



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE



Applicant Information Pack

Teacher of Languages

From the Headteacher

Thank you for taking the time to find out more about All Saints Catholic College and the possibility of joining us. Included in this pack is information about the School and the role of Languages Teacher (French and Spanish).

I am proud to be the Headteacher of this over-subscribed mixed secondary school in the heart of North Kensington. We pride ourselves on the strong reputation for outstanding teaching and exceptional results.

The diversity within our school is a key strength and allows students to acknowledge each other's differences whilst at the same time celebrating them. The greatest ambassadors of our school are our students who demonstrate and model excellent behaviour as well as attitudes to learning.

We are a small school but with this comes a great strength. We are able to offer students smaller teaching groups as well as ensuring that we get to know their learning needs intricately. We aim to ensure that we offer a safe but joyous learning environment to all of our students so that that they can find the confidence to flourish during their time at All Saints.

Andrew O'Neill

Headteacher



We can offer you:

- A commitment to staff development in terms of high-quality CPD
- Supportive line management and appraisal
- A supportive SLT commitment to staff wellbeing and reducing workload
- Coaching (not graded) lesson observations, coaching (not graded) book looks to help improve student outcomes;
- Staff sharing of expertise, such frequent, collaborative CPD
- An Induction programme
- Recognition and retention of excellent staff through internal promotion
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, support staff and pastoral staff
- A team of staff who are committed to ensuring that children are both nurtured and educated
- Enthusiastic students who enjoy learning and being stretched and challenged
- Engaged and supportive governors who want the best for our students
- The opportunity to be part of the successful 'Team All Saints' as we move the school to outstanding.

CPD

At All Saints, we offer a plethora of CPD opportunities for our staff to ensure they maintain excellence in their role within the school. We have a rigorous CPD programme for our early careers teachers, as well as an 'Insight' programme which is aimed at staff who aspire to be Senior Leaders. In addition to this, adapting to the remote world as a result of the COVID 19 pandemic has also enabled us to expand our CPD offer. From September 2021, are using the Microsoft Viva Learning platform as a way of offering even more professional development courses for you to join in your own time—watch this space!

CPD Monday— This is a programme aimed at both new staff and new teachers as an extended induction to our school systems. Led by staff in our school, this is a course which is flexible (sessions can be requested) and bespoke to our school (e.g. Parents evening, the X system, Rewards and Inclusion). This course is also designed to support with meeting the teaching standards as our staff share their good practice and expertise, as well as facilitating discussions and exploring practical Teaching and Learning strategies.

Early Careers Framework— With the changes to the Early Careers Induction framework, we will be working with our local Teaching Hub (Paddington Academy) in order to ensure the 'Golden thread' of early careers support is offered to staff. Our external ECF provision will be with the Ambition Institute, offering an additional modular programme of support.

INSIGHT— The purpose of this course is to introduce the expectations of a Senior Leader at All Saints (or all schools) and to unpick what it takes to arrive to that position. There are often many misconceptions and misunderstandings about what a Senior Leader does and what is expected of them from a Headteacher's perspective – this course aims to dispel those myths and give an insight into the roles and responsibilities of a Senior Leader.

Bespoke CPD— We understand that CPD is personal to everyone, and there are different needs and requirements for staff in order to fulfil their roles and responsibilities. We also consider it vitally important that staff feel comfortable to have open and honest conversations about their careers and receive the appropriate advice and support with their progression.

Literacy— We pride ourselves on giving students a "fullness of life", and for us that means serving the most disadvantaged children in the local area. In order to expand their opportunities and ability to confidently go out into the world beyond the school gates, we are devoted to improving their reading and literacy skills. A 'Literacy committee' of staff will meet and observe one another regularly with a focus on sharing good practice on developing Literacy within their curriculum areas, as well as discussing research and practical strategies on promoting literacy within the classroom.

