



# All Hallows Catholic School

Information Pack

for

Teacher of  
English

# Welcome

Thank you for taking the time to visit us, we hope this pack provides you with the information you need, to join our **All Hallows Family**.

All Hallows is a Roman Catholic comprehensive school and Sixth Form College in the Catholic Diocese of Portsmouth that serves the students and families of Surrey, Hampshire and Berkshire. We are a happy and high-achieving school, offering a wide range of activities outside the classroom to ensure each student experiences a wide range of opportunities to help them find their place in the world.

Staff at All Hallows share our Gospel values and we are committed to using our talents to serve our students, in both their academic and spiritual lives. We believe that working together we will ensure that our students will be happy and successful in all that they do.

We look forward to welcoming you to All Hallows in the future.

Yours sincerely



Mark Baines  
Headteacher



# A bit about us...

Our School Motto  
**Bear witness to the Truth**  
*Perhibere Testimonium Veritati*

At All Hallows, we are lucky to have over 1400 students on roll, of whom over 200 are in our purpose-built Sixth Form College.

We want our students to be happy and successful and we strive to:

- ensure that every child fulfils their academic potential;
- equip each student with the skills and knowledge that they will need to find their vocation in life and use their talents to the full; and
- ensure that they learn the Christian values and habits to help them live a good and happy life.

We value our relationships with parents extremely highly, as it is only through a strong partnership that we will get the best for our students. We keep parents informed of their children's academic and pastoral progress, and we expect them to support us in our educational goals.

All of this means nothing unless our students leave knowing that they are loved and have meaning in their lives.



# Our Vision

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

# Our Mission

To create our vision, we will treat everyone with Christian care and respect and we will educate the students to the highest standards. In order to achieve this, we will:

- Foster a happy, positive and safe community where students can flourish;
- Provide many opportunities for spirituality, sport, music, art, drama and leadership;
- Live and learn according to the truth of Christ and the principles of the Catholic Church;
- Recruit, develop and retain the very best staff;
- Pursue outstanding academic results;
- Forge excellent links with our parents, primary schools, parish and dioceses;
- Use the talents and support of our Governors, parents and other supporters;
- Build the best facilities for learning;
- Grow a fund that will enable the school to continue to provide the very best resources.

At All Hallows, the mission of our school community is to travel together on a journey of learning in the spirit of the gospel, aware of the spirit of the age in which we live.

All members of our community are created "in the image and likeness of God" and so deserve, and should receive, equal love, justice, respect and opportunities for growth and fulfilment.

Each individual is highly valued and all students are expected to achieve their full potential.



# Our Core Values

At All Hallows, we develop our students' character education by teaching five Core Values. Our 5 Core Values are:

## Respect

Respecting ourselves, others and our community

We expect our students to **respect** God, themselves, others and the All Hallows Community;

## Courage

Never giving up and taking on new opportunities.

We expect them to be **courageous**, to never give up and take on new opportunities;

## Responsibility

Taking ownership of our actions and who we are

We want them to take ownership of their actions and take **responsibility** for themselves;

## Consideration

Being thoughtful and giving our time for others

We want them to be **considerate**, by being thoughtful and giving up time for others;

## Intellectual Curiosity

Using new ideas and concepts, challenging our way of thinking

We expect them to have **intellectual curiosity** by using new ideas and concepts and challenging themselves in how they think.

# High Expectations

## STUDENTS

At All Hallows, we aim to provide all of our students with the opportunities to reach their full potential.

We are a fully comprehensive school and have high expectations for all our learners.



## RESULTS

By way of external credentials, we are rated an 'Outstanding' school both by Ofsted and by the Catholic Diocese of Portsmouth.



Our academic performance is strong:

**A Level:** 73% of all grades are at A\*-B, 40% are A\*-A..

**GCSE:** 87% of students attained grades 9-4 (incl. English and Maths).

75% of all exam results were at 9-5 grade

36% of all exam results were at 9-7 grade.

Our Progress 8 score is 0.67

This data is collected from exams taken In 2023



**All Hallows Catholic School**  
RECRUITMENT  
✉ [recruitment@allhallows.net](mailto:recruitment@allhallows.net)

# Delivering Excellence

## Our Curriculum

Our Vision is to form **happy** and **successful** students, who reach their full potential and leave the school with **integrity** and **moral purpose**.

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. Our curriculum promotes lifelong learning as well as academic and personal achievement; in a supportive environment and guided by the truth and love of Christ, students of all abilities can develop the skills and attributes needed to find their vocation.

As part of the All Hallows Family our students will experience a spiritual education alongside their academic studies. Students will have opportunities to participate in extra-curricular activities and events to develop their interpersonal skills. At the centre of the whole school curriculum, the Core Values programme will encourage students to enhance their communication, cognitive and collaborative skills inside and beyond the classroom, to become more effective learners and more successful people.

