, both formally and informally, to discuss their views about their school.

We considered the views of 171 parents who responded to the confidential Ofsted parent questionnaire, Parent View, including 169 free-text responses.

The inspection carried out deep dives in these subjects: English, mathematics, history modern foreign languages, drama and physical education. This meant that, in each subject, the inspector met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

Carol Hannaford

Ofsted Inspector

Richard Steward

Ofsted Inspector



Vision Statement – what we **aspire** to be:

Life to the full for everyone

Developing character and bringing **HOPE** through wisdom, courage, compassion, and community.

Mission statement – what we actually do: Our passion for educating the whole character is supported by our **Principles of HOPE**.

We aspire to enable every member of St Peter's to be able to say, "People believe the best of me here. I am safe. I take considered risks in order to learn and grow. I bring the best of me to St Peter's and serve others to live the best life they can too."

Our **Principles of HOPE** are the means by which we achieve our vision. These are inspired by educational research and the Christian understanding of hope which is 'confident expectation' and 'firm assurance'.

This means that we aim to provide **HOPE** to everyone in every situation. **Our Principles of HOPE** are embedded into our daily life and our long term aims so we enable all to live 'life to the full' and become the best well-rounded characters they can.

Principles of HOPE:

Habits for Character

Opportunities for all

Personal responsibility

Excellence

Habits for Character

Every day we aim to develop the whole character of every member of our community. **The St Peter's Character Compass** describes the **habits for character that support excellence in learning and** positive character development in all contexts. Using **habits for character** helps everyone to be the best they can be through:

H1 Performance and progress of Learning and Teaching

H2 Responding positively to high quality feedback

Opportunities for all

Every day, we provide targeted, ambitious, planned and flexible **opportunities for** everyone to be the best they can be through:

O1 Curriculum and extra-curricular provision

O2 Leadership opportunities

Personal Responsibility

Every day, everyone takes **personal responsibility** to:

P1 Create an environment in which everyone can live life to the full

P2 Work positively with all stakeholders and external organisations.

Excellence

Every day, everyone contributes **excellence** in learning and behaviour in order to create a safe and inspiring learning environment. To do this we:-

E1 Communicate respectfully and clearly in a timely way

E2 Provide systems and partnerships that focus upon enabling **excellence**.



Closing Date: Midnight Sunday 18th April 2021

Interview date (optional): tbc

Required from: May 2021

Specialist Teacher of English part-time maternity post (in the region of 0.4)

We are seeking an enthusiastic and innovative English Teacher to join the English Department in St Peter's for a part-time post (in the region of 0.4) which is a maternity cover. This is an exciting opportunity to teach both English Language and English Literature across KS3 and 4.

We are a committed, dynamic and interesting team, who are exploring new approaches and share ideas and resources readily to support one another. If you are committed to ensuring all students make progress in English, work well within a team and are passionate about teaching engaging lessons, then we would love to hear from you.

This is a very exciting opportunity to join an 11-16 high-achieving and over-subscribed school in modern, well-equipped, purpose-built premises.

As a Church of England Aided School, in cases of equal merit preference will be given to candidates who are in sympathy with the foundation. The school is committed to promoting and safeguarding the welfare of its students.

A willingness and ability to offer time and energy to our extra-curricular offer which we believe adds significant value to our character based approaches to education, including our Combined Cadet Force (CCF) will be taken into consideration for applications.

The application pack can be downloaded from the school's website at www.spexe.org



St Peter's
Church of England
Aided School

St. Peter's Church of England VA School

Job Description

Life to the full for everyone

Developing character and bringing **HOPE** through:
Wisdom, Courage, Compassion, Community

TEACHER

Purpose:	<ul style="list-style-type: none"> To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated department as appropriate. To monitor and support the overall progress and development of students as a teacher/form tutor. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to:	Subject Learning Leader
Responsible for:	The provision of a full learning experience and support for students
Liaising with:	Head, SLT, teaching and support staff, LA representatives, external agencies and parents
Working time:	195 days per year, full-time (1265 hours directed time) or pro rata
Salary/grade:	TPS
Disclosure level:	Enhanced
Teaching:	<ul style="list-style-type: none"> To teach students according to their educational needs including the setting and marking of work to be carried out by the student in school and elsewhere. To mark, grade and give written/verbal and diagnostic feedback as required. To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. To ensure that ICT, literacy, numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students. To ensure a high quality learning experience for students that meets internal and external quality standards. To prepare and update subject materials. To use a variety of delivery methods that stimulate learning appropriate to student needs and demands of the syllabus. To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
Operational/strategic planning:	<ul style="list-style-type: none"> To assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the department. To contribute to the department, its development plan and its implementation. To plan and prepare courses and lessons. To contribute to the whole school's planning activities.
Management of resources:	<ul style="list-style-type: none"> To contribute to the process of the ordering and allocation of equipment and materials. To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.
Curriculum provision and development:	<ul style="list-style-type: none"> To assist the Head of Department in ensuring that the department provides a range of teaching that complements the school's strategic objectives. To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives.
Pastoral system:	<ul style="list-style-type: none"> To be a form tutor to an assigned group of students as required. To promote the general progress and well-being of individual students and of the tutor group as a whole. To liaise with a pastoral leader to ensure the implementation of the school's pastoral system. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Ethos:	<ul style="list-style-type: none"> To support our vision statement: <i>'Life to the full for everyone'</i> To support the St. Peter's mission statement: Developing character and bringing HOPE through wisdom, courage, compassion and community
Quality assurance:	<ul style="list-style-type: none"> To help implement school Assuring Quality procedures and to adhere to those. To contribute to the process of monitoring and evaluation of the department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To review, from time to time, methods of teaching and programmes of work. To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. To evaluate and monitor the progress of students and keep up-to-date student records as required. To contribute to the preparation of student action plans and other reports. To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. To contribute to tutorial, careers and enterprise learning according to school policy. To apply the behaviour management systems so that effective learning can take place. To ensure up to date safeguarding training including areas such as Prevent.
Management information:	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date. To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> To communicate effectively with the parents of students as appropriate. When appropriate, to communicate and co-operate with persons or bodies outside the school. To follow agreed policies for communications in the school.
Marketing and liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as open evenings, parents' evenings, Assuring Quality Days of review and liaison events with partner schools. To contribute to the development of effective subject links with external agencies.
Staffing: Staff development: Recruitment/ deployment of staff :	<ul style="list-style-type: none"> To take part in the school's staff development programme by participating in arrangements for further training and professional development. To continue personal development in the relevant areas including subject knowledge and teaching methods. To engage actively in the appraisal process. To ensure the effective/efficient deployment of classroom support. To work as a member of a designated team and to contribute positively to effective working relations within the school.
Other specific duties:	<ul style="list-style-type: none"> To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. To provide a level of sustained and substantial contribution to all aspects of the school commensurate with experience and pay grade. To promote actively the school's corporate policies. To continue personal development as agreed. To comply with the school's health and safety policy and undertake risk assessments as appropriate. To carry out other duties as reasonably requested by the Headteacher. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p>

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title. Safeguarding the students is of the highest importance to us – **all staff will require enhanced DBS disclosure.**