



# All Saints Catholic College

Love • Serve • Learn

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## Recruitment Information for Applicants



**Diocese of Leeds  
Office for Education and Schools**

*This school continues to be "Good" – Ofsted 2017 and judged "Outstanding" by Diocesan Inspection 2018.*

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## Recruitment Information for Applicants

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**All Saints Catholic College**  
**Recruitment Information for Applicants**

**Letter from the Principal**

Dear Applicant

Thank you for your interest in applying for the vacant position with the All Saints family.

This is a perfect time to join our College; we are a “Good” school as identified by Ofsted (June 2017) and “Outstanding” in terms of our recent S48 inspection by the Diocese of Leeds (June 2018).

We are a cohesive community, outward-facing and we are keen to continue to develop and deepen our relationship with our families, our partner primaries as well as, of course, our local parishes.

All Saints is a popular school and in 2021/22 will be full in all Year groups. This over-subscription should continue in coming years.

Our students come from diverse backgrounds from both Kirklees and Calderdale. We have very high expectations of all of them, both in terms of behaviour and academic performance. The school's values and ethos are firmly underpinned by our strong Catholic faith which informs all we do.

We are looking to recruit ambitious individuals to work with the Senior Leadership Team and staff body to continue to raise standards and help our students fulfil their potential to the maximum. We seek someone with a high degree of visibility, commitment and energy who will serve the whole college community academically, pastorally and spiritually.

The successful applicant will have the support, guidance and counsel of the Principal, Governors and staff, who have demonstrated their strong commitment to the school over many years.

I would very much encourage you to visit the College and find out more about us. If you think you have the right qualities, experience and knowledge to help to lead All Saints to the next level of success, then please apply. I very much look forward to receiving your application.

Yours sincerely

**Ms Karen Colligan**  
**Principal**



**All Saints Catholic College**  
**Recruitment Information for Applicants**

**Letter from the Chair of Governors**

Dear Applicant

Thank you for your interest in All Saints Catholic College.

I hope that you will be encouraged and excited by what you read to pursue your application further.

All Saints was rated 'Good' in the last Ofsted report in June 2017 and has had much continuous improvement over the last few years. It was also rated Outstanding in our last Section 48 Inspection in May 2018. We were over-subscribed in the last five Year 7 intakes and in September 2017 we moved into our new school building.

These are exciting times for All Saints and the Governing Body encourages applications from applicants who will work with the Principal and our Senior Leadership Team to continue to raise standards and help our students fulfil their potential to the maximum.

All Saints is a College with students from diverse backgrounds from both the Kirklees and Calderdale areas. We have very high expectations of our students, both in terms of behaviour and academic performance. The school's values and ethos are firmly underpinned by our strong Catholic faith which informs all we do.

We are particularly proud of our College, where our students are happy and ambitious for their future; our staff are dedicated to providing the very best education and pastoral care for the benefit of our students; our leaders are experienced and established as a team; our Governors are hardworking and involved with the College and our parents are supportive.

The Governing Body is looking for applications from candidates who will not only serve the interests of the school well, but also act as a strong and positive role model for our students as they continue their academic and spiritual journey towards adult and working life.

I warmly encourage you to visit the school to see the students and staff at work and in order to better understand and see what the College is truly like.

Yours sincerely,

**Mr Chris L'Estrange**  
**Chair of Governors**





## All Saints Catholic College Recruitment Information for Applicants

### Our College

All Saints Catholic College is a successful 11 – 16 voluntary aided comprehensive school with around 890 students. The College is located in the town of Huddersfield, close to the Pennines, midway between Leeds and Manchester. Students come from nine feeder Catholic primary schools and also from non-Catholic feeder schools across a wide geographical area. The College admission criteria are based on Catholic/Christian Faith and/or on students' attendance at feeder schools. A higher than average number of our students stay in education and training beyond age 16.

