

A group of students in school uniforms are lying on their backs on a grassy area with fallen leaves. They are laughing joyfully, with their heads tilted back and eyes closed. The students are wearing dark green blazers over white shirts and striped ties. The scene is captured from a high angle, looking down at the students.

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The  
**McAULEY**  
Catholic High School  
and Sixth Form  
● **DONCASTER**

**Candidate Pack  
Teacher**

# M. May 2018

Dear Candidate,  
Thank you for showing interest in this post.

If successful, you will be joining McAuley, the biggest school in Doncaster and the biggest Catholic school in Hallam Diocese at a very exciting time.

I began my career as Headteacher of McAuley in September 2017 having been Principal of St Thomas a Becket, Wakefield since 2010. In mid-November we had a long overdue visit from OFSTED. The visit left us with no surprises and indeed confirmed many of the areas that had already been identified as priorities.

As head, I am committed to staff welfare and well-being and see my role as removing those obstacles that prevent staff being brilliant. As such I am totally convinced that shared and distributed leadership focussed on improving teaching is the best way to improve a school. The positions that we are recruiting to will move the school rapidly forward.

I am committed to bring the very best teachers to work at McAuley to join a community of Learners dedicated to making a difference to the children we teach.

Amongst the details of the post you will find in this pack a Vision Statement. This was written in October 2017 at a conference involving over 200 people including all staff, Governors, parish priests and parents. This is a central document to explaining the type of school that we as a community want to create and work in. This crucial post emanates directly from this document and have the hefty responsibility of contributing to making this vision a reality.

I also include the key elements of structural change explained to staff on Monday 30<sup>th</sup> April including the staffing structure from September 2018.

We aren't there yet but we have begun the journey. If you want to be part of something genuinely unique then we want to hear from you.



John Rooney, Headteacher





## THE McAULEY CATHOLIC HIGH SCHOOL

*Classroom Teacher*

### **Job Description**

<b>Salary/Grade:</b>	Teachers' Pay Scale
<b>Reporting to:</b>	Curriculum Leader
<b>Responsible for:</b>	The provision of a full learning experience and support for students
<b>Liaising with:</b>	Curriculum Leader, teachers, support staff, Diocesan and LEA representatives, external agencies and parents.
<b>Working time:</b>	Full-time as specified within the STPCD
<b>Disclosure level:</b>	Enhanced

### **Job Purpose**

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- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD)
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students
- To monitor and support the overall progress and development of students as a teacher/Form Tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment and achievement and to monitor and support student progress
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

### **Responsibilities**

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#### **School Ethos:**

- To play a full part in the life of the school community, promoting its distinctive mission and ethos as a learning and caring community committed to following Christ's teaching.
- To support the students' spiritual development through the daily act of worship

#### **Teaching:**

- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus

- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To mark, grade and give written/verbal and diagnostic feedback as appropriate
- To ensure that Literacy, Numeracy, ICT, Citizenship and PHSEE and school subject specialisms are reflected in the teaching/learning experience of students

#### **Operational/Strategic Planning:**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the subject area and Department
- To contribute to the Curriculum Area and Department's Development Plan and its implementation
- To plan and prepare courses and lessons
- To contribute to the whole school's planning activities
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate

#### **Curriculum Provision**

- Together with the Curriculum Leader, to liaise with the members of the Leadership Team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan and School Evaluation
- To be accountable for the development and delivery of your subject programmes

#### **Curriculum Development:**

- To assist the Curriculum Leader to ensure that the Curriculum Area provides a range of teaching which complements the school's strategic objectives

#### **Staffing:**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.
- To ensure the effective/efficient deployment of classroom support assistants

#### **Quality Assurance**

- To help to implement school quality procedures and to adhere to them
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To implement modification and improvement where required.

- To review from time to time your methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **Management Information**

- To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning

### **Communication and Liaison:**

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

### **Management of Resources:**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students

### **Pastoral System**

- To be a Form Tutor, if required, to an assigned group of students
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.

- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PHSEE and citizenship and enterprise according to school policy.
- To apply the Behaviour Management systems so that effective learning can take place

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified



**THE MCAULEY CATHOLIC HIGH SCHOOL**  
**PERSON SPECIFICATION: Classroom Teacher**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
Education, Qualifications & Training	<ul style="list-style-type: none"> <li>▪ Degree</li> <li>▪ Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of commitment to own continuing professional development</li> </ul>
Knowledge & Experience	<ul style="list-style-type: none"> <li>▪ Experience of teaching pupils of all abilities and aptitudes</li> <li>▪ Clear understanding of the use of assessment and data to support teaching and learning and the tracking of pupil</li> <li>▪ Experience of developing new resources for teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of teaching at KS5</li> </ul>
Personal Skills and Abilities	<ul style="list-style-type: none"> <li>▪ Ability to demonstrate the principles and practice of effective teaching and learning</li> <li>▪ Able to use data effectively to support teaching and learning</li> <li>▪ Ability to organise workload, prioritise, meet deadlines and maintain effective working relationships</li> <li>▪ Excellent interpersonal skills</li> <li>▪ Excellent oral and written communication skills</li> <li>▪ Competent in the use of ICT both in the curriculum and for administrative purposes</li> <li>▪ Be passionate about teaching, in particular in your subject area.</li> </ul>	
Other Requirements	<ul style="list-style-type: none"> <li>▪ A commitment to safeguarding and promoting the welfare of children &amp; young people</li> <li>▪ A commitment to and ability to implement the principles of equal opportunities and inclusion</li> <li>▪ An understanding of the distinctive nature of Catholic Education and a willingness to lead and support our school ethos</li> </ul>	



# The McAuley Catholic High School

Staff Meeting 30<sup>th</sup> April

A Community of Learners Committed to Gospel Values

## From Good to Great; Innovation and Transformation September 2018 - August 2020

### **Post-Ofsted, what does the school need to do to improve further?**

**Improve the effectiveness of leadership and management** by ensuring that:

- leaders implement sharply focused plans for improving pupils' progress in the main school, particularly in English, mathematics and science
- all subject leaders have the skills to raise standards in their subject areas
- the most effective teaching is used as a model for other teachers in the school so that teachers have consistently high expectations of what their pupils can achieve
- poor-quality work and presentation are challenged routinely
- the school's assessment practice continues to improve so that all pupils have challenging targets and teachers' assessments are accurate
- governors use the information from the external review to carry out their roles effectively.

**Improve the quality of teaching, learning and assessment** by ensuring that teachers:

- use the information they have about pupils to plan appropriately challenging learning activities, particularly for the most able pupils, so that they make good or better progress over time
- provide more support in lessons for pupils who have SEN and/or disabilities
- continue to accelerate the progress of disadvantaged pupils
- apply the school's policies consistently, particularly in relation to assessment and feedback
- further develop pupils' skills in reading and writing.

**Improve pupils' attendance, particularly for disadvantaged pupils,** by continuing to strengthen the role of the pastoral team. An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.



## How do we do it?

1. We continue to insist upon **the highest level of consistency** to ensure this.
2. Continue to **focus on learning** at all levels.
3. Pastoral Structures reviewed and improved to provide the WEFT and the WARP. – **Separate document**
4. The staff leadership team will be **re-structured** to ensure this happens within a two year timescale.

### 1. Consistency and the principles of Highest reliability– How do we ensure it?

**Improving Schools: The High Reliability School** (Reynolds D (1998) 'Improving Schools: The High Reliability School',

The High Reliability Schools Project (HRS) aims to make schools not just relatively better but absolutely good: it aims to systematically eradicate failure by ensuring that all children acquire what only a proportion possess currently. It is based upon insights into the characteristics of High Reliability Organisations (HRO's), like air traffic controllers, that are not allowed to fail. It is about no fault, right-first-time schooling.

**The Highly Reliable School** aims, simply, to transform education by the generation of schools which can 'think' based on high quality performance data and which can 'act' based upon a knowledge of what constitutes their own and the world's best practice.

