

Our Lady Queen of Peace

Catholic Engineering College



Application Pack

Teacher of Music

January 2022



Our Mission: *In Christ We Grow*

'As a learning community, we live out our Mission Statement striving for excellence through caring, sharing and achieving'.

An Outstanding Catholic High School (Section 48 Inspection)

Thank you for showing an interest in the post of Teacher of Music at Our Lady Queen of Peace Catholic Engineering College.

Our school is a **very special Catholic community**, in the heart of Skelmersdale, where everyone works hard to ensure that our exceptional young people receive an outstanding education, in an environment where they are cared for, and where they can fully develop and thrive.

Our Mission Statement 'In Christ We Grow' recognises **that gospel values are at the centre of every aspect of school life**. Our staff place **outstanding relationships with young people and their families** at the heart of all that we do. Our culture is one of compassion, care, humility, gentleness and forgiveness.

Our expectations are high for every young person, and we expect everyone in our community to strive for excellence through caring, sharing and achieving their very best.

We provide **outstanding opportunities**, with year on year investment in our school environment, with excellent facilities to learn in and where we have the highest standards of academic achievement, of appearance, of behaviour, attitudes and respect for all.

The **curriculum** is very carefully tailored for our young people, and the **extensive wider curriculum opportunities** and achievements are exceptional, including in Sports, Music, Dance and Drama.

Our **standards are high** and together with the very **strong pastoral care** and links with families, and all the opportunities for individual personal development, we ensure that we do all we can so that they are able to fully develop.

Our school is **regularly oversubscribed** with first choice applications and has grown in recent years so that we have around 900 students on roll.

We regularly receive awards – we are a **Flagship School for Inclusion**, we have the **International School Award** at the highest level, and are a **Music Mark School**. We are proud of our **strong specialism in Engineering** over many years, and our dedicated STEM (Science, Technology, Engineering and Mathematics) Co-ordinator provides enrichment activities and events for our school and the local community. Our Lady Queen of Peace has a local, regional and national reputation for delivering high quality Engineering and STEM related courses.

We are delighted that we are regularly selected as being in the top three of all Liverpool Archdiocesan Schools through various nominations. This year we have been successful in being nominated in the top three schools for:

- Sports Achievement Award
- Contribution to the Community Award

and were overall winners in the Creative Team Project of the Year Award.

The culture of this school is one of hard work, of service and of a genuine commitment to providing the highest quality of educational experience possible for our young people. This is not a school for those who seek a quiet life. We seek applicants who genuinely enjoy working with young people, to join our talented body of professional and exceptional staff, who will always give whatever is needed for our young people.

We are proud to belong to a community that values and respects every person and strives for a world class education for all.

Outstanding Archdiocesan Report "Our Lady Queen of Peace High School provides outstanding Catholic Education. Students are confident and proud to belong to their school."

Flagship School for Inclusion Quality Mark Report "A school that is clearly at the heart of its local community where inclusion is ingrained in the very fabric of the school and care, nurture and support are at the centre of everything that occurs here, for staff and students alike."

International School Award "The school's fantastic international work has rightfully earned it this prestigious award. The International School Award is a great chance for schools to demonstrate the important work they're doing to bring the world into their classrooms. Embedding an international dimension in children's education ensures that they are truly global citizens and helps prepare them for successful lives and careers in an increasingly global economy."

Ofsted January 2020 "Students typically enjoy coming to school. They get on well with each other, feel safe and appreciate the work of staff"

"Students benefit from a broad range of opportunities to enhance their personal development"

"Leaders...have high expectations for all students"

The closing date for return of completed application forms is **12 noon on Monday 24th January 2022**. It would therefore be appreciated if you could complete and return your application form as soon as possible. Only shortlisted candidates will be contacted. The post is subject to relevant safeguarding checks which include a satisfactory enhanced DBS clearance.

I would advise you to ensure that through the application form and letter you cover all areas in the person specification, since this is the information used to shortlist. May I wish you every success in your application.

Finally, I would encourage you to have a look on our website, which contains lots of information and keep up-to-date with the latest events at our school.

Yours faithfully



Ms A Knight
Headteacher



Mission Statement

In Christ We Grow

As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

Position	Teacher of Music
Responsible to	Subject Leader of Music
Salary	Applications welcomed from ECTs (NQTs), Main Pay Range and Upper Pay Range (£25,714 - £41,604)
Required	As soon as possible
Contract	Permanent Part-time 0.4 (2 full days – Thursday and Friday)

General

The post holder should:

- make the Mission Statement central to the discussions and work of the department
- work to explicitly enhance and develop the Catholic ethos of the school.
- make the key action points of the School Learning Plan – Catholic Ethos for Learning central to all work in the school.
- contribute to the general ethos of the school by having high personal standards in the supervision of the children and in relationships with fellow staff members.
- ensure that each child, regardless of ability, is considered to be of equal worth, is given equality of opportunity and receives an appropriate education.
- fulfil the role of class teacher and form tutor as per Code of Professional Standards.