All Saints has a climate of high expectations where students make good progress in a diverse learning community and was judged to be a good school at the most recent inspection by Ofsted in June 2017. Ofsted reported that the school continues to be "Good" as a result of the targeted action we have taken, our willingness to learn from other providers and our shared vision for the school community. It was also judged "Outstanding" in the Section 48 Inspection in May 2018. Since then, leaders and Governors have had a keen focus upon the key areas identified for development, and these have now been addressed. RE results have continued to improve and are above national average. Standards in English and Mathematics remain strong. Students know how to improve their skills and learn independently.

The College mission is to include all students and ensure that they progress with qualifications and aspirations to lead a successful life whilst developing talents to serve others. College improvement has consistently focussed on improving outcomes for disadvantaged students. This resulted in the achievement of a DfE Pupil Premium Regional Award in February 2015. Teachers and support staff raise aspirations and encourage students to continue their education and training post 16. The NEET figure is consistently below national average. Students benefit from being part of the Pennine School Sports Partnership and compete at regional level in basketball and athletics. There are opportunities to study academic subjects including the English Baccalaureate as well as GCSEs in creative arts, PE, ICT and technology.

The 2019 cohort entered school with a Key Stage 2 Average Point score of 27.9, 1.2 below National which is Sig-. Unusually, they achieved below the national range in KS4 outcomes with Progress 8 at -0.35. However, RE progress was above average, and a number of subjects achieved above FFT 50 estimates and some achieved above FFT 20 estimates (Drama, Textiles and Photography). Much strategic work has been done to ensure progress is accelerated and bespoke interventions are employed for subgroups and individuals. We are a very outward-facing school and are working with other schools and the Diocese to share best practice for optimum outcomes. New systems have been put in place to ensure predictions remain accurate through a robust system of regular assessment and standardisation. SISRA analytics is utilised as a managerial aid in the monitoring of progress.

The Senior Leadership Team of All Saints is well-established and comprises six senior leaders as well as the Business Manager and PA. The roles of the team are well defined and linked into the School Improvement Plan (SIP). Senior leaders meet daily.

In September 2017 the College moved into a new building and sports centre. It has purpose-built facilities for all faculties including technology suites, a dance studio, a sports hall and innovative information technology services.



## All Saints Catholic College Recruitment Information for Applicants

### Our Mission

Our mission is to put Christ at the centre of our community. In loving and serving God and one another, we encourage everyone to flourish through learning.

### Our Motto

**Love • Serve • Learn**

### Our Virtues

Virtues are qualities that we practise in order to help us become the best version of ourselves.

**In our community at All Saints, we are focusing on 5 main virtues.**

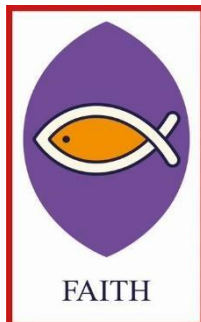
- **LOVE:** To do everything for God, for others and for self with kindness.
- **SERVICE:** To work together for the benefit of everyone.
- **FAITH:** To be guided by faith in all that we do, trusting in God.
- **COURAGE:** Doing the right thing even when it is difficult.
- **RESPECT:** To have respect for ourselves, each other, and our environment.



LOVE



SERVICE



FAITH



COURAGE



RESPECT



*This school continues to be "Good" – Ofsted 2017 and judged "Outstanding" by Diocesan Inspection 2018.*

**Love • Serve • Learn**



## All Saints Catholic College Recruitment Information for Applicants

### How our pupils feel:



"All teachers have encouraged me this year and I would like to thank all of them."

"I think I have really been pushed to get the best grade I can."



"Felt very well supported by all subjects - they did a lot of revision classes after school and before exams and I felt very supported."



"Every time I would feel confused in lesson, I know that I would get the best help possible from my class teachers."



"I have felt well supported by teachers all through school."

"I have had a fantastic time here at All Saints."



