



# Recruitment Pack

Head of Design Technology



St. Peter's Catholic High School

*'A learning and serving community enriched through  
friendship and Christian faith'*

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# Headteacher's Welcome

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Dear Applicant,

Thank you for your interest in this post at St. Peter's Catholic High School. I hope that the information in this pack provides you with a good sense of our school to form the basis on which to make an application.

I am sure that you will be impressed by what we have to offer as a friendly, supportive Christian community committed to high standards of Catholic Education.

I would also encourage you to look at the school's website for further information.

We welcome visits ahead of making an application – to arrange to visit school please contact Angela Shacklady - Headteacher's PA at [ashacklady@saintpetershigh.wigan.sch.uk](mailto:ashacklady@saintpetershigh.wigan.sch.uk) Please make this request with sufficient time before the deadline to make the necessary arrangements.

Governors are keen to appoint a talented, hardworking and committed candidate to join our strong staff team. Applications should be made on the CES application form which can be found using the link below:

[CES Teacher Application Form](#)

This should be supported by your statement / letter of application of no more than 2 sides of A4.

Please submit these to Angela Shacklady at the address above by the advertised deadline.

I very much look forward to reading your application and to recruiting the next member of the St. Peter's staff team.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. McGlown', with a small flourish at the end.

Mr. A. McGlown

Headteacher

# About Our School

St. Peter's is a successful and oversubscribed 11-16 Catholic Secondary School of approximately 1040 pupils. We primarily serve the children of our partner parishes across a wide area in Wigan, Lancashire and St. Helens. We pride ourselves on living out our mission statement to be a 'Learning and serving community enriched through friendship and Christian faith.' We are committed to both high standards of learning and personal conduct and to being a warm inclusive school where every child can succeed.

The vast majority of our pupils achieve expected or above expected standards at the end of KS2 and this leads to challenging targets at GCSE level. Through our clear expectations and nurturing environment, we create a calm focused learning environment where teachers can teach and the needs of all of our pupils can be met.

The curriculum offered at St. Peter's is a wide and varied one with a very strong academic core and a diverse offer of Arts, Technical and practical courses. I would encourage you to explore this offer on the [school website](#).

Our staff team is a strong mix of very experienced and more recently qualified colleagues and they are very well supported at all levels by our Professional Development Programme. Staff wellbeing is at the heart of our philosophy and we have embraced a number of strategies to promote this including staff wellbeing cafes, wellbeing buddies and the opportunity to work from home where practicable. Staff Development is supported through an ambitious CPD offer and the St. Peter's 'Talent Ladder' of development opportunities.

Our Catholic ethos is at the centre of our school. We welcome colleagues from all faith backgrounds and none, who are happy to support and promote this ethos. Our pastoral system is designed to support the development of each young person to become the unique human being they are called to be. Our pupils are encouraged to be their true authentic selves and to respect difference of all kinds. Pupils at St. Peter's show a deep level of care and respect for each other and for the adults who support them.



# Working at St Peter's

We strongly believe that St Peter's is a special place to work. However, rather than explain ourselves as to why we feel this is the case we have included comments taken from a variety of people;

Staff who have left us in recent years via our exit questionnaires.

A range of our current staff in different roles throughout school employed within the last three years.

Current staff who have been at the school for longer than 5 years

Supply staff via agencies.

## Comments taken from Staff Exit Questionnaires

"Anyone who has the opportunity to work at St Peter's in my opinion is extremely privileged. It is the kind of workplace that has a noticeable impact on your life in terms of your work-life balance, well-being, inner sense of positivity, and the desire to be the best you can be at whatever you are there to do. Working at St Peter's makes you happier. There is a sense of belonging and the staff and students carry this with them so much so that it is impossible not to be blown away by it. Everyone works together and has the same determination to do the best for the students in all aspects of their school life. I am so grateful I had this opportunity and wish all staff and students every success in the future".

"The overarching vision of trying to ensure a community where students are enriched through faith and friendship is something that is evident from the top down at St Peters. It is not just a mission statement, it is a way of life for the staff and students. There is an overwhelming feeling of being part of something amazing and the students benefit hugely from this and the way the staff convey it. The students are encouraged to think about themselves beyond the day to day and envisage their futures and what they can achieve if they put their minds to it and reach for their full potential. They get the absolute best education from teachers, whilst developing themselves as individuals who are grounded in strong moral values, kindness, and love for one another"

"SLT have fostered a culture whereby they are at the heart of what is really going to make a difference. From what I have seen they have open and honest conversations with staff about how school can develop, and they listen to what the staff and students have to say. Therefore, every action is linked to an outcome that helps both the school and students develop".



