St. Joseph’s Catholic High School

*Business & Enterprise College*

*Living, Loving & Learning Through Christ*

Head of Geography

St Joseph’s Catholic High School - serving the community

• Judged ‘Good’ in their recent Ofsted

• Improved GCSE results

• Improved A\* As

• Excellent Pastoral Care

Harrington Road, Workington CA14 3EE. 01900 873290

www.st-josephs.cumbria.sch.u

February 2018

Dear Candidates,

Thank you for expressing an interest in our school. We hope you find the information that we have provided useful. The school is a popular school and over- subscribed. This is an exciting time to be working here.

We would be very pleased to arrange visits from prospective candidates or respond to calls if you require more information.

We look forward to hearing from you in due course.

Best wishes,



Jacky Kennedy

Headteacher

**St Joseph’s Catholic High School**

***Business & Enterprise College***

**Harrington Road, Workington, Cumbria CA14 3EE**

**Western Lake District, Cumbria**

**NOR 692 - 11-16**

**Head teacher Miss J Kennedy.**

**St Joseph’s Catholic High School is a popular school, situated in an area of outstanding beauty on the fringes of the Western Lake District. This area provides a lovely place to live and work and provides unique extra–curricular opportunities for our students.**

We have an exciting opportunity for a Head of Geography. The post holder will lead a popular area of the school curriculum. This post is ideally suited for candidates who are ready to move into middle management or for those who are already leading a small department and who would like a new challenge. You should be an enthusiastic, qualified teacher of Geography, able to lead students to exam success with enthusiasm and passion for your subject.

 Geography sits in one of our three faculties, is currently a team of four staff and is line managed by a Faculty Leader. Geography is a key subject in our current KS3 review. We have a whole school focus on raising standards in Year 7 and 8 working with another secondary school and primary. This presents an interesting opportunity for the new post holder to contribute to whole school improvement and work with a small team in school that will ensure significant impact on standards through transition 6-7 and to KS4.

Exam Results in Geography have room for improvement, especially with the high ability students so the post holder will have to ensure all students and staff deliver improvements. The school currently offers OCR Geography B and GCSE courses begin in Year 9. However, we are happy to review the exam course.

The department is small, with good, experienced, committed staff. Our students are well behaved and well-mannered and the school’s progress is improving at a fast rate.

St Joseph’s is a Good school. We offer a very supportive staff community. We have dedicated CPD and/or department time on a weekly basis. We ensure dedicated planning and preparation time by allocating more than the 10% normally afforded to staff.

The person appointed will have:

• A commitment to the Catholic ethos of the school

• High standards and expectations

• Highly developed inter personal skills

• A commitment to teamwork

• A positive outlook

If you would like more information about this post or wish to visit our school, please telephone Sybil Worsley, Business Manager on 01900 873290. Applications to be returned to Julie Gaffney at the school address. Miss Kennedy, our Headteacher is available to talk to prospective candidates.

Closing date: noon on Monday March 13th 2018.

Interviews: 20th March 2018

The school is committed to safer recruitment procedures and all applicants will be subject to an enhanced DBS.

This is not an equal opportunities school.

**ST. JOSEPHS CATHOLIC HIGH SCHOOL – GEOGRAPHY DEPARTMENT INFORMATION**

We have a 2-year Key Stage 3 course and a 3-year Key Stage 4 course.

Year 7 and 8 classes receive 2 lessons per week (each lasting 50 minutes)

At Key Stage 3 we follow the geog.1 and 2 series and we subscribe to the online Kerboodle resources. This gives us consistency in approach to the subject, especially where it is delivered by non-subject specialists.

At Key Stage 4 we are currently teaching the OCRB specification to our year 9 -11 classes. 2018 will be the first time our students have sat the GCSE examination under this board.

Year 9 classes receive 4 lessons per week, with Year 10 and 11 receiving 3 lessons. The revised KS4 allows our students to play to their strengths as the department ethos is to encourage independent thinking and problem solving skills throughout the curriculum

**Schemes of Work**

The schemes of work for KS3 follow the Oxford Kerboodle Geog.1 and 2 Schemes of work.

Our Key Stage 4 are being continually developed and reflected upon; they have the overall aim to ensure that lessons maximise the opportunities for all students to consolidate their knowledge and understanding and provide the opportunity for every child to be stretched. We have very high expectations for all students and the schemes of work mirror this.

