



Recruitment Pack

Teacher of Geography

Full-time



St. Peter's Catholic High School

*'A learning and serving community enriched through
friendship and Christian faith'*

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Headteacher's Welcome



Dear Applicant,

Thank you for your interest in this post at St. Peter's Catholic High School. I hope that the information in this pack provides you with a good sense of our school to form the basis on which to make an application.

I am sure that you will be impressed by what we have to offer as a friendly, supportive Christian community committed to high standards of Catholic Education.

I would also encourage you to look at the school's website for further information.

We welcome visits ahead of making an application – to arrange to visit school please contact Angela Shacklady - Headteacher's PA at ashacklady@saintpetershigh.wigan.sch.uk Please make this request with sufficient time before the deadline to make the necessary arrangements.

Governors are keen to appoint a talented, hardworking and committed candidate to join our strong staff team. Applications should be made on the CES application form which can be found using the link below:

[CES Teacher Application Form](#)

This should be supported by your statement / letter of application of no more than 2 sides of A4.

Please submit these to Angela Shacklady at the address above by the advertised deadline.

I very much look forward to reading your application and to recruiting the next member of the St. Peter's staff team.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. McGlown', with a small flourish at the end.

Mr. A. McGlown

Headteacher

About Our School

St. Peter's is a successful and oversubscribed 11-16 Catholic Secondary School of approximately 1040 pupils. We primarily serve the children of our partner parishes across a wide area in Wigan, Lancashire and St. Helens. We pride ourselves on living out our mission statement to be a 'Learning and serving community enriched through friendship and Christian faith.' We are committed to both high standards of learning and personal conduct and to being a warm inclusive school where every child can succeed.

The vast majority of our pupils achieve expected or above expected standards at the end of KS2 and this leads to challenging targets at GCSE level. Through our clear expectations and nurturing environment, we create a calm focused learning environment where teachers can teach and the needs of all of our pupils can be met.

The curriculum offered at St. Peter's is a wide and varied one with a very strong academic core and a diverse offer of arts, technical and practical courses. I would encourage you to explore this offer on the [school website](#).

Our staff team is a strong mix of very experienced and more recently qualified colleagues and they are very well supported at all levels by our Professional Development Programme. Staff wellbeing is at the heart of our philosophy and we have embraced a number of strategies to promote this including staff wellbeing cafes, wellbeing buddies and the opportunity to work from home where practicable. Staff Development is supported through an ambitious CPD offer and the St. Peter's 'Talent Ladder' of development opportunities.

Our Catholic ethos is at the centre of our school. We welcome colleagues from all faith backgrounds and none, who are happy to support and promote this ethos. Our pastoral system is designed to support the development of each young person to become the unique human being they are called to be. Our pupils are encouraged to be their true authentic selves and to respect difference of all kinds. Pupils at St. Peter's show a deep level of care and respect for each other and for the adults who support them.



Working at St Peter's

We strongly believe that St Peter's is a special place to work. However, rather than explain ourselves as to why we feel this is the case we have included comments taken from a variety of people;

Staff who have left us in recent years via our exit questionnaires.

A range of our current staff in different roles throughout school employed within the last three years.

Current staff who have been at the school for longer than 5 years

Supply staff via agencies.

Comments taken from Staff Exit Questionnaires

"Anyone who has the opportunity to work at St Peter's in my opinion is extremely privileged. It is the kind of workplace that has a noticeable impact on your life in terms of your work-life balance, well-being, inner sense of positivity, and the desire to be the best you can be at whatever you are there to do. Working at St Peter's makes you happier. There is a sense of belonging and the staff and students carry this with them so much so that it is impossible not to be blown away by it. Everyone works together and has the same determination to do the best for the students in all aspects of their school life. I am so grateful I had this opportunity and wish all staff and students every success in the future".

"The overarching vision of trying to ensure a community where students are enriched through faith and friendship is something that is evident from the top down at St Peters. It is not just a mission statement, it is a way of life for the staff and students. There is an overwhelming feeling of being part of something amazing and the students benefit hugely from this and the way the staff convey it. The students are encouraged to think about themselves beyond the day to day and envisage their futures and what they can achieve if they put their minds to it and reach for their full potential. They get the absolute best education from teachers, whilst developing themselves as individuals who are grounded in strong moral values, kindness, and love for one another"

"SLT have fostered a culture whereby they are at the heart of what is really going to make a difference. From what I have seen they have open and honest conversations with staff about how school can develop, and they listen to what the staff and students have to say. Therefore, every action is linked to an outcome that helps both the school and students develop".



Working at St Peter's

We asked current staff who had recently joined us what do they enjoy about St Peter's and what if anything makes us different from other schools that they have worked in?