Subject responsibilities include:

1a Quality of Education - Intent

Subject teachers ensure that:

- They deliver the planned curriculum or departmental scheme of work, which is ambitious and designed to give all students, particularly disadvantaged students and students with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- Following the department scheme of work, lessons are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Students study the full curriculum; it is not narrowed.

1b Quality of Education - Implementation

Subject teachers ensure that:

- They have good subject knowledge of the subjects and courses they teach.
- They present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check students' understanding systematically, identify misconceptions, accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches
- Over the course of study, teaching is designed to help students remember long term the content they have been taught and to integrate new knowledge into larger ideas
- Teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching.
- Teachers create an environment that focuses on students. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to students is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow students to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students.
- Teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well.

1c Quality of Education - Impact

Subject teachers ensure that:

- Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Students with SEND achieve the best possible outcomes.
- Students' work across the curriculum is of good quality.
- Students read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

2 Behaviour and Attitudes

Subject teachers ensure that:

- They high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-level disruption is not tolerated and students'

behaviour does not disrupt lessons or the day-to-day life of the school. Staff make sure that students follow appropriate routines.

- They create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.
- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance and are punctual to lessons. When this is not the case, the teacher takes appropriate, swift and effective action.
- Relationships among students and staff reflect a positive and respectful culture; students are safe and they feel safe.

3 Personal Development

Subject teachers ensure that they contribute to all students' personal development:

- The curriculum extends beyond the academic, vocational or technical and provides for students' broader development. The teacher's work to enhance students' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the teacher's effective wider work support students to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch students' talents and interests. Students appreciate these and make good use of them.
- The school prepares students for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Students know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All students receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for students to encounter the world of work.

4 Leadership and Management in the classroom

Subject teachers ensure that:

- They have high expectations of all students in the school, and ensure these are embodied in their day-to-day interactions with students
- Their attention is focused on providing the highest quality of education. There are many demands on teachers, but a greater focus on this area is associated with better outcomes for students
- Their continuing professional development is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for students
- They follow all department and school policies and create coherence and consistency across the school so that students benefit from effective teaching and consistent expectations, wherever they are in the school
- They engage with parents and their community thoughtfully and positively in a way that supports students' education.
- They manage their own workload and well-being, while also developing and strengthening the quality of their work
- They ensure they have high ambitions for all pupils, including those who are harder to reach.
- They implement the school's arrangements for safeguarding pupils and meet statutory requirements.
- They model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES.

Our Lady Queen of Peace Catholic Engineering College is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure certificate. The school is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share that commitment.



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Catholic Engineering College

Teacher of Music

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Qualifications, Training and Experience	• Qualified Teacher Status • A good degree in relevant subject area • Ability to teach across KS3 & 4 • Commitment to own professional development	• Catholic Certificate in Religious Studies • Additional qualifications • Honours graduate	Application Form References
Skills, Knowledge and Aptitudes	• Excellent subject knowledge & skills • Outstanding classroom practitioner and committed to outstanding teaching and learning • Forward thinker and visionary • Expertise in raising standards of learning and teaching • Drive and enthusiasm • Ability to lead by enthusing, inspiring and motivating learners • Flexible, positive approach to new courses • Commitment to extra-curricular provision • Good competence in the use of ICT and a clear interest in the development of technologies in the department • Reflective practitioner • Committed to personalisation and differentiation • Commitment to inclusion	• Experience of working with colleagues from different curriculum areas • Track record of raising achievement • Ability to use data to inform planning and monitor progress • Evidence of networking to improve standards • A record of good examination results at KS3/4	Application Form References Task Interview
Personal Qualities	• Committed to supporting the Catholic ethos of Our Lady's • Be passionate about your subject and committed to improving teaching and learning • Excellent interpersonal and communication skills • Excited by change and challenges • Committed to the school's mantra 'Proud to Belong' • Good sense of humour • Capacity for hard work and resilience • Ability to form and maintain appropriate relationships and personal boundaries with learners • Ambitious • Committed to the development of extended school activities including academic study support	• Practising Catholic	Application form Interview References Task

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Please visit our website www.olqp.org.uk for more information about the school.

Closing Date for Applications: 12 noon on Monday 24th January 2022

Applicants are asked to provide a completed application form and a supporting statement (no more than 1,300 words) detailing why you believe your experiences, skills, personal qualities, training and/or education are relevant to your suitability for the post and how you meet the person specification. You should pay particular attention to the national standards for the position for which you are applying.

Governors would prefer applications to be returned by email to Mrs Natalie Barber, HR Manager: n.barber@olqp.lancs.sh.uk.

Please note: Receipt of an application will be acknowledged by email. Subsequently, if you have not been contacted within two weeks of the closing date, you should assume that your application has been unsuccessful. It is our policy to take up references for shortlisted applicants from their present school. It would greatly assist this process if you were able to supply email addresses for all referees on your application form. Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.

If you have any questions regarding the vacancy or application process, please contact us via the details below.

In Christ We Grow

Our Lady Queen of Peace

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Our Lady Queen of Peace Catholic Engineering College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to full DBS clearance.