**Assessment**

Each student in Key Stage 3 completes a formal assessment at the end of each topic. This allows accurate tracking and ensures interventions are timely, appropriate and effective. Students also sit a formal end of year exam. In addition to the formal assessments, reflection time is built into the curriculum, ensuring results are shared with parents and clear steps for improvement are identified and acted upon.

All students within Key Stage 4 complete formal assessments at the end of each unit of work; these consist of past exam questions and are standardised and levelled according to GCSE grade boundaries. Students regularly take full GCSE papers in the Hall to ensure that final exam stress is minimised. All GCSE exams are moderated both internally and with a partner school, this is to ensure accuracy of marks and subsequently, grading.

**Homework**

Every student in every class is expected to complete at least one homework per week. At Key Stage 3 we sent online Kerboodle assessments every lesson and one extended differentiated homework per topic.

At Key stage 4 Homework is set at least once per week and usually consists of deeper research into a case study or the completion of a question based on the work covered.

**Accommodation**

The Geography Department has two dedicated classrooms.

**Key Stage 4 Results**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| **A\* - C** | **60.5** | **70** | **67.4** | **60.5** | **62** | **45.8** |
| **A/A\*** | **12.1** | **13** | **17.8** | **8.8** | **30** | **6.8** |

**HEAD OF GEOGRAPHY PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Qualifications | Degree.Qualified Teacher Status.Evidence of recent professional development. | Practising Catholic |
| Skills, knowledge and aptitude | Outstanding classroom practitioner.Ability to teach across the age and ability range, including Advanced level.Knowledge of different teaching strategies and ability to apply these appropriately.Knowledge of curriculum planning, implementation, monitoring and evaluation.ICT proficiency.Experience of working in a comprehensive school.Good organisational skills.Good interpersonal skills. |  |
| Personal Qualities | Commitment to giving active support to the school’s distinctive ethos.Commitment to teamwork, to monitoring and evaluation and to own professional development.Creativity, enthusiasm, energy, integrity, adaptability, optimism, resilience, sense of humour.Good health and attendance record.Commitment to assisting with the development of the school’s extra-curricular programme. |  |

**Head of Department**

**Job Description**

Job Title: Head of Department

Responsible for: For all staff within the department

Responsible to: Deputy Head teacher

The key areas of subject responsibility are:

* Strategic direction and development of the subject.
* Learning and teaching.
* Leading and managing staff.
* Efficient and effective deployment of staff and resources.
* To ensure that Enterprise capabilities and Business opportunities are incorporated and delivered within your subject as part of the Specialist School provision in this area.

**Whole School**

* To fully support the school’s Catholic ethos.

**Strategic direction and development of the subject**

**Key Task: Within the context of the school’s aims and policies, subject leaders develop and implement subject policies, plan~~s~~ targets and practices.**

To plan, implement and review the curriculum within the framework of the National Curriculum and the school’s policies. To review the curriculum offered and provide opportunities for pupils which delivers aspects of the 14-19 agenda.

To maintain, review and develop schemes of work, as well as to contribute to teaching within the department.

To develop and implement policies and practices for the subject which reflect the school’s commitment to effective learning and teaching and high achievement.

Use the data tracking that has been set up to effectively to identify pupils who are underachieving in the subject and where necessary, create and implement effective plans of action to support those pupils.

Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:

* Contribute to whole school aims.
* Identify realistic and challenging targets for improvement in the subject.
* Are clear about the action to be taken, timescales and criteria for success.

To conduct an annual review of, and report to the Head teacher on, the performance of the Department and the progress and achievement of pupils.

Monitor progress made in achieving subject plans and targets, evaluate the effects on learning and teaching and use this analysis to guide further improvement.

To plan with the departmental team for the development of the department and to write an annual Departmental Plan.

**Learning & Teaching**

**Key Task: Subject leaders secure and sustain effective teaching of their subject, evaluate** **quality of teaching and standards of pupils’ achievements and set targets for improvement.**

To ensure that all teachers are clear about the teaching objectives in lessons, understand the sequence of learning and teaching in their subject and communicate such information to pupils.

To establish clear targets for pupil progress accordingly to the principles of Assessment for Learning.

To evaluate the quality of teaching and to use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.

To evaluate the quality of learning and to use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of learning.

To ensure that students’ work is regularly assessed and their achievements recorded in line with the school’s policy on assessment.

To organise the grouping of pupils within the school’s agreed policy and monitor the quality of learning and teaching within the department.

To oversee the implementation of the school’s policy for Learning Support including the needs of the most and the least able.