Staff Testimonials

At All Saints, we pride ourselves on cultivating a warm and welcoming community of staff. As the numbers of students within the school develops and grows, we have been fortunate enough to welcome some fantastic additions to the staff body. Some of our colleagues share their experiences of joining All Saints below:



Stephen Bick— Music

“The team culture at All Saints was something I was surprised by – at the schools I trained at, other staff didn't really take the initiative to talk to me, and the staff rooms were just full of busy people waiting for the photocopier. But I felt really welcome here, right from my interview day. Now that I've been here for 8 months, I know pretty much everyone, and enjoy seeing colleagues around school.”

Fiona Maguire — RE and History

“All Saints is a fantastic place to work, the sense of community is apparent from the first time you step into the school. No matter what happens during the day the minute you step into the staff room you know you will be greeted by lovely and friendly members of staff who ask and actually care about how your day is going. This school is so great that I asked to come back after my PGCE placement, I could honestly not think of another school I would rather start my teaching career off with!”



Bethany Ames — English

“From the moment I started working at All Saints Catholic College three years ago, I felt welcome and supported. In the time I’ve been here, I’ve occupied a number of different roles, and in each one, I have learnt so much from my co-workers and mentors – all have guided me professionally, spiritually and emotionally. The atmosphere around school is one of community and warmth, and I genuinely look forward to coming into work everyday (after the morning coffee, of course).”

Rob Walmsley — Business Analyst

“In the All Saints staff room you will find cycling fanatics, Bake Off champions and even a few big time actors. It’s a great environment to work in. Everyone is very welcoming and it’s easy to build valuable working relationships.

Although I am not a member of teaching staff, I still feel connected and integrated into the staffing team. I’m always able to reach out to others who will be able to provide advice and knowledge.”



Kemi Obikoya— “As a new member of staff at All Saints I feel welcomed, supported and happy to have joined a school with a strong community spirit. The friendliness and understanding between colleagues is refreshing and wonderful to be a part of. Led by a supportive and strong leadership team, the school-wide community spirit builds activities that link students, parents and teachers. This helps foster school traditions and promotes inclusiveness. The learning environment is more fun at All Saints, which makes teaching even more enjoyable.”

Tilly Stewart—Maths

“I joined All Saints in September and I have never felt more welcome in a place of work. I felt valued straight away and the school are extremely supportive in every way. The students are very likeable and welcoming and you quickly get to know them, which allows you to create a great relationship with your classes.

The staff are all amazing which leads to a great social side of work, where everyone feels included and part of the All Saints Family. I have very much enjoyed the past year working at All Saints and I am looking forward to developing my career at this school.”

‘Friday Fun’

We are an incredibly sociable, close-knit staff community here at All Saints. Staff genuinely get on, support one another and form strong friendships. During every half-term, resident ‘Governor of Fun’ Mr Billy Forshaw organises a number of events for staff to participate in after school on a Friday. One of the most popular events included a ‘Staff Bake-off’ kindly organised and run by Ms Kemi Obikoya in the Food Tech room. Other activities included a fantastic watercolour painting session with our very own Head of Creative Technologies, Ms Katie Nicholls, volleyball with team PE and the ultimate game of laser-quest!

‘The Camino De Santiago’

In the first week of the Easter holidays in April 2018, the Headteacher and several members of staff embarked on a mammoth walking/cycling Pilgrimage of The Camino De Santiago. A few days earlier, the school mini-buses had left Ladbroke Grove and arrived in the North of Spain to greet the staff who had travelled via plane to Biarritz airport. The trip spanned 500 miles over five days, filled with fantastic food, drink, hostel-hopping and sore legs all round!

Keeping staff happy!

It is vital to ensure that staff are kept happy—and in most instances it’s the little things like a bacon sandwich or coffee and a flapjack that can do just that! On those cold, dark Mondays in December and January, there’s nothing better than a bacon/egg butty in the morning to get you going. Every Monday you will find the SLT cooking up a storm in the school’s kitchen, and bacon/egg sandwiches are served in the staffroom from 8am. On Wednesdays, coffee and sweet treats are served at break-time and every Friday morning staff are provided with breakfast trays of pastries and fruit juice to enjoy.

