



St Mary's CE High School

We believe everyone is equal, everyone deserves the best

Classroom Teacher

April 2021

Information for Applicants

"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where

***Through God's love, we are the rich soil where seeds flourish and roots grow,**
based on the Parable of the Sower, Mark 4: 3-9*

*This underpins our motto, **We believe everyone is equal, everyone deserves the best**, and is key to what we do. We believe that we are all equal, irrespective of our background and beliefs. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves, and want nothing but the best. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

Message from the Headteacher

This is an exciting time for St Mary's. Building on the strengths established by the previous Headteacher over 15 years, I want to take the school to the next level, and the successful applicant is a key part of this. Although we were graded 'Requires Improvement' by OfSTED in September 2019 the report highlighted many positives at St Mary's, and these were given more detail in our January 2020 'SIAMS' (Diocesan) Inspection, where we were described as 'an exceptionally caring and inclusive community'.

Our Christian vision is based on the parable of the sower, where "Through God's love, we are the rich soil where seeds flourish and roots grow". Your role is to provide this environment for the staff and students in your teaching and learning area and, in turn, I want to provide that environment for you. See [here](#) for more detail on this commitment. I meet with staff in one-to-one meetings and ask them about the strengths of the school and developments needed. The one single strength that comes up with every colleague is the spirit of fellowship amongst the staff. The staff team are incredible supportive of each other and look out for each other.

Our students are an amazing group of young people (visit my newsletters section of the website [here](#) to read the fortnightly news of what they have been up to in school). Some come to us with challenges outside school, and at times find life difficult. We are here to support them and, under the leadership of the successful applicant, they will thrive. Sometimes they make wrong choices and our role as adults is to deal with those issues with consistency, firmness and compassion, allowing those students a way back in to learning with dignity. To provide this consistency, we are developing and embedding The St Mary's Way (see [below](#)). This sets out basic expectations for students and for how we work with them. Many students come to us with high prior attainment, and deserve to achieve the highest GCSE grades. ALL students deserve an excellent education that will enable them to achieve what they want in life.

I hope you consider St Mary's as an option carefully. I have included below the management structure of the school ([here](#)), and highlighted the areas specific to this role in green to show where it 'sits' in the management and leadership of the school. If you decide to apply, then I look forward to hearing from you and, if shortlisted, meeting you at interview.

Thank you for your time reading about the school that I am proud to lead and whose future I am excited about.

Nicholas Simms
Headteacher

Through God's love, we are the rich soil where seeds flourish and roots grow

This is the foundation of our motto *Aspire, Challenge, Succeed.*

At St Mary's we are committed to providing an excellent environment for us all to flourish in and we do this with compassion and consistency. The information below is the framework for this consistency, and all staff are expected to adhere to it.

Time (mins)	Teacher (<i>If you teach Y7, Y8, Y9 Period 3 or Period 5, please meet your class in the courtyard and walk them quietly to the classroom.</i>)	Students
0-10	<ul style="list-style-type: none"> • Provide a 'do now' starter for the students based on knowledge retrieval. This can be retrieval of anything the teacher chooses and come in any format, but the requirement of the task should need minimal instruction from the teacher. • Take the register. • Expect and allow students to work in silence and do not talk to them as a whole class. 	Enter the classroom, take out equipment and settle to the 'do now' task in silence. The only talking must be to respond to the register.
<i>Rationale: along with calm, quiet movement on the corridors, and lining up after break and lunchtime for Y7-Y9, this settles the students and prepares them for the learning.</i>		
11-55	<p>The content of the lesson is decided by the teacher in conjunction with the curriculum plan for the subject. The style of the lesson is also decided by the teacher and is chosen to match the needs and skills of the students.</p> <p>At all times please ensure:</p> <ul style="list-style-type: none"> • Students are wearing correct, full uniform (if the activity, or the temperature of the room, requires a change to uniform, it is the adults who decide this and give permission). • You do not allow students to break school rules even for a 'treat' or 'educational reason'. For instance, students should not be allowed to use mobile phones or other devices they have as a calculator, to take part in online quizzes, film/photograph activities, listen to music. Please provide any electronic equipment required by the learning. • You use the OUT OF LESSON pass if a child must leave the room. • You use on-call for behaviour that prevents you from teaching and students from learning, but please use language and practice described overleaf to calm and correct behaviour. 	<p>Students must</p> <ul style="list-style-type: none"> • remain silent and concentrate when a member of staff talks to the whole class. • put their hand up to ask/answer and do not call out. • must have pen, pencil, ruler, calculator and any books or folders needed. • are expected to work sensibly with other students. • are not allowed to use any electronic device (e.g. mobile/smart phone, tablet, MP3 player) or wear earphones to listen to music; they will be confiscated and kept for one week. • if they are late, apologise to the member of staff and give the reason for lateness. • drink only still water (not juice, squash or carbonated drinks) and remember eating, and chewing (including gum) is not allowed. • Drinking in Science, Technology, Computer, Music and Drama rooms is not allowed for safety reasons.
<i>Rationale: The teacher decides what is learned, how it is learned and is responsible for upholding the whole-school policies and practices in a fair and consistent way. The learning environment is controlled by the teacher to ensure best possible progress for all students.</i>		
56-60	<p>We do not have lesson bells. When you are ready, end the lesson and ensure the students finish learning, pack up and leave the room in a calm quiet way. <i>Please dismiss students on time and not before the lesson end time: Period 1: 9:50; Period 2: 10:50; Period 3: 12:20; Period 4: 13:20; Period 5: 15:10.</i></p>	<p>Students must:</p> <ul style="list-style-type: none"> • pack away only when the member of staff says to. • stand and push in or put up chairs when asked to by the teacher. • pick up any litter. • leave the room only when the member of staff finally tells them to leave.
<i>Rationale: The teacher is in charge of clearing up and dismissal. Students leave when the teacher decides the lesson is over.</i>		

