



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# **Teacher of Business & Computing**

## **Application Pack**

**February 2018**

We're all about  
**a warm welcome**



**Dear Applicant**

**Re: Teacher of Business & Computing**

Let me start by thanking you for your interest in St Cuthbert's Catholic High School. My colleagues on the Governing Body and I are delighted you are considering making an application for the post of Teacher of Business & Computing.

As Headteacher at St Cuthbert's, I am so proud to lead our school as we reflect on and celebrate a year of major change and success. We are experiencing a dramatic shift in terms of ambition, aspiration and achievement. To put it in plain terms, St Cuthbert's Catholic High School is on the up, and we are excited to see how progress will continue at a pace in 2017 and beyond.

Of course, as a community of students, staff, governors and parents, we have been working towards changing our culture and vision of the school for some time, and now we are all satisfied to see that our collective achievements are being showcased and recognised by others.

In September 2016, Ofsted inspectors were so impressed with the rapid reversal of fortunes at St Cuthbert's that they handed us a **"good"** rating and concluded that ours is a **"truly inclusive school where every pupil is valued"**. Students' behaviour, student safety, and the school's **"refusal to give up on any pupil"** were among the areas coming in for praise. And we were credited for the introduction of a new curriculum, which has increased the percentage of our students progressing to sustained education, employment or training to 98%.

Ofsted said the school was now home to "an ambitious and aspirational culture" and the passion of parents was also highlighted. Inspectors noted how they had written at length to inspectors **"detailing how happy their children are and how well they are progressing"**.

This year the school celebrates its 60<sup>th</sup> anniversary and St Cuthbert's has never been in better shape. Our success is a team effort - the staff, students, parents and wider community can be rightly proud. Whether it's a teacher, caretaker or governor, we are all passionate about building on our success.

St Cuthbert's has recently completed a massive capital development programme, which has seen nearly £1M invested in the school building and grounds over the last 6 years. In 2016, seven new state-of-the-art classrooms were built in the former Lindisfarne House. The classrooms, which opened in September 2016, are the new home of the Geography, History and Business departments.

I warmly encourage you to visit the school. Please contact the school office on 01744 678123, asking for Mrs Geden, to make an appointment. On behalf of the Governing Body I look forward to hearing from you and in receiving your completed application form.

Yours sincerely

A handwritten signature in black ink that reads "Catherine Twist".

Mrs Catherine Twist, Headteacher

## Our mission

St Cuthbert's is a Catholic High School, in which students, staff, governors and friends will work together as a Christian family to live the message of the Good News of Jesus Christ to love God and our neighbour



- ❖ By learning to know and accept the love of God by the way we treat each other and work together (Matthew 7:12)
- ❖ By respecting and embracing all cultures and recognising that as individuals we are unique (Genesis 1:26)
- ❖ By developing the gifts, talents and aspirations of all students and staff (Matthew 25:14-30)
- ❖ providing the best education for all students and helping them to live life in all its fullness (John 10:10)
- ❖ accepting the support of those in our community who work for the good of the school (Luke 10:25-37)
- ❖ reaching out to those who need our help in our world (Mark 1:39-42)
- ❖ protect and take pride in all aspects of our environment so that we become stewards of God's creation (Psalm 8)

**“Treat others as you would like to be treated!”  
The Golden Rule (Matthew 7:12)**

# GCSE Results 2017

## Headlines

Please refer to our website for our headline figures for 2017:

<http://stcuthberts.com/media/198191/provisional-headline-figures-for-y11-2017.pdf>

54% of students achieved 5 standard GCSE passes including English and Maths, consolidating the improvements we are constantly making. The first results of revised GCSEs in English and Maths saw 72% of students achieve the standard pass in English and 58% in Maths. There were fantastic results in other subjects too with 100% of students achieving grades A\*-C in Music and Chemistry. There were significant improvements in Religious Education and History.

These results are a testimony to the hard work and determination of the students and staff at St Cuthbert's, not just in the new-style exams, beginning with English and Maths but the changes to the specifications in other subjects to make them more demanding.

Our 2017 students have worked tirelessly with staff in order to embrace these changes to ensure they have the very best opportunities in life; stress-busting activities, a focus on health and wellbeing, breakfast sessions, extra lessons after school and in term breaks, additional mock examinations and group revision study have all supported students in preparation for their examination

All students have now been offered places in further education or employment

### Significant achievements

Stacey C., Tayleur C., Natasha H. and Callum H. who achieved the top grades of 9 or 8 in their English/Maths examinations

Natasha H.– 9 passes including 4A\*s, 2As, 9, 8 and 7. Going to Carmel College to study Biology, Chemistry and Maths

Callum H.– 8 passes including A\*, 3As, B, 9, 2x8s, Level 2 Distinction \*. Studying further Maths at Cowley 6th Form.

