



**RAINHILL
HIGH SCHOOL**



RainhillSixth

CANDIDATE

RECRUITMENT PACK

TEACHER OF HEALTH and SOCIAL CARE



LEARN THINK CONTRIBUTE CARE



LFC ACADEMY
EDUCATION
CENTRE
LFC WOMEN



Artemark
Platinum Award
Awarded by A-C
Grounds - England



WELCOME FROM THE PRINCIPAL



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website rainhillhighschool.org.uk or alternatively contact jobs@rainhillhigh.org.uk

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

Mrs J Thorogood
Principal

TEACHER OF HEALTH and SOCIAL CARE

Role Overview

DIRECTLY RESPONSIBLE TO:
Head of Faculty
Social Sciences

Are you passionate about Health & Social Care and have the ability to deliver high quality lessons and achieve excellent outcomes for students? Then come and join a high performing Social Sciences team at Rainhill High School, including Rainhill Sixth.

COMMENCING:
September 2024
One Year Fixed term

We are seeking to appoint an experienced, dynamic and inspirational Health & Social Care teacher for September 2024, who has a thirst for knowledge and the drive to teach BTEC L3 Extended Certificate and Diploma in Health and Social Care at KS4 and KS5. The successful candidate will have the capacity to enthuse, engage and inspire our pupils through strong subject knowledge and be able to maintain the excellent results in these popular areas of study and someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

CLOSING DATE:
Friday 17th May 2024
9am

INTERVIEW DATE:
Wednesday 22nd May 2024

This position is a full time one year fixed term contract. Applications are welcome from both experienced and early career teachers.

Prospective candidates can visit the school by prior appointment by calling 01744 677205

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our students' love of learning in social sciences. If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. For the right candidate, there would be additional opportunities based on potential, ability, and capacity to make a difference across the school.



“Staff felt that leaders are supportive of their well-being and cognisant of their workload”
OFSTED

***“When I started I thought the school was massive and that I would get lost every day
but you soon find your way, I really enjoy it here”***

Year 7 student

***“I go to Zoology club to learn about animals and how to look after them.
The school has loads of opportunities for you to get involved in”***

Year 8 student

***“My teachers are all really helpful,
if you get stuck they help you to understand”***

Year 9 student

“Leaders follow up on any concerns quickly and effectively”
OFSTED



JOB DESCRIPTION



Post Teacher of Health and Social Care

Grade STPCD MPR UPR

Responsible to Head of Faculty: Social Sciences

Set high expectations which inspire, motivate and challenge pupils;

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
3. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
4. Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan other out-of-class activities to consolidate and
4. Extend the knowledge and understanding pupils have acquired
5. Reflect systematically on the effectiveness of lessons and approaches to teaching
6. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
3. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION



RAINHILL
HIGH SCHOOL

Criteria	E/D	A/I
<u>Experience Pupil Progress</u>		
Familiarity with Level 2 and Level 3 Health and Social Care syllabus requirements	E	A/I
Track record of expertise and raising achievement and securing improvement	E	A/I
To be able to articulate a vision for learning	D	A/I
<u>Qualifications Skills and Abilities</u>		
Good Degree in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level	D	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A
Experience of teaching across the ability spectrum	E	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Shows a strong commitment to equity in provision for students and a belief in the potential of every child	E	A/I
Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents	E	A/I
Willingness to get involved in the wider life of the school	E	A/I
<u>Quality of Teaching</u>		
Ability and experience of teaching Health and Social Care to BTEC Level 3	E	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
Experience of planning and delivering interventions for pupils	E	A/I
Knowledge of the barriers to learning that pupils may face	E	A/I
<u>National Standards</u>		
Evidence all of the Teaching Standards in routine practice	E	A/I
<u>Ethos and Extra Curricular and Curriculum enrichment</u>		
Evidence of inclusive practice	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
<u>Commitment to Equal Opportunities</u>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role A = Assessed via the application form P = Presentation D = Desirable requirement of the role
I = Assessed at Interview T = Task

Social Sciences

The Faculty, which boasts an experienced and hardworking staff, is a forward looking, successful and thriving part of Rainhill High School and Rainhill Sixth.

