



MULTI ACADEMY TRUST

Standing Together, Learning Together

Recruitment Pack

Standish Community High School

Subject Leader for Health & Social Care

0.84 FTE – Maternity Contract

Closing Date: Friday 8th January 2021 at 12.00 noon

Partner Schools in Mosaic

This is an exciting opportunity to join a thriving and expanding Multi Academy Trust that currently consists of three schools located across Lancashire. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts.



Standish Community High School

Kenyon Road, Standish, Wigan, WN6 0NX

Standish Community High School is the lead school within Mosaic MAT, The school's motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence

Clover Road, Chorley, PR7 2NJ

At Southlands High School we believe that academic achievement and personal growth for every child goes hand in hand; therefore there is a high expectation and high ambition for each and every student in terms of their learning and progress and in the mutual respect we hold for each other in our learning community.



Golborne Community Primary School, Talbot Street, Wigan, WA3 3NN

All at Golborne Community Primary School strive to create an environment that is stimulating, welcoming, friendly and secure. An environment where children are encouraged to try their best and are praised for their efforts. Where high expectations are encouraged the development of the whole child is valued. We believe that through effective experiences and partnerships we can support and develop the individual, giving them skills they need to be independent, confident learners, capable of expressing themselves and with the ability to integrate into the community.



Standish Community High School

be Outstanding!

November 2020

Dear Applicant,

Subject Leader for Health & Social Care – Part Time 0.84 FTE Maternity Cover

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Information about Standish Community High School
- ❖ Exam Results
- ❖ Job Description
- ❖ Person Specification

Standish Community High School is advertising for a Subject Leader for Health & Social Care to cover Maternity Leave. To allow for a handover period we would prefer for the successful candidate to commence employment on the 1st February 2021; however if this isn't possible the start date for the post will commence after the February half term. This part time role will be based at Standish Community High School, however as we are part of Mosaic Academy Trust, there may be occasions when you will be required to work at other schools within the trust.

Your completed application form should be accompanied by a covering letter. Completed application forms can be forwarded by email to: recruitment@mosaicmat.net or by post to Miss M Johns, HR Officer at the school address. Late applications will not be considered.

Applications will be considered as soon as they are received and the closing date will be Friday 8th January 2021 at 12.00 noon.

Yours faithfully,

Mr A Pollard
Executive Headteacher



Standish Community High School

November 2020

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the temporary post of Subject Leader for Health & Social Care (part time 0.84 FTE) to cover Maternity Leave at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1300 students. Our most recent Ofsted judgment, in November 2014, recorded an overall judgment of good in every category. However, we are working relentlessly to achieve "outstanding".

Our attainment figures for 2015 placed us in the top non-selected state-funded schools in England. This accolade has contributed to our designation as a Leading Edge school by the Secondary Schools and Academies Trust (SSAT). For the fourth year running we were placed in the top 10% of non-selective schools nationally for attainment and in 2016 and 2017, we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication and professionalism of our staff. We were delighted that our successes continued in 2018 and 2019 achieving positive progress 8 scores.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focussed on and determined to unleash the potential in all students irrespective of background or ability.

Standish Community High School has formed a Multi Academy Trust, as the lead school, with another local secondary school and more recently a local primary school. This has provided the potential to open greater career opportunities in the near future. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Head of School at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker
Head of School

Exam Results

	2017	2018	2019	2020
Attainment 8	54.26	55.8	54.6	n/a
Progress 8	0.37	0.24	0.24	n/a

Standish	2017	2018	2019	2020
5 x 9 – 4 including English and Maths	80	79	81	81
English and Maths Grade 4 and above	84	85	85	85
3 9 – 7	37	40	38	40
5 9 – 7	29	29	24	28

English Grade 9 – 4	94	95	92	93
English Grade 9 – 5	80	86	82	84
English Grade 9 – 7	43	47	44	42

Maths Grade 9 – 4	85	86	85	85
Maths Grade 9 – 5	64	70	62	66
Maths Grade 9 – 7	32	33	24	29

Standish Subjects	Grade 9s – 2017	Grade 9s – 2018	Grade 9's - 2019	Grade 9'S – 2020
English Language	22	15	21	20
English Literature	35	19	16	21
Maths	16	15	12	16