Ariandi T.-O.– 9 passes including A\*, 4As, B, 2x7s, 6, Level 2 Distinction\*. Studying Geography, Textiles and Graphic Design at Carmel College.

Angel A.– 9 passes including 2As, 2Bs, 2Cs, 2x7s and 6. Carmel College to study Chemistry, Biology and Psychology.

Stacey C.– 10 passes including 3A\*, 2As, 2Cs, 8, and 2x7s. Studying Chemistry, Biology and Maths/History at Carmel College.

Katie G.– 9 passes including A\*, A, 4Bs, 7, 2 x 6s studying A levels English, History & Sociology at Cronton College.

Mark J.– 9 passes including 4As, B, 2Cs, 7, 6 Studying PE, Chemistry, Physics and Maths at Cronton College.

# Job Description

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<b>Post title</b>	Teacher of Business & Computing
<b>Salary and grade:</b>	MPR/UPR
<b>Responsible to:</b>	Curriculum Leader (Creative Computing & Technology)
<b>Responsible for:</b>	Students and Resources

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## Main purpose of the job:

- Be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all
  - Be responsible and accountable for achieving the highest possible standards in work and conduct
  - Treat students 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 students
  - 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*
  - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
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## Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the current Teacher Standards. 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/subject/s 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 students you teach
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the needs of all students, 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 students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress

- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

## Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect 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 students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out break time and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

## 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 students' 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 students' 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 current School Appraisal Policy

## **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, 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.

## POSITION: Teacher of Business & Computing

### PERSONAL ATTRIBUTES

	Essential Attribute	Stage Identified	Desirable Attribute	Stage Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status*</li> <li>Degree or equivalent *</li> </ul>	A A		
<b>Experience</b>	<ul style="list-style-type: none"> <li>Excellent practitioner – evidence of outstanding lesson observations</li> <li>Experience of developing resources to enhance learning and assessment throughout appropriate Key Stages.</li> <li>Ability to inspire and motivate students of all abilities.</li> <li>Proven success in raising attainment</li> </ul>	R A   R A   R A	<ul style="list-style-type: none"> <li>Use of ICT in teaching</li> <li>Experience of assessment for learning</li> </ul>	A   A
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>Ability to analyse data</li> <li>Use a variety of teaching strategies</li> <li>Experience of monitoring and evaluating students' progress</li> <li>Good communication and interpersonal skills</li> <li>Excellent ICT Skills</li> </ul>	A R A   R   R   R A	<ul style="list-style-type: none"> <li>Examination marking experience</li> <li>Ability to work using own initiative</li> <li>Proven ability to set and meet deadlines</li> <li>Ability to teach and deliver the LIBF Finance qualification at KS4</li> </ul>	A   R A   R A   A
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Support the Catholic ethos</li> <li>Enthusiasm &amp; energy</li> <li>Commitment to safeguarding and promoting the welfare of Children and Young People</li> </ul>	A     R A   R	<ul style="list-style-type: none"> <li>Willingness to undertake further training and responsibility</li> </ul>	
<b>Other circumstances</b>	<ul style="list-style-type: none"> <li>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</li> </ul>			

A = Application form   I = Interview   R = Reference

\*Shortlisted candidates should bring with them copies of their qualifications



# Business Studies (extract from KS4 Pathways booklet)

Business Studies provides a range of opportunities to develop existing skills and knowledge that are transferable for the world of work.

## Do I need to have certain qualities/skills to do this subject?

No, you will develop several skills whilst you are on the course that will benefit you in the future.

- Carry out research, using a range of sources
- Present information to others
- Work in a group and contribute your own ideas
- Carry out work independently and meet deadlines
- Communication skills



## What will I learn?

- That business is fun and exciting
- Range of business contexts
- How to operate in a dynamic and competitive environment
- Understand how business operate from a local and global perspective

There are a variety of topics covered within this course. It is split into two units; each unit has a number of topics within it.

### **Business Dynamics**

This unit covers the nature of business activity and how it is concerned with business concepts, business terminology, objectives, the integrated nature of business activity and impact of business on individuals and wider society.

### **Business Considerations**

In this unit you will apply knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinational and businesses in local, national and global contexts.