Research

As a school, keeping informed of areas of development in pedagogical research is a vital way of ensuring that we deliver the best teaching possible for the students in our community. It is not uncommon at All Saints for staff to write blogs and share / reflect on research, as well as offer CPD on good practice based on research-informed reading. One blog published in our School review by Associate Deputy Headteacher, Ms Sinead Nammock is below, and reflects on, the imperative need and current drive at All Saints to develop and improve the vocabulary of our students in order to further their life chances.

In one of our latest staff meetings, we focused on the importance of vocabulary building and oracy within the school.

The meeting was based on the research of Alex Quigley, Director of Huntington Research School, English teacher and writer for the TES and Teach Secondary magazine. In his most recent book 'Closing the Vocabulary Gap', Quigley powerfully reminds teachers about the significant responsibility of knowing and sharing a broad and sophisticated vocabulary with the students in their care

In the book, Quigley makes a poignant point about the concept of closing social inequality:

"Many a politician has been heard promising to 'close the vocabulary gap' of social inequality, but seldom can we credit them for doing so."



Teachers will not end inequality, but one of the biggest points of discussion for staff in the meeting was how best we could shrink these complex issues. In the book, Quigley notably remarks that by "sharing a wealth of words" with our students is one of the small ways we can do so. Deliberately choosing the words we use with students, upgrading words with synonyms and discussing the fascinating origins and meanings of words may seem insignificant, yet if done frequently enough may prove to be transformative for them. As a staff, we reflected on the quote by George Herbert, Welsh poet, orator and priest:

"Good words are worth much but cost a little"

As a staff body, Herbert's reference to "words" helped us reflect on the conversations we have with our students in classrooms, corridors and break duty: that every little conversation had may introduce our students to new and exciting words they can use themselves.

At All Saints, we see it as our moral duty not only to academically educate the

children in our care, but also offer them the vital tools for success in life beyond the school gates. These tools include securing the best possible GCSE results in order to unlock the door to the next stage of their lives. As teachers, we have seen this in the introduction of the new GCSE 9-1 specification, where our students are expected to sit longer, increasingly difficult examinations at every key stage. As you will know, in most subjects your children will have already sat two end of topic assessments, or their mock examinations if they are in Year 11. These assessments at all levels are rigorous and demanding for the students, which makes the emphasis on vocabulary all the more important to secure their success.

Notably, Quigley points out that the failure of exams is sadly often inextricably linked to a student's postcode. Essentially, where a student lives has a high chance of determining how well they will do in an examination. At All Saints, and as our best-ever 2019 GCSE demonstrate, we are successful in challenging these obstacles and boundaries that face children today. On average, students at All Saints achieved over half a grade more than expected, reinforcing that our consistently high expectations for all reap rewards. With an added emphasis and focus on the development of vocabulary through staff CPD and INSET, this will only serve to strengthen the achievements of the students in our care.

The ideas discussed in this illuminating academic book were shared with staff as a reminder of the great importance of developing and extending the vocabulary and oracy of the students at All Saints.

Some of the key issues raised in the meeting I would like to share with you, because if maintained both at home and at school, will make the most impact on our children. Having the highest expectations for the children in our care is something we should all strive for, and we can work to achieve this by challenging their use of slang words and phrases such as "basically", "aint", "literally" and "man". In order to succeed in whatever they wish to achieve, whether it be a sixth form, university or work interview; our children must be able to articulate themselves eloquently and confidently as well as recognising the need for formality in certain situations.