# Working at St Peter's

## We asked current staff who had recently joined us what do they enjoy about St Peter's and what if anything makes us different from other schools that they have worked in?

From the moment I came for interview I have been made to feel very welcome at St Peter's. The atmosphere is so supportive and friendly from both staff and students. I know should I ever have any issues there are countless members of staff I could turn to for help and advice. I love that I have the opportunity and support to develop my skills further both in and out of the classroom.

**(Main Scale Teacher)**

I joined the teaching staff at St Peters in September 2019, and I have never looked back. I worked at my previous school for nearly 10 years and, understandably, it was a very difficult decision to leave, but absolutely the right one for my career. St Peter's has very high expectations of both students and staff and this enables optimal learning to occur. Our students feel very safe and secure, with respect being a quality that is highly promoted and a fundamental aspect of our Catholic community. There is a clear sense of purpose and the school nurtures this quality in our students. I love the sense of direction and determination our students and staff have to do well for themselves but also a wish to see their peers do well. The students and parents are invested in learning, the school has strong Christian values and we listen to each other's point of view intently. The SLT corridor is always open and I have had plenty of opportunities to improve my own professional development. I have been involved in the 'Promoting Excellence Middle Leadership' course, which has enabled me to reflect on my own leadership qualities.

It is a great pleasure to be involved in such an encouraging and welcoming environment.

**(TLR Holder)**



# Working Collaboratively with the Archdiocese



Our school works as part of the Liverpool Archdiocese Secondary School Improvement Trust (ALSSIT). We work collaboratively with colleagues across the 32 secondary schools and sixth form colleges. The Trust's Partnership director and School Improvement Lead promote a wealth of CPD and Professional Development opportunities as well as the sharing of best practice and resources.

I would urge you to look at the work of ALSSIT by following this [link](#)

## East Cluster Schools



All Hallows Catholic High School



Holy Cross Catholic High School



Our Lady Queen of Peace Catholic Engineering College



St Bede's Catholic High School



St Edmund Arrowsmith Catholic High School



St Gregory's Catholic High School



St John Fisher Catholic High School



St John Rigby Sixth Form College



St Mary's Catholic High School



Leyland St Mary's Catholic High School



St Peter's Catholic High School



Saints Peter and Paul Catholic High School

# What the School Can Offer

- A caring and supportive learning community.
- Access to a high quality CPD offer as part of a Talent Development ladder. Please click to see our [Talent Development](#).
- An approach that prioritises staff well being and work life balance, including the ability to work from home where practicable.
- A well ordered and enthusiastic pupil community where teachers can teach and all can learn.





# St. Peter's Catholic High School

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## About the Role

Our Governors are looking to appoint a talented, dynamic and inspirational Head of Technology to join our wonderful school, due to the retirement of a long serving Head of Department. We are looking for a talented practitioner with the passion and flair to lead this vibrant and successful area of school. The Department has a real balance of skills and expertise, which provides fantastic opportunities across a range of Technology subjects whilst also enabling excellent outcomes for our students. Courses are popular during the Options process. In Year 11 there are currently 144 pupils taking a Technology related course along with 149 in Year 10. Year groups average 205 pupils. Many of the pupils who have taken a Technology related course have gone on to secure excellent apprenticeships with the likes of Heinz, BAE, MBDA and Jaguar. This role offers the successful applicant the opportunity to further develop in a supportive and aspirational culture.



## Departmental Profile

### Staffing

The Department consists of 5 full-time teaching staff and a technician. The Departmental structure comprises a Head of Technology, a Second in Technology and three further teachers.

### Accommodation/Resources

The Department currently has a suite of eight rooms for delivering Food, Textiles, Graphic Products, Electronics, Resistant Materials, Engineering and Construction. In addition, there are two offices, a number of storage areas and a dedicated Departmental Computer room.

The Computer room is a shared Departmental resource, comprising 20 networked computers and an interactive whiteboard. In addition, there is a portable charging cabinet with 20 networked laptops.

The Food room has 6 workstations accommodating up to 24 and is air-conditioned. There is also a separate teacher's office and an interactive whiteboard.

A dedicated Textiles room is equipped with sewing machines and workstations.

