



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Teacher of Expressive Arts

Application Pack

February 2018

We're all about a warm welcome



Dear Applicant

Re: Teacher of Expressive Arts

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 Expressive Arts.

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 60th 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

Post title	Teacher of Expressive Arts
Salary and grade:	MPR/UPR
Responsible to:	Curriculum Leader (Expressive Arts)
Responsible for:	Students and Resources

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
-

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 Expressive Arts

PERSONAL ATTRIBUTES

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

A = Application form I = Interview R = Reference

*Shortlisted candidates should bring with them copies of their qualifications

Drama (extract from KS4 Pathways booklet)

An interest and curiosity in all aspects of Drama and performance work is expected. As part of the GCSE course you will be expected to create, perform and respond to a range of performance work, including scripted, improvised and devised Drama.

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

- A willingness to watch live theatre in a variety of venues
- The ability to work in a group situation
- The ability to follow and give direction
- The ability to think independently and creatively
- The ability to perform in front of a live audience
- An excellent attendance record.
- The ability to learn lines



What will I learn?

- To create meaningful drama
- To practice and employ drama techniques
- To become a confident, capable performer
- To analyse and evaluate both professional work and the work of your group
- Development of vital personal & interpersonal skills for all areas of your life
- To experiment with drama techniques

Does this lead to a qualification?

Yes, this is a single GCSE qualification accredited by the Examination Board AQA.

How is this qualification assessed?

The subject content for GCSE Drama is divided into **three components**.

Component 1: Understanding drama (written)

- Written exam: 1 hour and 45 minutes
- 80 marks
- 40% of GCSE.

Component 2: Devising drama (practical)

- Devising log (60 marks)
- Devised performance (20 marks)
- 80 marks in total
- 40% of GCSE

Component 3: Texts in practice (practical)

- Performance of Extract 1 (20 marks) **and** Extract 2 (20 marks)
- 50 marks in total
- 20% of GCSE

NB **ALL** practical work is group work, so if you don't have an excellent attendance record, this qualification is not for you.

What can I do with this qualification?

Further studies at Sixth Form: AS & A2 Performance Studies, BTEC Level 3 Diplomas in either Music, Acting or Dance.

Careers: Acting, Music, Media, TV, Sound Recording, Lighting Technician, Journalism, Arts Administration, Education, Theatre Management. The skills developed in Drama also benefit members of other professions such as Teachers, Lawyers and Managers who regularly have to demonstrate confidence and creativity when speaking in front of others, giving presentations or solving problems.

Music (extract from KS4 Pathways booklet)

Most students who study GCSE Music have singing or instrument lessons in addition to their lessons in School and then are willing to perform in front of an audience. They show an interest in listening to a wide range of music and create and develop their own musical ideas.

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

- An interest in all kinds of music
- You need to learn an instrument or sing and then perform in front of others
- The ability to think independently and creatively
- The ability to work in a group

What will I learn?

- Performing – to progress with instrumental and vocal technique
- Composing – how to write your own music
- Listening – how to recognise and analyse pieces of music from times and cultures



different

Does this lead to a qualification?

Yes, this is a single GCSE qualification accredited by the Examination Board AQA.



How is this qualification assessed?

- **Component 1:** Understanding Music 40%
A listening paper and two Study pieces
- **Component 2:** Performing Music 30%
As a soloist and as part of a group
- **Component 3:** Composing Music 30%
2 compositions which include one free composition and one composition specified by AQA



What can I do with this qualification?

Further studies at Sixth Form: AS & A2 Music, AS & A2 Music Technology, BTEC Music Technology

Careers: Teaching, Musician, Music Production, Performance, Music Business & Management, Songwriting.

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 26th February or w/c 5th March 2018

Completed application forms should be returned by email to 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**

St Cuthbert's Catholic High School
Berry Lane
Sutton
St Helens
Merseyside
WA9 3HE

Tel: 01744 678123

Fax: 01744 678127

www.stcuthberts.com



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