"Careers support was very good. I've been told a lot about colleges."

"Everyone was supporting me as I applied to college."

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## All Saints Catholic College Recruitment Information for Applicants



### Working in Leeds Diocese

Dear Applicant

Thank you for taking the time to find out more about the role at All Saints Catholic College, Huddersfield, in the Diocese of Leeds.

All Saints is a lead school within the partnership of Catholic schools in Kirklees. In that respect, the Governors are looking for someone who has the vision to work with the school and support its partners through the opportunities and challenges over the next few years. The existing partnership is ambitious to see all schools achieve well, be judged good or better and become examples of best practice in serving the needs of their families and communities. The successful candidate is assured of a warm welcome from colleagues and will have every assistance in getting to know the local community of schools as well as the immediate school and parish community.

The Diocese of Leeds covers a wide geographic area encompassing eight local authorities mainly in West and North Yorkshire well served by a network of rail and motorway links. We have 80 primary schools, 13 high schools, a sixth-form college in Leeds and a residential non-maintained school for the deaf. Our smallest school is 20 students whilst the largest is 2,300 students serving both rural and urban areas. There are good partnerships between schools across the Diocese as well as within local deaneries and further networks with local authority schools. Also, within the Diocesan educational provision is our Catholic University of Leeds Trinity that is also the higher education partner to the teaching school alliance. The primary Principals from across the Diocese meet regularly and organise retreats both local and to Rome. The Bradford partnership offers another opportunity for joint working with similar events bringing the leadership of the schools together.

The Diocese offers a comprehensive programme of continuing professional development every academic year which is available on the website and open free of charge to all schools giving to the Diocesan school contribution scheme. In future years it is hoped that the teaching schools in the Diocese will also take a role in delivering the programme.

We hope that you will take this opportunity to apply for this exciting vacancy at All Saints Catholic College.

<https://www.dioceseofleeds.org.uk/education>





## **All Saints Catholic College Recruitment Information for Applicants**

### **CES Model Application Forms and Supplementary Forms**

#### **Notes to Applicants**

These Notes accompany the relevant CES Model Application Forms for each category of employee and:

- the Model Recruitment Monitoring Form;
- the Model Rehabilitation of Offenders Act 1974 – Disclosure Form; and
- the Model Consent to Obtain References Form,

together referred to as the “supplementary forms”.

Where there is a distinction between the categories of employee to which these Notes apply, it will be clearly highlighted.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School / College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust Company, a Multi Academy Trust Company and / or its Governing Body / Board of Directors / Local Governing Body as appropriate.

#### **TECHNICAL INSTRUCTIONS**

1. Depending on the recruiting school's / college's own requirements applicants may complete the Application Form and supplementary forms in three ways:
  - Completion and submission electronically;
  - Completion electronically, printing and submitting a hardcopy via post, by fax or by scanning and emailing;
  - Printing off and completing in handwritten format, then submitting by post, by fax or by scanning and emailing.
2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.

#### **GENERAL INFORMATION**

Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school / college where the position applied for is based, or the contact person mentioned in the job advertisement.

Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School / Catholic Voluntary Academy / Catholic Voluntary Multi Academy Trust (if applicable) where the Governing Body / Academy Trust Company / Multi Academy Trust Company is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.



## All Saints Catholic College Recruitment Information for Applicants

Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application, which are required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon identity and right to work checks and the results of Disclosure & Barring Service and Teacher Services checks (where applicable). For those who have lived or worked outside of the UK, the offer will also be conditional on satisfactory overseas checks including, where necessary, the provision of a letter of professional standing.

Before signing the application form, applicants must ensure that every section has been completed. **Failure to complete all relevant sections may result in an application being rejected.**

All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school / college where the position applied for is based, or as instructed in the job advertisement. **Applicants should not return any Application Form and / or supplementary forms and / or any relevant documentary evidence to the CES.** Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

### THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

#### Details of the Role Applied For

Applicants should complete this section of the Form by inserting the relevant information and ticking the appropriate boxes.