To work with colleagues in other departments on whole school issues and particularly in relation to cross-curricular themes.

To liaise with the school’s Examination Officer over entries for GCSE, GNVQ and other examinations and National Curriculum tests.

To oversee the implementation and to monitor the school’s policy for Homework.

**Leading and Managing**

**Key Task: Subject leaders provide to all those with involvement in the teaching and support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.**

To lead the department through effective teaching, professional vision and knowledge.

To monitor the progress of all gap groups e.g. the most able, SEN and Pupil Premium.

To support members of staff in the department who may be having problems with individual students or classes.

To ensure that student discipline is maintained, within the school’s agreed policies.

To promote INSET and training opportunities for the department in line with the department development plan and individual training needs as identified in the performance management targets.

To supervise the work of and give professional guidance to any student or NQT assigned to the department*.*

To show clear commitment to staff development.

To attend meetings of the Heads of Department.

To chair regular department team meetings and to be responsible for organising agendas and ensuring that minutes are taken and given to the Deputy Head teacher (Learning and Teaching).

To ensure discussion and transmission to all relevant parties of issues and policies.

To oversee liaison of Heads of Year, Parents and Primary Feeder Schools.

To follow the set procedure for requesting and implementing changes to teaching sets within their department.

**Efficient and effective deployment of staff and resources**

**Key Task: Subject leaders identify appropriate resources for the subject and ensure they are used efficiently, effectively and safely.**

To liaise with the member of staff responsible for the Timetable with regard to the allocation of staffing and rooming within the department.

To produce the department’s annual budget in line with the Departmental Development Plan, to monitor expenditure and to keep an inventory of equipment, textbooks and other resources.

To oversee the provision and maintenance of effective resources for learning, controlling and directing the ordering, storage and use of materials, equipment, etc., as well as ensuring that the department’s teaching area presents a stimulating environment.

To supervise the use and care of all teaching spaces assigned to the department including adherence to relevant Health and Safety regulations.

**The Monitoring Role of Heads of Department**

It is proposed that Heads of Department carry out the following tasks in order to achieve the objective in their job description that requires them to **monitor the quality of teaching and learning with the department:**

|  |  |
| --- | --- |
| **Monitoring Task** | **Frequency** |
| **Observation of colleagues lessons**This should follow the guidelines that have been established that go with lesson observation associated with Performance Management. | At least once per academic year |
| **Viewing samples of pupils’ work including coursework**This should be done by taking in books and other samples of pupils’ work. Samples across the ability range must be taken. | Samples should be taken at least once every half term. During the course of the year samples from all year groups should have been viewed. |
| **Monitoring pupil progress**This can be done through SISRA school’s progress reports and the analysis of CAT scores, KS3 and GCSE results produced.  | **Data monitoring and intervention** - following each of the 6 data trawls (held half-termly) a series of actions are to be carried out to analyse the progress and attainment of pupils in each year and 'gap' group. Conclusions and actions are to be recorded in the departmental SEF document, and such actions as are needed either throughout the department or by individual members of staff in relation to class or pupils performance are then to be discussed, carried out, monitored, and the impact evaluated and recorded. |
| **Schemes of work**It is essential to ensure that these are kept up to date and contain references to whole school and departmental priorities. | On a rolling programme but at a minimum an annual check should be made. |
| **Target set for individual pupils on the code of practice** To check with colleagues in the department on the progress being made with individual targets for pupils on the code of practice | Once per year. |
| **Department Targets**These targets will include targets set for KS3 and KS4 but in addition will also include those set by the department as part of its development plan. Progress against these targets needs to be monitored |  |

**Business and Enterprise:**

The school became a Business and Enterprise College in 2003 and we were re- designated as part of our Ofsted inspection in March 2009. We were awarded the ‘Centre for Excellence in Enterprise Education’ by the University of Warwick in May 2011. We were one of the first schools to receive this award in Cumbria.

Our Business and Enterprise is delivered through the curriculum where possible; as part of our Life Days and as one-off Enterprise activity days. We celebrate National Enterprise week in November through form activities; Careers talks at breakfast and lunch time; extra-curricular events after school.

We have developed many partnerships with local business and commerce that help us out with events and in curriculum areas throughout the year. We hold a work ready day with mock interviews for Year 10 pupils and Year 11 pupils.

