

Information pack for candidates



ST HILDA'S
CE HIGH SCHOOL

WISDOM

HOPE

COMMUNITY

DIGNITY

EQUALITY

DIVERSITY



Dear Candidate

Many thanks for your interest in St Hilda's and the post of Head of German.

St Hilda's is unique. St Hilda's is a family. We are the only co-educational Church of England school in Liverpool in key stages 3 and 4. We welcome students and their family from a Christian background, from other faiths and those who have no faith. Each individual is precious. Our school is one of 12 PASCH schools in the UK. Last year we were fortunate to host the German Eurovision band, Lord of the Lost, who praised our students for being 'open-minded, respectful and polite' saying they'll become 'great role models to other people.' The successful candidate will have a valuable opportunity to develop our status as a PASCH school and a cultural hub for German in our city.

Although our reputation in the community is excellent, this does not mean that we do not look for opportunities to improve who we are and what we do. We live by our values and are educating for 'wisdom, hope, community, dignity, equality and diversity'. Students helped to choose our 6th value of diversity. We changed to a house system to promote a sense of belonging in each of our students and members of staff. Our smaller House families come together to form the larger St Hilda's family. We chose our 5 Houses very carefully. Each one of these inspirational people embody our values and have helped to shape Liverpool. We speak in more detail about Margaret Aspinall, Gee Walker, Kitty Wilkinson, John Brodie, William Roscoe and Levi Tafari on our website.

We believe in student voice, in student leadership and in high expectations. Our behaviour systems focus on a Chance to Change and we work hard in ensuring we support our students in making the right decisions, ready to take their place in our society. In 2023 SIAMS Keeping On Track report highlighted 'The school's Christian vision and associated values are at the heart of this church school. The inclusivity and celebration of the diversity of the school's community ensure that all feel welcome and valued as unique children of God.' We are unashamedly a Christian school. Our most recent Ofsted report graded us as Good in 2021.

We are heavily oversubscribed, but this does not mean that we do not recognise that we can become even better. We are looking for someone who will join the St Hilda's family in the key position as Head of German who champions all of our students, challenges where necessary and celebrates at every opportunity. You will support and develop the people in your team, ensuring all opportunities are taken to lead and share excellent practice. Your vision to support St Hilda's to the next level is paramount.

Academically, St Hilda's intake above is national average. However, our aspiration is that every single one of our students achieves or exceeds their potential, has exceptional pastoral support and has a wealth of opportunities to support their development. In this role, we are looking for a very special person with the vision and experience to help our vision become a reality. Is this you?

We welcome visits from prospective candidates, but this will not form part of the selection process. Please contact Tracey Cain/Jacqueline Draper by email should you wish to arrange a visit recruitment@st-hildas.co.uk





Mrs Jo Code, Headteacher

I look forward to receiving your application if you believe that St Hilda's suits your career aspirations and you meet our criteria for selection. We are looking for a very special Head of German whose vision can take the department to the next level.

Thank you for your time,

A handwritten signature in purple ink that reads 'Jo Code'.

St Hilda's CE High School

St Hilda's CE School is an 11-18 co-educational Church of England school that sits on the fringe of Sefton Park in Liverpool. The school currently has 1065 Students. Due to parental demand for places at the school, from September 2018 we increased our Year 7 PAN from 150 to 170. We pride ourselves in being a fully inclusive school that serves our Diocese and beyond. Our vision encapsulates who we are as a school:

We are the St Hilda's family, with Jesus Christ as our cornerstone. Building on foundations of **wisdom**, **hope**, **community**, **dignity**, **equality** and **diversity**, we nurture and support each other to be or very best. We rejoice in our diversity and celebrate our many achievements.

St Hilda's also has a sixth form. St Hilda's College is an integral part of the school and last year, over 88% of Year 11 chose to continue their education at St Hilda's. The College is growing year on year.



The new school buildings were opened in September 2015. We are incredibly proud of the excellent facilities we have, including excellent sports facilities. St Hilda's College have dedicated areas in the school, including their own study rooms and café.

Our greatest asset at the school is our staff. St Hilda's staff are incredibly generous with their time and support of each student. We have an incredibly low turnover of staff and we retain many of our NQTs and former students return to work here.

This is an exciting time to join the school and become part of a hard-working and committed team who embody our vision and values.

Senior Leadership Team

Jo Code, Headteacher

Vision and values, curriculum, data, SEP, SIP, admissions, monitoring and tracking, QA systems policies.

Karen Kearns, School Business Manager

Strategic Finance, Premises; Maintenance, Development and staffing, Health & Safety, School Calendar, Service Contracts and performance, Catering, Lettings.

Roy Bellmon, Deputy Headteacher

St Hilda's College, IT strategy, Admissions and Appeals, Worship, SIAMS.