**The management structure of the HRS school leads and supports these changes and whilst continuing to use the hierarchical nature of school administration it permits, when appropriate, collegial decision making on issues that impact specific school or department activities.**

**HIGH RELIABILITY GOALS** The Ten HRS goals are drawn from the numerous shared characteristics upon which all Highly Reliable Organisations (HROs), such as nuclear power plants and flight control operation centres, are based. The following HRO principles can be adapted to the secondary school environment in order to improve their performance (adapted from Stringfield, 1998):

1. **Failure is disastrous**
2. **Clear goals**
3. **Consistent best practice**
4. **Identifying flaws in procedures and making changes**
5. **Recruitment, training and retraining**
6. **Rigorous performance evaluation - Mutual monitoring of staff**
7. **Data-richness**
8. **Short-term efficiency takes a back seat to very high reliability**
9. **Hierarchically structured management, but collegial decision-making**
10. **Equipment and environment kept to high standard**

### 2. Continue to focus on progress in Learning at all levels.

**In other words, the main thing is to keep the main thing the main thing!**

2.1 Engage in developing; teaching (SOLO Taxonomy, Learner plans) and Assessment practices in coordination with robust, clear and aspirational target setting, Moderation and Co-planning

2.2 Develop a Practitioner Learning Programme which encourages co-planning.

2.3 Be outward facing developing networks beyond the school which engage with other Catholic Secondary schools including ITT providers.

2.4 Use Appraisal and the Teacher Standards to ensure consistent best practice and to reward exemplary practice.

## Adult Stakeholders Vision Statement

McAuley provides a distinctive Catholic education based upon Gospel Values with Christ at the Centre of all we do. It is a vibrant worshipping, sacramental community open to people of all faiths and those still exploring. Our faith is celebrated through our actions.

It is the first choice for Catholic families and an employer of first choice for staff. The school is a leading light in 11-19 education in Doncaster. Academic standards reflect the fact that, whatever their starting points, young people make brilliant progress throughout their time at the school. The academic is only one part of a focus which allows all God-given gifts and talents to be spotted and nurtured. Children feel good about themselves and proud to say they come to this school. They are listened to\*. The wider community especially our local parishes actively promote the school and want to be involved in it. The school actively seeks out that involvement. The Family of schools work closely together to support and share in this vision and to give students the best possible start.

Throughout the school day there is a sense of calm and purpose because everybody has a clear sense of the expectations on behaviour and attitudes to learning. Children feel safe, secure, loved and happy in school. Day to day organization is routine and unfussy. Physical space and the care of that space matters. The environment which the children and staff enter each day is attractive, bright and clean. It is safe and welcoming and is obviously child-centred by the celebration of work in the corridors and classrooms.

Time is used well. The curriculum in all its aspects motivates the children and meets their needs. The result is work which they can be justly proud. They are intellectually curious and ask deep questions of themselves, take risks in their learning and work well together. This approach helps everyone to make progress in their own unique way with a special emphasis on the well-being of the most vulnerable in our school community. In their seven years in the school each child is valued and understood as an individual; academically, intellectually, socially, emotionally and spiritually. A strong moral compass prepares them well to be caring stewards in a rapidly changing world.

Parents, as valuable partners take an active part in supporting the school and know and trust that their children are in loving hands and are nurtured as they would nurture them. Open and swift two-way communication is the basis for tutor-based Pastoral care which is based upon peace, justice and reconciliation.

Those who lead the school are optimistic, approachable and in clear, quiet command. This approach is supported by a committed and active Governing body. The leadership philosophy is marked by simplicity and strength and a well-founded trust in colleagues. Passing fads or fashions are resisted, confident in the tried and tested practices for the community of learners it serves. Leaders ensure that staff are well looked after so the trademark of the school is staff continuity and where ambition is encouraged. The Leadership of the school is distributed. There is a no blame culture.

Staff know at all times that they are the servants of the school. Their instincts are always asking what can they do to make the school better. Those that choose to leave do so for good reason and are warmly thanked for the service they have given.

This embedded culture of thinking, doing and believing is a characteristic of all staff in every job that they do whether in the classroom, the reception desk, the pastoral office, the dining room, the caretaker's room, the chaplaincy space.

McAuley staff challenge and support each other and never talk the hopes and aspirations of the school down. They do so every day the school is open and as much again when it is not. They have a passion to be the best they can be. They strive to be expert in as many ways as they can be in nurturing all members of the school community; not some of the time but all of the time.

Staff will always go the extra mile for the children in their care. Staff care, risk, dream and believe and expect more than others think possible; whatever barriers are presented in the way of a child thriving the McAuley family will find a way.

\*The McAuley Student Vision Statement 2018

# Staffing Structure from September 2018

