

Our Lady Queen of Peace

Catholic Engineering College



Application Pack

Teacher of English

January 2025

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Catholic Engineering College

Teacher of English

Letter to Applicants

Dear applicant

Thank you for expressing an interest in our vacancy at Our Lady Queen of Peace Catholic Engineering College. Our Lady Queen of Peace is a fully inclusive Catholic school in Skelmersdale, we warmly welcome students of all abilities and backgrounds.

Our Lady Queen of Peace Catholic Engineering College is a very special Catholic community, in the heart of Skelmersdale, where everyone works hard to ensure that our young people receive an education in an environment where they are cared for, and where they can fully develop and thrive.

Our Mission Statement 'In Christ We Grow' recognises that gospel values are at the centre of every aspect of school life. Our expectations are high for every young person, and we expect everyone in our community to strive for excellence through caring, sharing and achieving their very best.

The English department has strong leadership, is ambitious, forward thinking and committed to the development of our students. Our Lady Queen of Peace is looking for a teacher of English who:

- Embraces the Catholic Mission and Ethos of the school
- Is passionate about their subject and has strong subject knowledge
- Takes pride in delivering high quality teaching & learning
- Is a good communicator and works well as part of a team
- Is ambitious and highly aspirational for students
- Wants to forge strong relationships with students of all abilities and backgrounds
- Will inspire student of all ages and abilities
- Cares deeply for the vulnerable and disadvantaged students with SEND
- Has high standards and expectations
- Wants to make a huge difference to the lives of our young people

The school is on a journey of rapid improvement. It will provide the training and support needed. You will be a valued member of the staff team and we look forward to receiving your application.

If you wish to visit the school in advance, please contact the HR Manager Mrs N. Barber via email: n.barber@olqp.lancs.sch.uk. You will be made very welcome.

The closing date for return of completed application forms is **9.00am on Monday 3rd February 2025**. Please note that interviews will be held on **Wednesday 5th February 2025**. Only shortlisted applicants will be contacted. The post is subject to relevant safeguarding checks which include a satisfactory enhanced DBS clearance.

Kind regards

Mrs. M Henshaw
Headteacher

Job Description

Mission Statement

In Christ We Grow - As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

Position	Teacher of English
Required	September 2025
Responsible to	Subject Leader of English
Contract	Permanent

General

The post holder should:

- make the Mission Statement central to the discussions and work of the department
- work to explicitly enhance and develop the Catholic ethos of the school.
- make the key action points of the School Learning Plan – Catholic Ethos for Learning central to all work in the school.
- contribute to the general ethos of the school by having high personal standards in the supervision of the children and in relationships with fellow staff members.
- ensure that each child, regardless of ability, is considered to be of equal worth, is given equality of opportunity and receives an appropriate education.
- fulfil the role of class teacher and form tutor as per Code of Professional Standards.

Subject responsibilities include:

1a Quality of Education - Intent

Subject intervention teachers ensure that:

- They deliver the planned curriculum or departmental scheme of work, which is ambitious and designed to give all students, particularly disadvantaged students and students with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- Following the department scheme of work, lessons are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of students with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Students study the full curriculum; it is not narrowed.

1b Quality of Education - Implementation

Subject intervention teachers ensure that:

- They have good subject knowledge of the subjects and courses they teach.
- They present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check students' understanding systematically, identify misconceptions, accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches
- Over the course of study, teaching is designed to help students remember long term the content they have been taught and to integrate new knowledge into larger ideas
- Teachers and leaders use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching.
- Teachers create an environment that focuses on students. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to students is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow students to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops students' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all students.
- Teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well.

1c Quality of Education - Impact

Subject intervention teachers ensure that:

- Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Students with SEND achieve the best possible outcomes.
- Students' work across the curriculum is of good quality.
- Students read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

2 Behaviour and Attitudes

Subject intervention teachers ensure that:

- They high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in students' positive behaviour and conduct. Low-level disruption is not tolerated and students' behaviour does not disrupt lessons or the day-to-day life of the school. Staff make sure that students follow appropriate routines.