#### Personal Details

Applicants should insert the requested details and tick the relevant box in order to indicate how they would prefer to be contacted.

If an applicant has obtained qualified teacher status from a jurisdiction other than England or Wales they should insert their membership number for the relevant teaching profession regulator and provide details of the specific regulator.

Support staff and Lay Chaplain Application Forms only – if applicants have not obtained qualified teacher status they should leave this section blank.



## **All Saints Catholic College Recruitment Information for Applicants**

### **Details of Present Employment**

Applicants who are not currently employed, should tick the box that says “no” and proceed to the next section.

### **Employment History**

Applicants should provide full and accurate details of relevant employment history and professional or work experience starting with the most recent. They should not repeat the information provided (if applicable) relating to present employment. Where the applicant is a student seeking a first-time appointment, they should provide details of all teaching practice to date (if applicable).

### **Other Employment / Work Experience**

Applicants should provide details of all other employment and paid or unpaid experience after the age of 18 (e.g. employment unrelated to the teaching profession, voluntary work etc).

Applicants must ensure that there are no gaps in the chronology of their education and / or employment history from the age of 18 to the present day and space has been provided on the form for this information. Failure to provide a full account may lead to an application being rejected.

Applicants must declare whether they have ever been ordained and / or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for.

### **Post-11 Education and Training**

Applicants should provide details of education received in this country and / or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained. Please ensure that all relevant classifications and grades are included.

Catholic Certificate in Religious Studies (“CCRS”) – this was formerly known as the Catholic Teachers’ Certificate and the Certificate in Religious Education.

Teacher post Application Forms only – applicants should state which subjects they are qualified to teach including other subjects for which they may have experience to teach. Applicants should also provide details of any other specialisms and special areas of teaching interest.

Senior Leadership posts only - the CES recognises that the NPQH is no longer a mandatory requirement in England but applicants should still provide details of the NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Headteacher posts in Wales must provide details of the NPQH as this remains a mandatory requirement for first Headship appointments.



## All Saints Catholic College Recruitment Information for Applicants

### Supporting Statement

Applicants should ensure that their supporting statement is clear and concise and does not exceed 1,300 words. It is preferable, although not compulsory, that the supporting statement is typed rather than handwritten.

### References

All applicants are required to provide details of at least two, and up to three, referees. A referee who is a current or former employer must have full access to the applicant's personnel records. This is in order to ensure that the information provided is accurate.

There may be situations where the referee does not have full access to an applicant's records for data protection and privacy reasons. If that is the case, the referee will need to be in a position to complete the reference to an acceptable standard with information relating to the applicant's dates of employment. All posts are subject to satisfactory references.

It is the applicant's responsibility to ensure that they have obtained their nominated referees' explicit consent to pass on their contact details. Not only is this a matter of courtesy but it ensures that the General Data Protection Regulation is being complied with. **Please also complete the Consent to Obtain References Form and return it with your application.**

Applicants must advise the school / college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school / college to contact their employer until such time that they have given notice to terminate their employment.

Applicants are advised that schools / colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics. In certain specific circumstances, it is possible that a temporary post may be filled by a person who is not a practising Catholic and there is no intention to deter suitable applicants from expressing their interest.

**Senior Leadership posts** – Applicants are advised that the 'Memorandum on Appointment of Staff to Catholic Schools' provides that 'the posts of Headteacher or Principal, Deputy Headteacher or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics'. The Memorandum may be viewed by visiting the CES's website at:

<http://www.catholiceducation.org.uk/employment-documents/bishops-memorandum/item/1000049-memorandum-on-appointment-of-teachers-to-catholic-schools>

**Teacher posts** – Applicants are advised that schools / colleges are entitled to give priority to Catholic applicants. A higher degree of priority may be given to practising Catholic applicants but applications from all Catholic applicants (whether practising or not) are eligible to be given priority over applicants who are not Catholic. Nevertheless, applicants who are not Catholic are welcome to apply.