Faculty Aims

The Social Sciences Faculty aims to: -

- Promote an enjoyment of learning, where pupils are encouraged to become independent, multi-skilled learners that achieve highly.
- Develop in students an appreciation of the multi-cultural society in which we now live based on their study of different social science subjects.
- Employ a range of teaching techniques providing equal opportunities to all students.
- Ensure all pupils reach their full potential and to foster a lifelong interest in these subjects.
- Enable young people to make sense of the modern world, 'the global village', helping them to become valuable citizens and provide the context and background for all other human activity. That Social Science subjects are vital to any student's education.

Facilities

The Social Sciences faculty is housed in the Sixth Form block with dedicated specialist classrooms for Sociology, Psychology, Criminology and Business Studies, Law and Health & Social Care. All classrooms have interactive Smart-Boards and there are PC's in three of the classrooms.

Staffing

Adam Bunby	Head of Faculty, Teacher of Business Studies
Rachel Evans	Teacher of Sociology and Criminology
Fabiana Peers	Teacher of Psychology and Criminology
Anthony Cunningham	Senior Assistant Head Teacher, Teacher of Law and Business Studies
Pru Cooke	Teacher of Law and Criminology
Vacancy	Teacher of Health & Social Care
Michael Farrell	Teacher of Business Studies

The Faculty structure is led by the Head of Faculty. The Head of Faculty reports to the Deputy Head Teacher.

Curriculum

Key Stage 4

The Faculty offers Business Studies as a GCSE following the Edexcel exam board as well as BTEC Tech Award in Enterprise. The subject is very popular at key stage four and is delivered by subject specialists. Over two years students study finance, promotion and enterprise. There are currently four BTEC Enterprise classes in year 11 and there are 2 Enterprise classes in year 10 and 1 GCSE group.

The faculty has also introduced BTEC Health and Social care and there is one group of students following the course in year 10. This subject is set to expand over the forthcoming years

Key Stage 5

The Faculty offers a wide range of A-level courses which include Law, Psychology and Sociology. In addition, at Level 3 BTEC is offered in Business and Health & Social Care (single and double award). The Faculty also offers Criminology as an Applied A-level, which has proven very popular. The courses offered by the faculty makes a significant contribution to the total number of students completing courses that are offered post-16.

2023 Performance

	GCSE		AS		ALPS	A2		VA
Enterprise / Business	Dist* / Dist	28.6%				Dist* / Dist	69%	0.01
	Dist* / Merit	42.9%				Dist* / Merit	100%	
Law						A*-B	29%	-0.82
						A*-C	43%	
Psychology						A*-B	38%	-0.78
						A*-C	69%	
Sociology						A*-B	25%	-1.14
						A*-C	58%	
Health & Social Care (BTEC)						D* - D	50%	0.16
						D* - M	90%	
Health & Social Care (BTEC)						D*D* - DD	0%	-0.80
						D*D* - MM	100%	

Rainhill High School has an above average yearly intake and approximately 300 students in each year group.

A Level / Vocational courses studied:

WJEC (EDUCAS) Law

WJEC Criminology

AQA Psychology

AQA Sociology

Pearson BTEC Extended Certificate / Foundation Diploma Health & Social Care

Pearson BTEC Extended Certificate Business Studies

Extra-Curricular Activities

Social Science visits are frequent and popular. Examples from recent academic years are: -

A-Level trips to Chester Zoo (Psychology), Manchester Buddhist centre (Sociology), Liverpool Crown Court (Law), the Houses of Parliament and Courts of Justice, London (Law).

Health & Social Care have also started to make strong links with UCLAN and Whiston Hospital.

Adam Bunby

Head of Faculty – Social Sciences

May 2024

GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

Section 6: This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

Section 7: Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

Section 14: In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to jobs@rainhillhigh.org.uk

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)

OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