A member of the Senior Team has taken a lead role in working with the Cumbria Enterprise Learning Partnership covering Enterprise Education from 4-19. This involved working with business commerce, Secondary, Primary School and FE Colleges. We delivered training programmes and shared best throughout to schools and Colleges throughout Cumbria. This work is on-going but in a slightly different format. A member of a staff is currently representing West Cumbria schools working on new materials around financial capability to use in both Primary and Secondary schools.

Students take part in a number of external competitions throughout the year.

**GCSE Results:**

Our GCSE Results for the last 3 years are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| 5 A\*-C (EM) | 57% | 45% | 56% | 58.7% |
| Progress 8 | n/a | n/a | -0.51 | -0.25 |

**Staff development/ Career development**

We are part of the Western Lakes Teaching Schools Alliance and are continuing to build on the already strong links with other schools in the area. We are now into our third year where we have dedicated staff training time allocated each Thursday afternoon. This time is used for whole school training, sharing best practice and work in departments.

The development of our staff is of the highest importance and it is a strong feature of our school and many staff have benefitted from internal promotions over the years. Career development is one of our school’s priorities in the school improvement plan 2016/2017 and we will be working with each member of staff to identify where they want to be in their stage of their careers and finding opportunities to gain experience receive mentoring and training to help the individual achieve their goals.

In this post as 2nd in Mathematics you will have the opportunity to work with a Head of Department who is experienced and dynamic and she will be able to share her vision, experience and knowledge and help you to develop your career. If you are in the early stages of your career and have not had any experience of managing an area of curriculum in school, don’t worry because for the right person we are prepared to train and develop you to help you to reach your full potential.

**Business and Enterprise:**

The school became a Business and Enterprise College in 2003 and we were re- designated as high performing as part of our Ofsted inspection in March 2009. We were awarded the ‘Centre for Excellence in Enterprise Education’ by the University of Warwick in May 2011. We were one of the first schools to receive this award in Cumbria.

Our Business and Enterprise is delivered through the curriculum where possible; as part of our Pupil Personal Development Days and as one-off Enterprise activity days. We celebrate National Enterprise week in November through form activities; Careers talks at breakfast and lunch time; extra-curricular events after school.

We have developed many partnerships with local business and commerce that help us out with events and in curriculum areas throughout the year. We hold a work ready day with mock interviews for Year 10 pupils.

A member of the Senior Team has taken a lead role in working with the Cumbria Enterprise Learning Partnership covering Enterprise Education from 4-19. This involved working with business commerce, Secondary, Primary School and FE Colleges. We delivered training programmes and shared best throughout to schools and Colleges throughout Cumbria. This work is on-going but in a slightly different format.

Students take part in a number of external competitions throughout the year.

The Maths department play a key role in the delivery of Financial capabilities both through the subject and through delivery on Pupil Development Days.

# Conditions of Service

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

These duties may be amended as necessary at the discretion of the Headteacher in light of the future development of the school.

The creation of a truly Christian environment in which the Gospel is lived and experienced by all members of its community, is the central aim of St Joseph’s. All applicants are expected to be supportive of this central aim.

# Features of West Cumbria

The School is situated at the western fringe of the Western Lake District National Park.

Many staff choose to live locally and enjoy a rural lifestyle in towns such as Cockermouth, Keswick and the villages in West Cumbria.

Housing and rented accommodation are generally readily available at prices which are lower than urban and city locations.

The school exhibits all the advantages of a smaller comprehensive school. Children are known by name by all, standards of discipline and the quality of staff pupil relationships is excellent.

Closing date for applications is noon on Tuesday 13th March 2018 Interviews Tuesday 20th March

Our School Mission Statement

AT ST. JOSEPH’S CATHOLIC HIGH SCHOOL

WE WILL CHALLENGE YOU TO AIM HIGH, WE EXPECT YOU TO SUCCEED

LIVING LOVING LEARNING

All members of the school community – pupils, staff, governors and parents – will be united in sharing a common purpose: to achieve their personal best, to pursue lifelong learning, to develop and model respect for themselves and others and lay a significant role in the life of the local community; and they will be able to articulate this common purpose and support each other to achieve these goals.

LIVING LOVING LEARNING

Our School will be characterised by positive, appropriate, productive and warm relationships all of which are at the heart of our faith. We will encourage all members of the community to reflect on and develop their relationships with each other to promote tolerance and understanding.

LIVING LOVING LEARNING

All members of the school community will strive to achieve excellence – their personal best in all areas of school life; academically, in extra-curricular activities and through their embodiment of positive attitudes and qualities.

*Living, Loving and Learning through Christ*