The Language of Behaviour Management at St Mary's

"Every situation requires your presence, but not every situation requires your attention. No situation requires your anger". Anon
Students will sometimes get things wrong and not meet our expectations. If this is the case then, as adults, our use of language is critical in correcting and calming the behaviour.

At St Mary's we do not shout, or lose our temper with students. We use positive, corrective language and would expect the following language to be used:

- ✔ *Non-verbal*- use a cue such as raising your index finger to your lips to indicate a child needs to be quiet. Smiling, with any verbal/non-verbal action is an easy win to calm and correct and get a student back on track.
- ✔ *Descriptive reminder*- describe, don't criticise, the behaviour: "Alex [wherever you can, use the child's name], you are talking" or "A number of you are calling out... remember 'hands up', thank you."
- ✔ *Directional language*- "Face this way and listen, thank you Alex" or "Pen down and face the front, thank you Alex". Whereas:
 - ✘ "Don't (do that/talk/shout)!" or "Stop (doing that/talking/shouting)!" Cannot sound anything but aggressive. It will not serve to calm and correct the behaviour but it will do the opposite. Phrases like this should be reserved for emergencies when students are in danger.
 - ✘ "Why are you (talking/doing that/shouting)", "What are you doing!?", requires an answer and promotes a conversation rather than returning the student to focused work)
- ✔ *Least Intrusive*- get alongside a student, get down to their level and talk to them. E.g. "I want you to put the pencil sharpener in your pencil case or put it on my desk". Then move away. Use private reprimands and focus on what the student SHOULD be doing
- ✔ *Focus on the primary behaviour*- teenagers are experts in diverting our attention from primary behaviour (e.g. talking during the first 10 minutes of the lesson) to secondary behaviour (e.g. scowling, eye rolling, having the last word...).
 - ✔ Focus on the primary behaviour ("Alex, chewing gum in the bin thank you").
 - ✔ Tactically ignore the secondary behaviour (Alex sighs and rolls eyes and says "Other teachers let me"). Do not ignore verbal abuse and aggression or persistently disruptive behaviour.
 - ✔ Avoid argument and refocus ("Maybe other teachers let you, but that is not the school rule and in this classroom we follow school rule")
 - ✔ Allow take-up time (it may take Alex a short time to do what is asked).
- ✔ *Model what we expect from the students*- by using civility and good manners and re-establishing positive relationships after correction.
- ✔ *Rewards*- be specific in your praise (e.g. "You started that quickly, Alex and I can see you understand the difference between...")
 - ✘ don't follow that with "...why can't you do that all the time?" or "If you started that quickly every lesson...").
 - ✘ don't praise the child (e.g. "Good boy/girl) or give generalised praise (e.g. "That is brilliant")
 - ✔ Use rewards for those children who get it right most of the time as well as those who show improvement.
- ✔ *Sanctions*- use these fairly and consistently.