From the moment I came for interview I have been made to feel very welcome at St Peter's. The atmosphere is so supportive and friendly from both staff and students. I know should I ever have any issues there are countless members of staff I could turn to for help and advice. I love that I have the opportunity and support to develop my skills further both in and out of the classroom.

(Main Scale Teacher)

I joined the teaching staff at St Peters in September 2019, and I have never looked back. I worked at my previous school for nearly 10 years and, understandably, it was a very difficult decision to leave, but absolutely the right one for my career. St Peter's has very high expectations of both students and staff and this enables optimal learning to occur. Our students feel very safe and secure, with respect being a quality that is highly promoted and a fundamental aspect of our Catholic community. There is a clear sense of purpose and the school nurtures this quality in our students. I love the sense of direction and determination our students and staff have to do well for themselves but also a wish to see their peers do well. The students and parents are invested in learning, the school has strong Christian values and we listen to each other's point of view intently. The SLT corridor is always open and I have had plenty of opportunities to improve my own professional development. I have been involved in the 'Promoting Excellence Middle Leadership' course, which has enabled me to reflect on my own leadership qualities.

It is a great pleasure to be involved in such an encouraging and welcoming environment.

(TLR Holder)



Working Collaboratively with the Archdiocese



Our school works as part of the Liverpool Archdiocese Secondary School Improvement Trust (ALSSIT). We work collaboratively with colleagues across the 32 secondary schools and sixth form colleges. The Trust's Partnership director and School Improvement Lead promote a wealth of CPD and Professional Development opportunities as well as the sharing of best practice and resources.

I would urge you to look at the work of ALSSIT by following this [link](#)

East Cluster Schools



All Hallows Catholic High School



Holy Cross Catholic High School



Our Lady Queen of Peace Catholic Engineering College



St Bede's Catholic High School



St Edmund Arrowsmith Catholic High School



St Gregory's Catholic High School



St John Fisher Catholic High School



St John Rigby Sixth Form College



St Mary's Catholic High School



Leyland St Mary's Catholic High School



St Peter's Catholic High School



Saints Peter and Paul Catholic High School

What the School Can Offer

- A caring and supportive learning community.
- Access to a high quality CPD offer as part of a Talent Development ladder. Please click to see our [Talent Development](#).
- An approach that prioritises staff well being and work life balance, including the ability to work from home where practicable.
- A well ordered and enthusiastic pupil community where teachers can teach and all can learn.





St. Peter's Catholic High School

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About the Role

We are seeking a talented, energetic and passionate teacher of Geography. You will be working amongst a high-achieving team within a well-respected and successful school, currently achieving very good GCSE results. You will be a highly effective team player, an excellent teacher and committed to raising the aspirations and achievement of all students.

St. Peter's Catholic High School is OFSTED rated 'good', oversubscribed and a successful 11-16 Catholic School. We have excellent pastoral support and a full programme of activities to develop the potential within every student. Needless to say, we can also offer great career development opportunities to our staff.

For full details and an application pack, visit www.saintpetershigh.wigan.sch.uk or call us on 01942 747693. Fully completed application forms should be returned to the school.

Closing date: 28th February 2025
Shortlisting: 3rd March 2025
Interview date: 5th March 2025

This post is subject to Enhanced Disclosure Procedures and a Children's Barred List check. Wigan Council and the School Governing Body are committed to safeguarding and promoting the welfare of children.



Departmental Profile

The Department consists of 3 staff including Head of Department and 2 full-time. The staff are experienced, highly motivated and work in close collaboration.

ACCOMMODATION/RESOURCES

There are 3 teaching rooms in the Geography area.

The school has a rolling programme of refurbishment and therefore teaching rooms are well-decorated and carpeted. All rooms are equipped with interactive whiteboards (SMART boards) and teachers' computers. The department has subscriptions to Kerboodle, Exampro, Teachit, Twinkl and Cool Geography.

CURRICULUM

Geography is taught for the equivalent of two (50 Minute) lessons in Years 7, 8 and 9. At KS4, Geography is taught in six fortnightly lessons over Years 10 and 11. Geography is taught in mixed-ability groups. There are two field trips at KS4. An Urban Geography field trip takes place in the middle of Year 10, and a Physical Geography field trip occurs at the start of Year 11. At KS3, Y8 go on a field trip to Malham in the Yorkshire Dales. A residential trip to Iceland is also offered to GCSE Geography students and then to other students.

Year 7 pupils begin the year with an introductory unit called Plastic & Pollution. They then do a unit that focuses on the Map Skills they need to be successful in Geography. The third unit is an introduction to Global Warming. They then study urbanisation and sustainable cities. They will then study a unit about Water Resources. Finally, Year 7 will study a unit about Globalisation.