### KEY STAGE 3

At KS3 we offer a broad and balanced curriculum of:

- English
- Maths
- Science
- Religious Education
- Art
- Computing
- Design & Technology
- Drama
- French
- Geography
- History
- Music
- Physical Education
- Spanish

### KEY STAGE 4

In addition to all KS3 subjects, our students can choose to study:

- 3D Design
- Business Studies
- German
- Health & Social Care
- ICT
- Sport

### KEY STAGE 5

Our KS5 course options include all KS3 and KS4 subjects, in addition to:

- Applied Science
- Architecture
- Economics
- Environmental Science
- Further Mathematics
- German
- Graphic Design
- Philosophy
- Photography
- Politics
- Psychology
- Sociology
- Spanish
- Textiles

# Our Practice

## Lessons

We aim for our lessons to:

- help our students acquire, develop, and embed new learning successfully
- support retention of learning
- engage our students

To facilitate these goals, we plan lessons around 4 key phases. These phases make take a whole lesson to travel through or may repeat several times during a 100-minute lesson. We make sure students are aware of the phase of the learning they are in so that they know how the activities they are doing support or develop their learning.

Our lesson planning is informed by an understanding of the specific needs of our students and knowledge of the curriculum, which is carefully constructed by our teachers and refined and reviewed regularly.

## Feedback

We believe that feedback should be timely, useful and actionable. Because of this, most feedback should be given verbally during the lesson whilst the student is learning. How this looks may vary from stage to stage; during the activation stage this may well be 'whole class' feedback as learners develop their understanding and skill together, whereas during the demonstration phase this will more likely be on a 1:1 basis. The key is that feedback should happen (usually) before mistakes get embedded and there should be opportunities for students to act upon this feedback before it is forgotten, or the context of the task is lost.

## Assessment

At All Hallows we interpret 'assessment' to mean 'checks on the success of learning'. These checks must be regular, and they must ascertain not just whether students can hit / achieve the learning outcomes but also the depth to / security with which they can.

We believe that assessment should take place in all four phases of the lesson, and we believe that assessment should be useful; it should give teachers information to better the learning of the children they teach. Students also engage in regular summative assessments, but like all other checks on learning, we use these to inform future teaching.



### Connection

Connecting to prior learning, learning goals and big picture of learning



### Activation

Building new learning and key vocabulary for learning



### Demonstration

Practising, applying and challenging learning



### Consolidation

Reviewing and reflecting on the success of learning



# The English Department



The department also has a strong presence in the sixth form, offering three A-levels: English Literature (AQA specification A), English Language (Edexcel) and Media Studies (Eduqas). As with GCSE, we have a strong record of success. We aim to foster A-level students who share our passion for their chosen subject, and have been delighted by the number of students who go on to pursue English related degrees at university.

We are a strong department with a blend of young teachers and older, more experienced colleagues. None of us is the same, but our success has been built on sharing ideas and resources and supporting each other – and having fun along the way. If your ambitions match ours, then please do apply. For more information, please do not hesitate to contact me via [d.banks@allhallows.net](mailto:d.banks@allhallows.net).

## Meet the Team



We have a large and capable English Department, supported by a Head of Department and two Assistant Head of Departments.

The department is responsible for the delivery of English Language, Literature and Media Studies.

Head of Department: Mrs D Banks  
[d.banks@allhallows.net](mailto:d.banks@allhallows.net)



# Our Resources

Learning is maximised in the right environment; at All Hallows we are gifted with a wealth of resources and facilities to support our students in accessing the curriculum. We have expert IT and Site teams, who ensure that our teachers are able to focus on delivering excellent lessons.



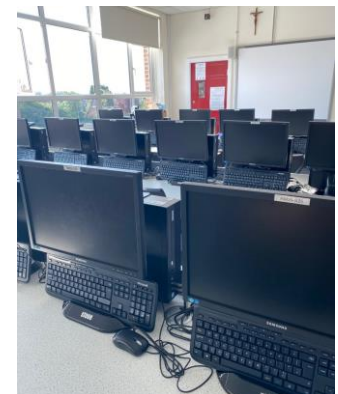
Our practical subjects are taught in high-specification rooms with subject-specific equipment, which include:

- architecture studio
- photography lab and dark room
- graphic & product design studios
- Adobe Creative Cloud
- media room
- food technology kitchens
- workshops
- computing suites
- auditorium with light & sound studio
- drama studio
- iMac music suite
- recording studios/practice rooms
- fitness suite
- gymnasium
- swimming pool



All teachers have access to:

- Office 365 applications
- school email and SharePoint access
- projector or IWB in classrooms
- school-wide printing facilities
- reprographics support
- staff library





Our purpose-built fitness suite is available for staff and students; whilst our pool is used by the community for swimming lessons. Our Sixth Form building provides a dedicated learning environment for our older students & The Ark is a nurturing and safe space for our learners with Special Educational Needs.