**Support Staff posts** – Applicants are advised that schools / colleges (in England only) are entitled to give priority to Catholic applicants where it can be demonstrated that attaching this requirement to a particular post is a proportionate means of achieving a legitimate aim (commonly known as a "genuine occupational requirement"). The recruitment documentation should make clear whether this requirement applies to the post.

**Definition of "practising Catholic"** – Schools / colleges may provide guidance to the applicant regarding the definition of a "practising Catholic" with the application pack and / or in the event that the applicant is shortlisted for interview.





## All Saints Catholic College Recruitment Information for Applicants

**In summary, all suitably qualified Catholic applicants, regardless of the teaching post for which they are applying, are eligible to be given preference over applicants who are not Catholic. Practising Catholic applicants should nominate their Parish Priest as one of their referees. Those applicants applying for the permanent Senior Leadership posts referenced in the Memorandum must provide such details.**

For other teaching posts, Catholics who do not consider themselves to be “practising” may provide a copy of their baptism certificate with their application form, instead of providing a Priest’s reference. Alternatively, they should provide details of the name and address of the Parish where they were baptised and the date of their baptism. For support staff posts, the recruitment documentation should make it clear if being a Catholic is a requirement for the post.

In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as cohabitee, between the applicant or their spouse / civil partner / partner, with a member, or an employee, of the Governing Body of the school / college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

### **Right to work in the UK**

The Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on receipt of a conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK.

The Home Office guidance entitled “An employer’s guide to right to work checks” provides a list of the documents that can be provided to demonstrate an applicant’s right to live and work in the UK (see Annex A of the guidance).

The Home Office guidance is regularly updated to reflect changes in immigration law. It is important that applicants refer to the current version. Applicants should expect to provide originals of the documents listed in Annex A to the Governing Body as evidence of their right to work in the UK. Verified copies will then be taken of the original documents as required.

### **Language requirements for public sector workers**

The ability to communicate with members of the public in accurate spoken English and / or Welsh is an essential requirement for public facing posts. The Public Sector Workers Code of Practice notes that “to serve the public it is vital that those working in public-facing roles can communicate in English, or in Wales, English or Welsh”<sup>1</sup>. The standard of language required is satisfied if it is sufficient to enable the effective performance of the person’s role<sup>2</sup>. Please note that this language requirement may be in addition to mandatory English language requirements associated with an applicant’s immigration route.

Public facing roles within the public sector would include leadership teams, teachers, support staff and others employed to work in publicly funded schools.

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<sup>1</sup> See

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573013/english\\_language\\_requirement\\_public\\_sector\\_workers\\_code\\_of\\_practice\\_2016.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573013/english_language_requirement_public_sector_workers_code_of_practice_2016.pdf)

<sup>2</sup> S.77(8) Immigration Act 2016



## All Saints Catholic College Recruitment Information for Applicants

### Declaration

The Governing Body has a duty to make a report where an applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

### SUPPLEMENTARY FORMS

#### Model Recruitment Monitoring Form

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school / college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form, they should return it *with* their completed application form but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

#### Model Rehabilitation of Offenders Act 1974 – Disclosure Form

As the position applied for gives privileged access to vulnerable groups, all applicants attending interview are required to disclose all spent convictions and cautions under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 unless it is a "protected" conviction / caution under the amendments made to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 (in 2013 and 2020) and, therefore, not subject to disclosure.

**Applicants invited for interview**, should bring The Disclosure Form with them to the interview in a **separate, sealed envelope** clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form". Interviewees will be asked to hand the form to the interviewer at the end of the interview.