## Does this lead to a qualification?

Yes, this is a single GCSE qualification accredited by the Examination Board WJEC or Pearson Edexcel.

## How is this qualification assessed?

Units 1 – Written exam with a mix of short answer and structured questions based on the specification content.

Units 2 - Written exam with data response question covering the specification

## What can I do with this qualification?

**Further studies at Sixth Form:** AS & A2 Business Studies, BTEC National Business Subsidiary Diploma.

**Careers:** Accountant, Accounts Clerk, Sales and Financial Adviser, Financial Analyst, Insurance Broker, Buyer in retail or manufacturing, Bank Manager / Assistant / Officer, HR Manager

# GCSE Computer Science (extract from KS4 Pathways booklet)

Students studying Computer Science will gain practical experience of designing, writing, and testing computer programs, develop the ability to reason, explain and evaluate computing solutions, and develop awareness of current and emerging trends.

## Do I need to have certain qualities/skills to do this subject?

The aim of the course is for learners to:

- develop knowledge and understanding of the fundamental principles and concepts of computer science.
- develop and apply computational thinking skills to analyse problems and design solutions across a range of contexts.
- gain practical experience of designing, writing, and testing computer programs that accomplish specific goals.
- develop the ability to reason, explain and evaluate computing solutions.
- develop awareness of current and emerging trends in computing technologies.
- develop awareness of the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- communicate computer science concepts and explain computational solutions clearly and concisely using appropriate terminology.

## What will I learn?

You will learn how to begin programming using Python which is an important element of computer science, along with logic, decomposition, and problem solving, algorithms and data representation.



## Does this lead to a qualification?

Yes, this is a single GCSE qualification accredited by the Examination Board Pearson (Edexcel).

It counts towards the English Baccalaureate as a science qualification.

## How is this qualification assessed?

Externally assessed - The written Exam paper, 'Principles of Computer Science', is a rigorous, intellectually challenging examination with a weighting of 75% that requires a high level of computational thinking.

Externally assessed - Practical programming skills are assessed in the controlled assessment, which has a weighting of 25%.

## What can I do with this qualification?

**Further studies at Sixth Form:** A-level Computing, Industry-standard IT qualifications, Degree courses in Computing, Engineering and Science.

**Careers:** Graphic Designer, Web Designer, Computer Games Developer, Computer Programmer, Systems Analyst, Network Technician, Sound Engineer, Animation, Accountant, Manufacturing (CAD/

# BTEC Creative Digital Media Production

(extract from KS4 Pathways booklet)

Developed in consultation with employees, BTEC Creative Media Production helps develop skills required to work in today's digital world. This Level 2 applied vocational qualification is equivalent to a GCSE.

## Do I need to have certain qualities/skills to do this subject?

You will need to have an interest in computing and digital media.

## What will I learn?

You will be expected to apply research and learning to work-related contexts and case studies. This applied and practical approach develops self-management, teamworking, business awareness and customer awareness, problem solving, communication, basic literacy and numeracy, a positive attitude to work, and the use of IT.



## Course outline

You will study a total of four units; two compulsory and two optional.

### Compulsory units:

- Digital Media Sectors and Audiences (externally assessed; 1 hour examination)
- Planning and Pitching a Digital Media Product (internally assessed coursework)

### Optional, internally assessed coursework units. Any two from:

- Digital Moving Image Production (creating a film)
- Digital Publishing Production (creating a magazine)
- Website Production (creating a website)
- Digital Games Production (creating a computer game)

## Does this lead to a qualification?

Yes, this is a Level 2 qualification accredited by the Examination Board Pearson (Edexcel) and is equivalent to one GCSE.

## How is this qualification assessed?

The qualification is 75% internally assessed coursework and 25% externally assessed examination.

## What can I do with this qualification?

### Further studies at Sixth Form:

BTEC National in Creative Media; BTEC National in ICT/Computing. Both are versatile subjects which provide opportunities in the majority of career choices.

### Careers

Journalism, Web Designer, Computer Games Developer, Computer Programmer, Animation, Media Production, Graphic Designer, Project Manager.

## School and local information

### St Cuthbert's Catholic High School

St. Cuthbert's is a mixed Roman Catholic Voluntary Aided College for students aged 11 to 16.

Number on roll: 776

### Getting around St Helens

Situated on the main A580 East Lancashire Road and at the centre of the region's motorway network, St Helens is one of the best-connected towns in the country. And once you get into the town centre, parking couldn't be simpler with spaces for over 2,300 cars on our Council run car parks.