# Working with us,

## INVESTING IN YOU

At All Hallows we are committed to developing a confident and capable team. We believe that by investing in our staff, we will nurture happy people and outstanding educators. We have built a supportive and targeted programme for those who join us, at any stage in their professional journey.

You will be offered a range of

- In house and external training and INSET opportunities
- A Core and Individualised professional learning programme
- Coaching to provide cyclical support, reflection & development to enhance your practice

## ECT

To support our Newly Qualified Teachers through the Early Career Framework, we have a dedicated team for Teacher Development. As a new teacher, you will be assigned a mentor for day-to-day support, in addition to an in-house assessor who will observe and evaluate your successes and areas of development. A weekly programme of training is designed to provide relevant information and guidance, and is delivered in a dedicated area of the school.

## NPQs

Our new and aspiring leaders are invited to participate in a National Professional Qualification. The course offers you the opportunity to consider wider issues within your team and beyond, whilst networking and building relationships with leaders from other departments and other schools. There are a suite of courses available which focus on an area of specialism such as Behaviour & Culture, Teacher Development, Literacy & Teaching and Learning.

## SCITT

We participate in the outstanding i2i teacher training scheme which also creates opportunities to train as a mentor. Information can be found on our website.

## MASTERS

We are proud to become a Hub for the MA Education (Leading Impact and Change) in collaboration with St Marys University, Twickenham. In addition to financial support, we offer you easy access to training sessions offered on the school site, studying alongside peers.

## NPQSL

Our new and aspiring Senior leaders are invited to participate in a National Professional Qualification for Senior Leaders. The school supports you in identifying and completing an in-school project focusing on learning & teaching, alongside a key aspect of the whole school strategy. The course offers you the opportunity to consider wider issues across the school, preparing you with a better understanding for future opportunities in senior leadership roles. The course offer access to networking with other leaders from nearby schools.



# Staff Benefits

THE SMALL THINGS MATTER

It is important that our school is a safe and enjoyable place to be for staff, as well as students.

In addition to the training and induction we offer to all staff, we care about the conveniences of work:

- we have a large, secure, onsite **car park**
- our **staffroom** is open and sociable with spaces to work, eat or relax
- O365 access to the **Microsoft Suite** at home for free
- **tea and coffee** is available throughout the day
- we have a staff **library** to borrow books
- dedicated training spaces for new and experienced teachers
- we offer secure **lockers** for personal belongings
- we use **biometrics** to make lunchtimes cash-free and easy
- the **fitness suite** and **pool** are available before school for staff use
- our staff benefit from **London Fringe pay** on the MPS and UPS
- local businesses offer discounts for Surrey employees



## Cycle Scheme

### PEDALLING INTO THE FUTURE

We are participants of the Cycle to Work scheme. Should you wish to participate then our School Business Manager will be happy to provide details of how to access the scheme.



On Fridays we celebrate our Family. Each week, we get together for Tea & Cake, socials, staff parties and BBQs throughout the year. We believe that staff who work hard, deserve to enjoy the weekend!

# Job Description

## Teacher of English



Post title:	Classroom Teacher
Subject or Specialism:	English
Salary and grade:	In line with the School's pay and conditions
Line manager/s:	The Headteacher, members of the senior leadership team (SLT), Head of Department and the Governing Body
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of LSAs relevant to their responsibilities

### Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in your classes ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2019).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Promote and support the Catholic Ethos of the School

### Duties and responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2019). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### Teaching:

- Deliver the curriculum as relevant to the age and ability group/subjects that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment



### **Fulfil wider professional responsibilities:**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school Administration
- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

### **Professional development:**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other:**

- To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

### **Note:**

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

In addition UPS3 and UPS2 teachers are expected to make a contribution to the school which is sustained and much more substantial than UPS1, while all three levels will be expected to continue to work at a level beyond Core Standards.

# Person Specification

## Teacher of English



Essential		Desirable	
A good Honours degree in a relevant subject		Further qualifications in relevant subject	
Qualified Teacher Status		A good understanding of the National Curriculum	
Experience teaching English in a secondary school environment		A-Level experience teaching English	
Create a stimulating and safe learning environment		Contribution to extra-curricular activities	
Establish and maintain a purposeful working atmosphere			
Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies			
Assess and record the progress of pupils' learning to inform next steps and monitor progress			
Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom			
Teach using a wide variety of strategies to maximize achievement for all children, including those with special educational needs and high achievers, and to meet differing learning styles			
Support the Catholic Ethos of the school			
The ability to communicate well with parents, students and staff			

*All Hallows School is committed to safeguarding and promoting the welfare of children and young people; and expects all staff and volunteers to share this commitment.*