**Interviewees must disclose all spent and unspent convictions on this form other than those which are "protected". This may include driving offences but will not include youth cautions, reprimands or warnings. The rules on multiple convictions were changed in November 2020. If interviewees are unsure about whether or not a conviction requires disclosure they should review the Ministry of Justice guidance on the filtering of "protected" convictions and cautions which can be accessed on the [Ministry of Justice](#) website.**

The Disclosure Form will only be seen by those persons within the school / academy / college and / or Governing Body / Academy Trust Company / Multi-Academy Trust Company who are required to see it as part of the recruitment process if you are the preferred / one of the preferred candidates for the position.

#### Model Consent to Obtain References Form

Applicants should ensure that they complete and return the Consent to Obtain References Form with their completed application.

If applicants have any further questions in relation to the position applied for they should contact the school / college where the position applied for is based or they should contact the individual named on the job advertisement.



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## **Job Description – Teacher of Hospitality & Catering**

<b>Job Role:</b>	<b>Teacher of Hospitality &amp; Catering</b>
<b>Reporting to:</b>	<b>Faculty Leader / SLT / Principal / Governing Body</b>
<b>Hours of work:</b>	<b>Full-time</b>

### **Job Purpose**

- Be responsible for the learning and achievement of all pupils ensuring equality of opportunity for all.
- Monitor and support the overall progress and development of pupils as a teacher and a Form Tutor.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff, and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document*, and *Teacher Standards*.

### **Safeguarding**

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school, always upholding the School's policies in respect of Safeguarding and Child Protection.

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### **Duties and Responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teachers' Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

#### **1. Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress, and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including Pupil Premium pupils, those with special educational needs and disabilities; gifted and talented; EAL; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy (whatever your specialist subject).
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities, and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.



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- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

## 2. Behaviour and Safety

- Establish a safe, purposeful, and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils.
- Use the College Behaviour for Learning policy when managing behaviour in class and around school.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values, and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

## 3. Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation, and pastoral functions of the school.

## 4. Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

## 5. Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.





## 6. Pastoral Support

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the Form Group as a whole.
- To liaise with the relevant Achievement Coordinator regarding the implementation of the School's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance to all lessons and their participation in other aspects of school life.
- To work to the Form Tutor Standard Operating Procedures.

## 7. Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment, and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2013.

## 8. Other

- To have professional regard for the ethos, policies, and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Principal.

## Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. This job description will be reviewed yearly. Nothing will be changed without consultation.



## Employee Specification – Teacher of Hospitality & Catering

All areas will be assessed by application and at interview.	Essential	Desirable
Educated to degree level in the identified subject (or closely relating to)	✓	
Qualified Teacher Status	✓	
Good Honours Graduate		✓
Food Hygiene Certificate	✓	
Able to teach Key Stage 3 and Key Stage 4	✓	
Evidence of professional development	✓	
Familiarity with current educational initiatives and developments	✓	
Able to communicate fluently and effectively (oral and written)	✓	
Able to use a range of strategies to promote learning	✓	
Excellent classroom management skills and ability to encourage good behaviour	✓	
Able to develop positive and meaningful relationships with students	✓	
Able to make appropriate use of ICT for learning	✓	
Understanding of how to use data to inform planning and improve students' performance	✓	
Understanding of a range of assessment for learning approaches, including grades, where appropriate	✓	
Able to communicate with students and their parents/carers about students' progress	✓	
Able to give good quality feedback to students	✓	
Set high standards and expectations in all aspects of school life	✓	
Plan and deliver good/outstanding lessons	✓	
Team-working skills, reliability, and integrity	✓	
Personal organisation	✓	



# All Saints Catholic College

Love • Serve • Learn

All areas will be assessed by application and at interview	Essential	Desirable
Strategic planning and coaching skills		✓
Able to develop best practice through a wide range of imaginative approaches		✓
Participation/development of extra-curricular activities		✓
Knowledge of and commitment to safeguarding	✓	
Ability to work hard as part of a team	✓	
Commitment to equal opportunities	✓	
Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.	✓	