JOB DESCRIPTION

1. INTRODUCTION

Post Title:	Subject Leader for Health & Social Care (Part time 0.84 FTE)
Status:	Temporary contract to cover maternity leave
Purpose:	<p>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)</p> <p>Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the school's ethos, aims and curricular policies</p> <p>Be accountable for leading, managing and developing the subject/curriculum area.</p> <p>Delivery of high quality lessons on subjects from Health and Social Care syllabus.</p> <p>Report accurately on the progress of both individual students and groups.</p> <p>Engage all learners in the planning and delivery of lessons, ensuring that differentiation strategies and techniques are employed in all lessons.</p> <p>Contribute towards the management of learning programmes and to ongoing curriculum development.</p> <p>Monitor and support the overall progress and development of students as a teacher / Form Tutor</p>
Line Management:	<p>Reporting to – agreed SLT Link</p> <p>Responsible for – Heads of Key Stage/Subject Managers, teaching staff and specified support staff within the department</p>
Liaising with:	Head of School, senior leadership team, teachers and support staff, LA representatives, external agencies and parents / carers
Working time:	<p>Part time (0.84 FTE) as specified within the STPCD</p> <p>The timetable for this academic year is working full days Tuesday, Thursday & Friday and working all morning until lunchtime on Monday & Wednesday's</p>
Salary /Grade:	Classroom Teachers' Pay Scale, plus TLR 2a for BTEC responsibility
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190 day teaching year.



2. TEACHING

- 2.1 Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- 2.2 As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work. This may be done either here at Standish or in those schools.


3. LEADERSHIP ROLE


- 3.1 Lead the development of teaching and learning to ensure student progress and achievement.
- 3.2 Monitor and actively follow up student progress.
- 3.3 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies and assessment in the faculty.
- 3.4 Work with colleagues to formulate aims, objectives and strategic plans for the faculty which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- 3.5 Lead and manage the planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of students within the faculty, School Strategic Improvement Plan/Departmental Improvement Plan and the aims and objectives of the school.
- 3.6 Work collaboratively with other curriculum leaders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- 3.7 Be responsible for the day-to-day management, control and operation of course provision with the faculty, including effective deployment of staff and physical resources.
- 3.8 Implement school policies and procedures, e.g. equal opportunities, health and safety, safeguarding, etc.
- 3.9 Ensure that Health & Safety policies and practices, including risk assessments, throughout the faculty are in-line with national requirements and are updated where necessary, therefore liaising with the school's Health & Safety Manager.

4. LEADERSHIP OF CURRICULUM

- 4.1 Liaise with the linked SLT member to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements school self-evaluation and the Strategic School Improvement Plan.
- 4.2 Be accountable for the development and delivery of this curriculum area.

5. LEADERSHIP OF CURRICULUM DEVELOPMENT


- 5.1 Lead curriculum development for the whole faculty and ensure that appropriate responsibilities are delegated within the faculty.
 - 5.2 Keep up to date with national developments in the subject/s teaching practice and methodology.
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- 5.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
 - 5.4 Liaise with the SLT link to maintain accreditation with the relevant examination and validating bodies.
 - 5.5 Be responsible for the development of numeracy and literacy within this curriculum area.
 - 5.6 Ensure that the development of all 3 subjects is in line with national developments.

6. LEADERSHIP OF STAFF

- 6.1 Work with nominated SLT link to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 Continue own professional development as agreed with SLT link.
- 6.3 Be responsible for the efficient and effective deployment of the Faculty's support staff.
- 6.4 Undertake Appraisal Review (s) and to act as reviewer for a group of staff within the designated faculty.
- 6.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the faculty.
- 6.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 Promote teamwork and to motivate staff to ensure effective working relations.
- 6.8 Participate in the school's ITT programme.
- 6.9 Be responsible for the day-to-day management of staff within the designated faculty and act as a positive role model.

7. QUALITY ASSURANCE

- 7.1 Ensure the effective operation of quality control systems.
 - 7.2 Support the whole school process of the setting of targets within the faculty and to work towards their achievement.
 - 7.3 Establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty.
 - 7.4 Contribute to the school procedures for lesson observation and self-evaluation.
 - 7.5 Monitor the standards of teaching within the faculty.
 - 7.6 Monitor and evaluate the curriculum area/faculty in line with agreed school procedures including evaluation against quality standards and performance criteria.
 - 7.7 Seek/implement modification and improvement where required.
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- 7.8 Ensure that the faculty's quality procedures meet the requirements of self-evaluation and the School Strategic Development Plan.