St Helens has an efficient bus network with regular services from across the region passing through the main bus station on Bickerstaffe Street, alongside the Hardshaw shopping centre and a few hundred yards away from the newly redesigned Central Railway Station. From here, there are direct rail links with nearby Eccleston, Thatto Heath and Lea Green in addition to direct train to and from Liverpool, Wigan and Manchester.

### Out and about in St Helens!

In our multi-award winning Cultural Quarter we have the perfect location for our new-look arts and entertainment venues – The Citadel and Theatre Royal. The Citadel was voted by *The Independent* as one of the top ten jazz and blues venues in Britain, with theatre, dance, music and film events also on the agenda.

If you want art, then the Godfrey Pilkington Art Gallery and the World of Glass museum are the places for you, giving you a flavour of the town's industrial heritage and history. As is the North West Museum of Road Transport with the largest collection of old buses in the country – especially if you have kids.

At the heart of the town's shopping offering is Church Square, St Helens largest indoor shopping centre, with popular high street stores amongst the many shops.

Outside of town is Ravenhead Retail Park on the Linkway, where you will find some of the larger retailers, conveniently situated in one place. While St Helens Retail Park may offer the same but it also houses a number of independent and discount stores.

When it comes to eating out, St Helens town centre has many restaurants appealing to all tastes and budgets from café bars and coffee shops to international and traditional British cuisine. Or if you are simply looking for a place to enjoy a few drinks, we have the traditional pubs with many serving real ale, modern bars and clubs in and around the town centre, with the biggest concentration of eating and drinking establishments on Bridge Street and Westfield Street

### In the Area

St Helens excellent communication links offer a gateway for you to explore the local area, and there's loads to do nearby with Knowsley Safari Park right on our doorstep. And if you want countryside, then we have loads with Sankey Valley Country Park, Billinge Hill and Carr Mill Dam on the edge of the town. Venturing further out of town, the splendour of Knowsley Hall will impress you with its 2,500-acre scenic parkland that resembles a scene from *Brideshead Revisited*.

On the edge of the town we have the product of "The Big Art Project", an ambitious public art commissioning initiative from Channel 4, supported by Arts Council England, the national development agency for the arts, and The Art Fund, the UK's leading independent art charity.

*Dream* has generated worldwide media coverage for St. Helens, and was awarded the prestigious Marsh Sculpture Prize for the best public sculpture of the year, plus 8 other awards. It is attracting tens of thousands of additional visitors to the site and surrounding region every year.

When it comes to Sport, there can only be one in the town: rugby league!

In St Helens we are fanatical about the game and with some justification because, the 'Saints' are the most successful Super League team in history, and having just taken delivery of a fabulous new stadium, who can blame us?

If you love football, then all of Liverpool and Manchester's grounds are within 40 minutes travelling time from the town centre.

Our leisure facilities are second to none with 4 state of the art, council run, leisure centres, golf course and driving range, as well as private clubs in the area, you won't be lost for something to do!

# Advisory Note to Applicants

## Information for Applicants

Please download, complete and return the CES application form, recruitment monitoring form and disclosure form by the closing date specified.

Please ensure that you fully complete all the relevant sections. Please ensure that you provide an up-to-date email address as we often contact candidates electronically rather than by post.

You should make reference to the person specification and job description stating your particular strengths and how your experience to date has prepared you for this particular role.

Please note that CVs will not be accepted.

## Safeguarding - Disclosure and Barring Service Check

St Cuthbert'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. The position advertised is subject to an Enhanced Disclosure and Barring Service Check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

## At Interview

If you are invited for interview, references will be taken up prior to your interview. Applicants are also requested to bring to interview the original documentation of their qualifications. Applicants who have not received an invitation to interview within two weeks of the specified closing date should assume they have not been shortlisted (unless otherwise stated in the advertisement).

## Application Closing Date:

The closing date for applications is **Monday, 19th February 2018 at 12 noon.**

Interviews will be held:  
**w/c 26<sup>th</sup> February or w/c 5<sup>th</sup> March 2018**

Completed application forms should be returned by email to [postbox@stcuthberts.com](mailto:postbox@stcuthberts.com) or posted to:

The Headteacher  
St Cuthbert's Catholic High School  
Berrys Lane  
Sutton  
St Helens  
WA9 3HE

*Thank you for considering St Cuthbert's Catholic High School and we look forward to receiving your application.*



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

**For more information, please contact  
the Headteacher, Mrs Catherine Twist  
on 01744 678123**

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[www.stcuthberts.com](http://www.stcuthberts.com)



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