St Mary's CE High School
Line Management Structures – Teaching/Classroom Based



Head Teacher: Nicholas Simms SLT SIAMS Director of Children & Family Services					
DHT Standards (Teaching): Alyson Grindley		DHT Standards (Learning): Emma Watts		DHT Standards (Behaviour):	DHT Standards (Student Leadership & Operations): Simon Tilbury
Responsible for staff induction and development.		Responsible for curriculum development and standards		Responsible for culture and climate	Responsible for student leadership and whole school operations
Director of Humanities Director of Performing Arts (and Phoenix Academy) Director Sc/Tech		Director En/MFL Director Ma/ICT Director Inclusion		Year 7 Lead Year 8 Lead Year 9 Lead Year 10 Lead Year 11 Lead	Director Post 16 Subjects Director VIth Form 6 th Form admissions Cover Supervisor
Lead Teaching		Lead PPG		Attendance Officer	Student Voice
Appointments and interviews		Lead HPA		Attendance strategy	Assessment data management
Teacher induction		PiXL link		Hub Coordinator	Timetable
Teacher Performance appraisal				DSL/ Safeguarding strategy	EVC/Trips
Co-chair ELT		Co-chair ELT		Safeguarding Officer	Calendar
		Assistant Headteacher Standards: Daniel Worker		Mental Health Lead	Duties
		Responsible for T&L standards for PPG/HA students, and for Primary Transition)		Casual Ad Lead	Whole-school events (e.g. APG, STE, 6TE, sch photos)
				Exclusions (processing)	BB Academy
					Football Academy

Meeting Structure

SLT (Chair Headteacher)

DHTs & AHT

Core purpose:

- *Support the Christian ethos of the school*
- *Implement Strategic School Improvement Plan*
- *Strategically review provision & quality of provision (from SPG & T&L Group)*
- *Strategically review barriers to student progress (from SPG SPD Group)*
- *Monitoring & evaluating outcomes (from SPG & all Meetings)*
- *Holding all staff to account (all meetings)*

Strategic Planning Group (SPG)

(Chair: Headteacher)

SLT + Curriculum Directors + Year Lead + T&L Lead, PPG Lead, HA Lead + Subject Leads

Core purpose:

- To meet on an ad hoc basis and discuss and decide on key strategic decisions relating to teaching, learning, progress or behaviour

<p style="text-align: center;">Extended Leadership Team <i>(Co-chairs: DHTs Standards Teaching & Learning)</i></p> <p style="text-align: center;">Curriculum Directors/ Inclusion Director T&L Lead, PPG Lead, HA Lead</p> <p style="text-align: center;">Core purpose:</p> <ul style="list-style-type: none"> • <i>Support the Christian ethos of the school</i> • <i>Strategically manage curriculum provision to meet the needs of students</i> • <i>Review & improve quality of provision (subject & T&L)</i> • <i>Review student progress and address gaps/underperformance</i> 	<p style="text-align: center;">Student Progress & Development <i>(Chair: DHT Standards: Behaviour)</i></p> <p style="text-align: center;">Year Leaders Inclusion Director Hub Coordinator</p> <p style="text-align: center;">Core purpose:</p> <ul style="list-style-type: none"> • <i>Support the Christian ethos of the school</i> • <i>Strategically manage pastoral provision to meet the needs of students</i> • <i>Review & improve quality of provision (Pastoral)</i> • <i>Review student progress and address gaps and underperformance</i> 	<p style="text-align: center;">Sixth Form Leadership Centre <i>(Chair: DHT Operations & Student Leadership)</i></p> <p style="text-align: center;">Director of 6th Form Head of Year (6th form) Student Council</p> <p style="text-align: center;">Core purpose:</p> <ul style="list-style-type: none"> • <i>Support the Christian ethos of the school</i> • <i>Strategically manage Post-16 curriculum provision to meet the needs of students</i> • <i>Review & improve quality of provision (subject & T&L)</i> • <i>Review student progress and address gaps/underperformance</i> • <i>Strategically lead the Student Council</i>
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<p>T&L Area Curriculum <i>(Chair: Curriculum Directors)</i> Subject Teachers Subject Leads Subject Co-ordinators</p> <p>Core purpose:</p> <ul style="list-style-type: none"> • Support the Christian ethos of the school • Strategically manage curriculum provision of subjects in the directorship to meet the needs of students • Review & improve quality of provision of subjects in the directorship (subject & T&L) • Review student progress and address gaps/underperformance within the directorship • Support the development of Student Voice 	<p>Year Group Progress <i>(Chair: Heads of Year)</i> Tutors (Form groups) Student Manager</p> <p>Core purpose:</p> <ul style="list-style-type: none"> • Support the Christian ethos of the school • Deliver the pastoral provision to meet the needs of students • Review student progress and understand the gaps and underperformance • Support the B4L policy, reviewing rewards and sanctions of students, promoting a positive attitude to learning • Support the development of Student Voice 	<p>Year Group Progress <i>(Chair: Director of 6th Form)</i> Head of Year Tutors (Form groups) Student Manager</p> <p>Core purpose:</p> <ul style="list-style-type: none"> • Support the Christian ethos of the school • Deliver the pastoral provision to meet the needs of students • Review student progress and understand the gaps and underperformance • Support the B4L policy, reviewing rewards and sanctions of students, promoting a positive attitude to learning • Support the development of Student Voice
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