In other workshops, we are fortunate to have two laser cutters, a 3D printer, a mug press, a heat press, a vertical milling machine, 7 centre lathes, a sublimation printer, a brazing hearth and heat treatment equipment, drawing equipment and drawing boards and a dedicated construction cabin with a pan mixer, enabling brick laying to take place on site. There are also sufficient resources for plumbing and decorating to take place on site in this area as part of the Construction course.

### Curriculum

At KS3 pupils receive one double lesson per week lasting one hour and forty minutes. Pupils progress through the five subject areas of Electronics, Food, Graphics, Resistant Materials and Product Design during KS3, spending 7 weeks in each subject area.

Groups are mixed ability at KS3 with group sizes of around 20 pupils.

### **Courses offered at Key stage 4 include;**

GCSE Technology (Usually two groups – one Resistant Materials and one Textiles focused)

GCSE Food & Nutrition

Eduqas Technical Award in Engineering,

Eduqas Technical Award in Construction

Cambridge National in Child Care.

Please click link to visit our [Technology Webpage](#)



## Departmental Results 2022

Name	9	8	7	6	5	4	3	2	Other	Total Grades	Average Grade	Residual	Subject Progress Index	Positive SPI	In A8 Basket
Design & Technology GCSE	6	9	2	4	6	0	4	4	0	35	6=	0.4 6	0.8 3	22	32
Food Prep & Nutrition GCSE	2	0	2	0	2	2	0	1	0	9	6-	1.0 5	0.6 3	5	9
Name	L2 D*	L2 D	L2 M	L2 P	L1 D	L1 M	L1 P	U	Other						
Child Development Cam National	0	8	7	10	1	0	0	0	0	26	L2 M=	0.1 2	- 0.0 8	11	23
Engineering BTEC	4	1	10	16	10	5	3	0	0	49	L2P =	-0.6	- 0.8 6	11	39
Construction BTEC	2	1	11	6	0	0	0	0	0	20	L2 M=	5.4 3	0.8 5	-	0



## Job Description

### 1. INTRODUCTION

- 1.1 POSTHOLDER:**
- 1.2 JOB TITLE:** Head of Design Technology
- 1.3 JOB PURPOSE:** Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Raise standards of student attainment and achievement within the whole curriculum area and monitor and support student progress.
- Be accountable and responsible for student progress and development within the subject area.
- Develop and enhance the teaching practice of others.
- Ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Department, in accordance with the school's aims and curricular policies.
- Be accountable for leading, managing and developing the curriculum area.
- Manage effectively and deploy teaching/support staff, financial and physical resources within the Department to support the designated curriculum portfolio.
- 1.4 Line Management:** Reporting to – Line Manager Art & Technology. Deputy Head Curriculum  
Responsible for – Teaching staff and specified support staff within the Department.
- 1.5 Liaising With:** Headteacher, senior management team, teachers and support staff, LEA representatives, external agencies and parents
- 1.6 Salary Scale:** Classroom Teachers' Pay Scale and TLR 2 C
- 1.7 Working Time:** Full time as specified within the STPCD
- 1.8 CRB Disclosure Level:** Enhanced



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## 2. TEACHING

2.1 Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

## 3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the Department, within the designated area.
- 3.2 Be responsible for the day-to-day management, control and operation of all aspects of the Department e.g. course provision, effective deployment of staff and physical resources.
- 3.3 Monitor actively and follow up student progress.
- 3.4 Implement school policies and procedures, e.g. assessment and recording, homework, equal opportunities, Health and Safety, COSHH, accommodation strategy, etc.
- 3.5 Work with colleagues to formulate aims and objectives for the Department which have coherence and relevance to the needs of students and to the aims and objectives of the school.

Be aware of the school's SEN policy and take responsibility for delivering its day to day provision within the Department.

Be responsible for accessing all information related to students with SEN via the SEN register and meetings with the SEN teacher. Ensure that all staff are up to date and meet the needs of students with SEN.

- 3.6 Lead and manage the planning function of the Department, and to ensure that the planning activities of the Department reflect the needs of students within the subject area, SPD/DDP and the aims and objectives of the school.
- 3.7 In conjunction with the other managers, foster and oversee the application of I.C.T., Literacy and Numeracy and Citizenship.
- 3.8 Ensure that Health and Safety policies and practices, including risk assessments, throughout the Department are in-line with national requirements are updated where necessary, therefore, liaising with the school's Health and Safety Manager.