Year 8 starts with a unit studying Earthquake Hazards, including an assessment relating to a recent earthquake. They also study China, Weather & Climate, and a penultimate unit about Limestone Scenery in the North of England (which forms the basis for their main field trip in KS3). The last unit they study is Russia.

Year 9 begins with a unit that includes a mixture of lessons & topics about Development. The second unit is a study of rainforests and deserts around the world. Then there are units about Geographical Issues making the news and tourism.

At KS4, Geography is a subject that students can opt to take. Geography is a successful and popular subject at KS4. There are three lessons a week for GCSE. Students in Y10 and Y11 follow GCSE AQA Geography. This includes units about 'The Challenge of Natural Hazards', 'Physical Landscapes in the UK', 'The Changing Economic World', 'The Living World', 'The Challenge of Resource Management' and 'Urban Issues & Challenges'.

INSPECTION

The school was inspected in 2024 and received an overall judgment of Good with Outstanding features.



Departmental Results 2024

9-1 GCSE (Att8 Points)														Sub-ject Pro-gress Ives In A8			
Name	9	8	7	6	5	4	3	2	1U	X	Other s	Total Aver-Grade age	Aver-Grade age Points ual	Resid-ress Ives	Posi- tive SPI	In A8 Bas- ket	
11P/ Gg1	1	3	2	5	9	1	1	1	0	0	0	236-	5.7	0.21	0.12	11	22
11R/ Gg1	0	1	1	4	1	0	3	1	0	0	0	115=	5	0.22	0.04	5	11
Sum- mary	1	4	3	9	10	1	4	2	0	0	0	345+	5.47	0.21	0.09	16	33



Job Description

1. INTRODUCTION

1.1 NAME OF POSTHOLDER:

1.2 JOB TITLE: Teacher

1.3 JOB PURPOSE: Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

1.4 Line Management: Reporting to - Head of Department

Responsible for - No line manager responsibility

1.5 Liaising With: Headteacher, Senior Leadership Team, teachers and support staff, LEA representatives, external agencies and parents.

1.6 Salary Scale: Classroom Teachers' Pay Scale

1.7 Working Time: Full time as specified within the STPCD

1.8 CRB Disclosure Level Enhanced



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2. TEACHING

- 2.1 Teach students according to their educational needs, including the setting and marking of all work to carried out by students in school and elsewhere.
- 2.2 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism (s) are reflected in the teaching/ learning experience of students
- 2.5 Undertake a designated programme of teaching.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons in accordance with school and departmental policies.
- 3.4 Contribute to the whole school's planning activities.



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4. CURRICULUM PROVISION

- 4.1 Assist the Curriculum Leader, Assistant Headteacher (Teaching and Learning) and Deputy Headteacher, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the School's Staff Development Programme by participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process, ensuring an up to date Professional Development Portfolio (PDP) is kept annually.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 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.



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8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, assessments, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days, masses and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.
- 9.6 Attend all staff briefings as directed by the school.

10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, Department and the students.
- 11.8 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.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy.
- 11.10 Apply the Behaviour Management systems so that effective learning can take place.



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11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with Head of Year to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 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.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy.
- 11.10 Apply the Behaviour Management systems so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the Catholic school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Adhere to school and legal requirements for collective worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- 12.5 To ensure that you operate within the GDPR guidelines and practices and regularly review data held and destroy in line with retention schedules.



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13. OTHER

- 13.1 Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- 13.2 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.
- 13.3 This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.
- 13.4 St Peter's Catholic High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This role requires enhanced Disclosure and Barring Service clearance.

14. SIGNATURES

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 below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed

(Teacher)

Signed

(Headteacher)

Dated

(Teacher)

Dated

(Headteacher)

How To Apply and Further Information



Thank you for your interest in this position at our school. We hope to have provided you with all the necessary information for you to decide that you would like to join the team at St Peter's. If you wish to apply, please complete the following forms.

[Application Form Link](#)

[Disclosure Form Link](#)

[Recruitment Monitoring Form Link](#)

Please read the following;

[Privacy Notice](#)

[Reasonable Adjustment Statement.](#)

The following link will provide you with notes to help you complete the application form.

[Notes to applicants](#)

Should you have any further questions or would like any further information , please contact Mrs A Shacklady (Headteacher's PA) on 01942 760119 or email: ashacklady@saintpetershigh.wigan.sch.uk

Interview expenses:

Where a candidate is attending a job interview at the school and is travelling from outside a 40-mile radius of Wigan, the school will normally reimburse reasonable travel and, if applicable, accommodation costs. Please ask us for a copy of our interview expenses policy .

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