Lastly, the book points towards the vital importance of parents talking to children at home. Evidence points towards the vocabulary gap discussed earlier in this article as beginning far before children attend school, and only widening as they get older. Statistically, children from affluent backgrounds are exposed to on average, 32 million more words than children from disadvantaged families, and it is the talk-gap as opposed to the education of parents, economic status or race that points to this huge gap. Talking to our children about current affairs, news stories, novels they are reading or asking questions about their day at school, subjects and clubs can also help to narrow the vocabulary gap that exists and inhibits students from thriving academically.

Therefore both parents and staff can work together in order to equip our students and children with the tools necessary to leave All Saints as confident, articulate and successful young people.

Job Description

Job title: Teacher of Languages (French and Spanish)

Salary: MPS/UPS Inner London

Contract type: Permanent

Line Manager: Head of MFL

This is an exciting opportunity to join our dynamic and high-performing MFL Team. The department is now one of the best performing departments in the school. The collegiate department has many strengths including a strong Subject Leader, passionate teachers and access to a wide range of teaching resources. The team are committed to sharing best practice and working together to plan and resource each programme of study.

Teaching and Learning

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for students who are SEN/DSP, very able, LAC or who have other particular individual needs
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Good class room management - maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to:
 - ⇒ match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ⇒ select appropriate learning resources and develop study skills through library, ICT and other sources
- Ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate own teaching critically to improve effectiveness
- Ensure the effective and efficient placement of classroom support.

Marking and Assessment

- Mark and monitor students' work and set targets for progress in accordance with schools marking policy
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents and attend parents evenings.

Pastoral Duties:

- Be a Form Tutor to an assigned group of students
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Pastoral Year Co-ordinator to ensure the implementation of the school's pastoral system
- Register students, accompany them to collective worship, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Contribute to PSHE according to school policy
- Contribute to the broader life of the school by supporting and leading curricular and extra-curricular events.

Other Specific Duties:

- To engage actively in the performance review process
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.

Person Specification

Qualifications and training	• QTS – Secondary • First or Second Class Honours Degree in subject applying for • Ability to teach subject across the full range KS3 and KS4 • PGCE or equivalent • Safeguarding training
Professional Experience and Knowledge	• Excellent professional knowledge and understanding, including of recent developments in the curriculum, and of a range of pedagogical approaches to raise attainment • A thorough knowledge of the National Curriculum • Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure • Understanding of the needs of students in a diverse school population. • Effective communication, good time management, ability to prioritise and problem solve • knowledge and understanding of monitoring and evaluation procedures • Experience of delivering outstanding outcomes through own teaching and working with others • Ability to deliver outstanding lessons proven by a track record of being rated consistently good or outstanding for lesson observations and book checks
Personal Qualities	• Strong ongoing commitment to developing your own knowledge skills and understanding as an educator • Commitment to achieving the highest possible results for all students • A commitment to safeguarding and promoting the welfare of young people • Able to keep confidentiality throughout all aspects of their work • Good attendance and punctuality • Resilience, energy and enthusiasm • Adaptability to changing circumstances and new ideas • Committed to the ethos and values of the school • Willingness to be flexible and take on additional duties as and when required

How to apply

Teacher of Languages

To find out more information about All Saints please look at our school website where you will find our latest information: www.allsaintscc.org.uk

All job details and an application form are available to view and download from the school website under the vacancies section, TES online, Department for Education Vacancies website. Alternatively, you can download an application form [here](#).

Should you wish to obtain further information about this post, please contact Ms Lagunas, the Headteacher's PA, on [02089697111](tel:02089697111) or rm.lagunas@allsaintscc.org.uk.

This is an important appointment for the school community and you will be expected to work with and support the Headteacher and other staff in leading the school forward in its next stage of developments to secure sustained and continuous improvement.

Please apply by writing a personal statement outlining your suitability and reasons for wanting this post with a completed application form to Rosa Lagunas (rm.lagunas@allsaintscc.org.uk).

Deadline: Wednesday 15th June 2022

Interviews: Will take place on the week beginning 20th June 2022

Start date: September 2022

Child Protection and Safeguarding

At All Saints, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction.



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