8. MANAGEMENT INFORMATION

- 8.1 Ensure the maintenance of accurate and up to date information concerning the faculty on the management information system.
- 8.2 Make use of analysis and evaluate performance data provided.
- 8.3 Identify and take appropriate action on issues arising from data, systems and reports, setting deadlines, where necessary and reviewing progress on the action taken.
- 8.4 Produce reports within the quality assurance cycle for the faculty.
- 8.5 Produce reports on examination performance, including the use of value-added data.
- 8.6 In conjunction with the relevant SLT member, manage the faculty's collection of data.
- 8.7 Provide the Governing Body with relevant information relating to the faculties performance and development.

9. COMMUNICATIONS AND LIAISON

- 9.1 Ensure that all members of the faculty are familiar with its aims and objectives.
- 9.2 Ensure effective communication/consultation as appropriate with the parents of students.
- 9.3 Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- 9.4 Represent the faculty's views and interests.
- 9.5 Contribute to the planning and delivery of school liaison activities.
- 9.6 Lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.7 Promote actively the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- 10.2 Work with the relevant SLT member to ensure that the faculty's teaching commitments are effectively and efficiently time-tabled and roomed.



11. PASTORAL SYSTEM

- 11.1 Monitor and support the overall progress and development of students within the faculty.
- 11.2 Monitor student attendance together with student progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 Act as a Form Tutor if required and to carry out the duties associated with that role as outlined in the generic job description/staff handbook.
- 11.4 Ensure the behaviour management system (BFL) is implemented in the faculty so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- 12.5 This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

13. SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Signed
(Teacher)

Signed
(Headteacher)

Dated
(Teacher)

Dated
(Headteacher)





Safeguarding of Children and Young People

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation with you it is liable to variation by Management to reflect or anticipate change in, or to, the job commensurate with the grade and job title.

November 2020



Person Specification

Subject Leader of Health & Social Care

Requirements	Essential / Desirable
Experience / Qualifications / Training	
Graduate level qualification in appropriate discipline	E
Qualified Teacher Status	E
Substantial recent experience of successfully teaching your subject (Health & Social Care) through the 11-16 range	E
Secure knowledge of safeguarding policies and procedures	E
Proven skills in working with a wide range of students	E
High expectations for your colleagues and for all students	E
Previous leadership experience either in subject, faculty or whole school development issue	E
Experience of professional leadership and training in Leadership & Management (NPQML/NPQSL)	D
Experience of budget prioritisation and financial management	D
Experience as an external examination/moderator	D
A commitment to distributed leadership	D
Experience of working with SISRA and SchoolP	D
Skills and Knowledge	
Applicants should be able to provide evidence that they have the necessary skills and abilities required	
To build and to lead your team	E
To be positive, optimistic and enthusiastic about your subject/faculty and passionate about teaching	E
To be very good at organising things, including yourself	E
To know what a superb Scheme of Work looks like and to make sure that your faculty has it	E
To understand what the key current issues facing your faculty subjects are, with a secure knowledge of current curriculum developments, including assessment for learning	E
To be able to form excellent professional relationships with students and colleagues, parents/carers and governors	E
To have good interpersonal and communication skills	E
To be a reflective practitioner, self-critical and keen to improve your own practice	E
To know what and when to delegate, and how to develop each member of your team, including working with trainee teachers	E
To know how to get things done which change things for a better	E
To create a stimulating, safe and effective learning environment throughout the faculty	E
To be able to increase the progress and raise the achievement of students of all levels of ability	E
To understand safeguarding and its promotion as a key part of each member of staff's responsibility	E
To enjoy working with young people and to enhance their well-being	E
To value diversity and to promote equality	E
To understand how Health & Social Care subject is best learnt and taught	E



Professional Values & Practices	
A commitment to raising educational achievements	E
A clear vision for the future of the department and strategies for achieving it	E
A belief in comprehensive and inclusive education and commitment to equality	E
A good example of the positive values, attitudes and behaviour expected from the students	E
Evidence of recent professional development of skills and knowledge as a teacher and team leader	D
Personal Qualities	
Integrity, professionalism and diplomacy	E
Tact and a sense of humour	E
A personal and friendly nature	E
Application	
Accurate completion of school application form	E
Letter which addresses person specification, evidence in letter and application	E
High standards in spelling and writing	E
Legal Issues	
Legally entitled to work in the UK	E
Enhanced DBS Clearance	E
Valid UK Driving Licence, access to a vehicle with business insurance	D