- They create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of students who have particular needs.
- Students' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Students have high attendance and are punctual to lessons. When this is not the case, the teacher takes appropriate, swift and effective action.
- Relationships among students and staff reflect a positive and respectful culture; students are safe and they feel safe.

3 Personal Development

Subject intervention teachers ensure that they contribute to all students' personal development:

- The curriculum extends beyond the academic, vocational or technical and provides for students' broader development. The teacher's work to enhance students' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the teacher's effective wider work support students to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Students know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch students' talents and interests. Students appreciate these and make good use of them.
- The school prepares students for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Students engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Students know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All students receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for students to encounter the world of work.

4 Leadership and Management in the classroom

Subject intervention teachers ensure that:

- They have high expectations of all students in the school, and ensure these are embodied in their day-to-day interactions with students
- Their attention is focused on providing the highest quality of education There are many demands on teachers, but a greater focus on this area is associated with better outcomes for students
- Their continuing professional development is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for students
- They follow all department and school policies and create coherence and consistency across the school so that students benefit from effective teaching and consistent expectations, wherever they are in the school
- They engage with parents and their community thoughtfully and positively in a way that supports students' education.
- They manage their own workload and well-being, while also developing and strengthening the quality of their work
- They ensure they have high ambitions for all pupils, including those who are harder to reach.
- They implement the school's arrangements for safeguarding pupils and meet statutory requirements.
- They model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES.

Our Lady Queen of Peace Catholic Engineering College is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure certificate. The school is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share that commitment.

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Qualifications, Training and Experience	• Qualified Teacher Status • A good degree in relevant subject area • Ability to teach across KS3 & KS4 • Commitment to own professional development	• Catholic Certificate in Religious Studies • Additional qualifications • Honours graduate	Application Form References
Skills, Knowledge and Aptitudes	• Excellent subject knowledge & skills • Excellent classroom practitioner and committed to high quality teaching and learning • Forward thinker and visionary • Drive and enthusiasm • Ability to lead by enthusing, inspiring and motivating staff and learners • Flexible, positive approach to new courses • Commitment to extra-curricular provision • Good competence in the use of ICT and a clear interest in the development of technologies in the department • Reflective practitioner • Committed to personalisation and differentiation • Commitment to inclusion • The capacity to deliver remote learning	• Experience of working with colleagues from different curriculum areas • Track record of raising achievement • Ability to use data to inform planning and monitor progress • Evidence of networking to improve standards • A record of good examination results	Application Form References Task Interview
	• Committed to supporting the Catholic ethos of Our Lady's • Be passionate about your subject and committed to improving teaching and learning • Excellent interpersonal and communication skills • Excited by change and challenges • Committed to the school's mantra 'proud to belong' • Good sense of humour • Capacity for hard work and resilience • Ability to form and maintain appropriate relationships and personal boundaries with learners • Ambitious • Committed to the development of extended school activities including academic study support	• Practising Catholic	Application form Interview References Task

Appointment Process

Number of Roll : 902

Please visit our website www.olqp.org.uk for more information about the school.

Closing date for applications: 9.00am on Monday 3rd February 2025
Interviews: Wednesday 5th February 2025

Applicants are asked to provide a completed application form including a supporting statement detailing why you believe your experiences, skills, personal qualities, training and/or education are relevant to your suitability for the post and how you meet the person specification. You should pay particular attention to the national standards for the position for which you are applying.

Governors prefer applications to be returned by email to Mrs N. Barber n.barber@olqp.lancs.sch.uk

Please note: Receipt of an application will be acknowledged by email. Only successful applicants will be contacted. It is our policy to take up references for shortlisted applicants from their present school. It would assist this process if you are able to provide email addresses for all referees on your application form. Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.

If you have any questions regarding the application process, please contact us via the details below:

Our Lady Queen of Peace Catholic Engineering College
Glenburn Road
Skelmersdale
Lancashire
WN8 6JW

Tel : 01695 725635
Email : n.barber@olqp.lancs.sch.uk
Website: www.olqp.org.uk

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