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The
McAULEY
Catholic High School
and Sixth Form
DONCASTER

Candidate Pack
Assistant Headteacher
Practitioner

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. These crucial posts emanate 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 30th 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



Job Description for Assistant Headteacher Practitioner (Teaching and Learning).

These posts will be learning and achievement focussed and classroom based.

Reports to: Headteacher, Deputy Headteacher, Assistant Headteacher Teaching & Learning
Responsible Leading the quality of teaching and learning across the school with a specific focus

1. Marking and assessment.
2. The use of data to raise expectations
3. Provision for the most able and more able
4. Differentiation and planning.
5. Intervention and narrowing the gap

Main Purpose: Be a member of the Senior Leadership Team
Play a major role in the raising of standards in the quality of teaching and learning across the school.

Main Activities: **Leadership**
Be a member of the Senior Leadership Team and, as such, a role model to the whole school community.

- Take a lead role in the strategy for constantly and consistently improving the quality of teaching and learning across the school
- Contribute to the school self review cycle and ongoing review of the SEF
- Contribute to the school improvement plan.
- Perform the role of curriculum link and performance management reviewer for staff, as determined by the Headteacher, in line with the school's performance management policy
- Manage staff and resources.
- Monitor progress towards achievement.

Teaching and Learning

- Lead, develop and enhance the teaching practice of self and others
 - Observe teaching and learning across the whole school to ensure quality of delivery, effective classroom organisation, behaviour management, use of support staff and learning outcomes sharing judgements with teachers and support staff as appropriate (Departmental review). Feed back outcomes to the SLT and implement necessary actions as a result.
 - Through peer coaching and mentoring and the demonstration of excellent classroom practice, work with colleagues to develop their teaching skills ensuring quality of provision throughout the whole school.
 - Moderate children's work. Feed back outcomes to the SLT and implement necessary actions as a result.
 - Monitor the progress of groups of children—gender, SEN, ethnic minority, G&T, target groups. Feedback outcomes to the SLT and implement necessary actions as a result.
 - Undertake educational research to maintain improvements in Curriculum development.
 - Identify and advise on the provision of continuous professional development
- Co-plan and contribute to the school's Professional Learning Programme from September 2018.

PERSON SPECIFICATION

Assistant Headteacher Practitioner

It is expected that evidence of meeting aspects of these criteria will be gathered from scrutinising the candidate's application and observing the various aspects of the interview process.

Essential (E) and Desirable (D)

1. Faith Commitment	1.1. Evidence of participation in the faith life of the community	D
	1.2. Secure understanding of the distinctive nature of the Catholic school	E
2. Qualifications	2.1. Qualified teacher status	E
3. Experience	3.1. Successful experience as a curriculum/senior Leader – Reference to be made to latest results/trends over time	E
4. Professional Development	4.1. Evidence of continuing professional development with an ability to identify own learning needs	E
5. Strategic Leadership	5.1. Evidence of successful strategies for planning, implementing, monitoring and evaluating aspects of school improvement	E
	5.2. Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these.	E
	5.3. Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all pupils including successful intervention strategies	E
6. Teaching and Learning	6.1. Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	E
	6.2. A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	E
	6.3. Experience of effective monitoring and evaluation of teaching and learning	E
7. Leading and Managing Staff	7.1. Experience of working in and leading staff teams	E
	7.2. Ability to delegate work and support colleagues in undertaking responsibilities	E
	7.3. Experience of Appraisal and supporting the continuing professional development of colleagues	E
8. Accountability	8.1. Experience of providing clear information and advice to SLT, staff, Parents and/or Governors	D



The McAuley Catholic High School

Staff Meeting 30th 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

4. Staffing Structure from September 2018