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## 4. CURRICULUM PROVISION

- 4.1 Liaise with the Deputy Head Teaching & Learning to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements school self evaluation and the School Improvement Plan.
- 4.2 Be accountable for the development and delivery of the subject area.

## 5. CURRICULUM DEVELOPMENT

- 5.1 Lead curriculum development within the Department.
- 5.2 Keep up to date with national developments and teaching practice and methodology.
- 5.3 Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4 Liaise with the Deputy Head Curriculum to maintain accreditation with the relevant examination and validating bodies.
- 5.5 Ensure that the development of the subject is in line with national developments.



## 6. STAFFING

- 6.1 Work with the Deputy Head Curriculum to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 Continue own professional development as agreed with Deputy Head.
- 6.3 Be responsible for the efficient and effective deployment of the Department's technicians/support staff.
- 6.4 Undertake Performance Management Review(s) and to act as reviewer for staff within the designated Department.
- 6.5 Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the Department.
- 6.6 Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.7 Promote teamwork and motivate staff to ensure effective working relations.
- 6.8 Participate in the school's ITT programme as student mentor.
- 6.9 Be responsible for day-to-day management of staff within the designated Department and act as a positive role model.



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## 7. QUALITY ASSURANCE

- 7.1 Ensure the effective operation of quality control systems.
- 7.2 Lead in the process of the setting of targets within the Department and to work towards their achievement.
- 7.3 Establish common standards of practice within the Department and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the Department.
- 7.4 Contribute to the school procedures for lesson observation.
- 7.5 Implement school quality procedures and to ensure adherence to those within the Department.
- 7.6 Monitor and evaluate the Department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 7.7 Seek/implement modification and improvement where required.
- 7.8 Ensure that the Department's quality procedures meet the requirements of self-evaluation and the Strategic Plan.



## 8. MANAGEMENT INFORMATION

- 8.1 Ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- 8.2 Manage analysis and evaluation of performance data.
- 8.3 Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- 8.4 Produce reports within the quality assurance cycle.
- 8.5 In conjunction with the Deputy Head Curriculum manage the Department's collection of data.
- 8.6 Provide the Governing Body with relevant information relating to the Departmental performance and development.

## 9. COMMUNICATIONS AND LIAISON

- 9.1 Ensure that all members of the Department are familiar with its aims and objectives.
- 9.2 Ensure effective communication as appropriate with the parents of students.
- 9.3 Liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
- 9.4 Represent the Department's views and interests.
- 9.5 Contribute to the planning and delivery of school liaison activities.
- 9.6 Lead the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.7 Promote actively the development of effective subject links with external agencies.



## 10. MANAGEMENT OF RESOURCES

- 10.1 Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records.
- 10.2 Work with the Deputy Head Curriculum in order to ensure that the Department's teaching commitments are effectively and efficiently timetabled and roomed.

## 11. PASTORAL SYSTEM

- 11.1 Monitor and support the overall progress and development of students within the Department.
- 11.2 Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- 11.3 Act as Form Tutor where required and carry out the duties associated with the role as outlined in the generic job description/staff handbook.
- 11.4 Contribute to PSHCE, citizenship and enterprise according to the school policy.
- 11.5 Implement the behaviour management system in the Department so that effective learning can take place.



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## 12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and Catholic ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

## 13. SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .....

(Teacher)

Signed .....

(Headteacher)

Dated .....

(Teacher)

Dated .....

(Headteacher)

# How To Apply and Further Information

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Thank you for your interest in this position at our school. We hope to have provided you with all the necessary information for you to decide that you would like to join the team at St Peter's. If you wish to apply, please complete the following forms.

[Application Form Link](#)

[Disclosure Form Link](#)

[Recruitment Monitoring Form Link](#)

Please read the following;

[Privacy Notice](#)

[Reasonable Adjustment Statement.](#)

**The following link will provide you with notes to help you complete the application form.**

[Notes to applicants](#)

Should you have any further questions or would like any further information , please contact Mrs A Shacklady (Headteacher's PA) on 01942 760119 or email: [ashacklady@saintpetershigh.wigan.sch.uk](mailto:ashacklady@saintpetershigh.wigan.sch.uk)

Interview expenses:

Where a candidate is attending a job interview at the school and is travelling from outside a 40-mile radius of Wigan, the school will normally reimburse reasonable travel and, if applicable, accommodation costs. Please ask us for a copy of our interview expenses policy .

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