Suzanne Harrison, Deputy Headteacher

Behaviour and Inclusion. Deputy DSL, Inclusion, SEND, Attendance, Director of STEM,

John Martin, Assistant Headteacher

Deputy DSL, Behaviour support, Student Welfare, House System, Rewards and celebration, Friends of St Hilda's, parent engagement, transition.

Liz Cowdell, Assistant Headteacher

Quality of Education, Curriculum, Teaching and Learning. Exams & Assessments KS4, CPD

Andrea Howard, Assistant Headteacher

Head of College, Teaching and Learning KS5, Data, ARR, Examinations and Options.

Lisa Franks, SENCo

SENCo, SEND, Looked after Children Champion, Vaccinations

Carina Bird, Assistant Headteacher

Academic Catch-up and Lead T&L Team, Summer School. Quality of Education, PP Champions.

Conor Merrick, Associate Assistant Headteacher

Head of English, Literacy and Reading Intervention.

Ben Norton, Associate Assistant Headteacher

Early Careers and Appraisals. ECF Lead, ITT Lead.



Liverpool

Liverpool is a city with unique attractions, exciting events, world class sport offerings, unrivalled musical heritage and a famously warm welcome!



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Location and Transport Links

Liverpool enjoys superb communication links. St Hilda's CE School is located close to the M62 and other major roads. There are train and bus links to St Hilda's. Liverpool Lime Street train station is the main station serving the city of Liverpool. Liverpool Airport is less than 30 minutes away.

Facilities and Amenities

St Hilda's CE School is close to the 3 universities in Liverpool. We are also close to Liverpool One; a range of shops, bars, restaurants, cafes and a cinema. Speke Retail Park and Edge Lane Retail Park are also close by.

Liverpool has the largest collection of museums and galleries anywhere outside London. The city also has several hospitals, theatres, cinemas and numerous other cultural and leisure facilities. St Hilda's CE School lies in South Liverpool, overlooking Sefton Park.

Housing and Accommodation

A range of accommodation options are available in the local area and there is a thriving rental market. The excellent transport links allow many staff at the school to live in outside of Liverpool. Help and advice can be given by the school if accommodation is required.

Job Description

Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task to be undertaken will not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description is current to the date shown but, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and Job Title.



ST HILDA'S
CE HIGH SCHOOL

Head of German

Grade:	MPS/UPS PLUS TLR 2b £5,348
Reporting to:	Headteacher/SLT Line Manager
Working with:	Senior Leadership Team Head of MFL Teaching Staff Support Staff Students Parents

PURPOSE OF POST

- To be a member of the Middle Leadership Team of St Hilda's Church of England School, with a specific responsibility for the German Department
- To lead and be responsible for the quality of Teaching and Learning: including pedagogy, student progress and outcomes in the German Department.
- To contribute to St Hilda's role as a high achieving school, informed by research and best practice, in the German Department.
- To be an effective professional who demonstrates thorough curriculum knowledge; can teach good or better lessons; can assess effectively up to A-level; can take responsibility for professional development and ensure pupils make good progress.
- To be responsible for the day-to-day work and management of classes and the safety and welfare of the pupils, during on-site and off-site activities.
- To bring knowledge, expertise and high-order skills to the work of the school through your role as Head of German.
- To continue our work and relationships as a PASCH school, sustaining and developing our status as a cultural hub for German in Liverpool. You can find out more here: <https://www.pasch-net.de/de/pasch-schulen/schulportraits/europa/gbr/st-hildas-ce-high-school.html>
- To actively model and promote the values and ethos of the school.

- To be accountable for the line-management of staff within the German Department.
- To actively support the efficient and effective running of the school and good order, welfare, and safety of students and staff.

Reporting To

Head of MFL

Headteacher

SLT line manager

GENERAL RESPONSIBILITIES

Shaping the future: Strategic direction


- To ensure outstanding provision in own department.
- To keep abreast of local, national and global developments in pedagogy.
- To contribute actively to building, communicating and implementing a shared vision of the school's future.
- To contribute actively to the strategic planning process.
- To work with new technologies and help develop their use to promote teaching, learning, the experience of students and the effectiveness of the school.
- To be accountable for leading and managing change.
- To demonstrate a commitment to –
 - a) the collaborative school vision of excellence and equity – high standards / expectations for all students.
 - b) helping to set and achieve challenging and ambitious targets.
 - c) inclusion.
- To demonstrate the ability to –
 - a) think strategically.
 - b) inspire, challenge, motivate and empower others.
 - c) model the values and vision of the school and actively promote our Christian ethos.

LEADING TEACHING AND LEARNING IN THE GERMAN DEPARTMENT.

To have knowledge of and implement to ensure student progress through:

- school accountability measures, their analysis and how they underpin student progress,
- strategies for raising achievement in German and related subjects and achieving excellence in the personal development of students.
- use of new and emerging technologies to support teaching and learning,
- research and development into best practice in teaching and learning and pedagogy in Religious Studies,
- effective assessment / reporting,
- effective models of teaching and learning,
- principles of effective lesson observation to focus on learning and progress,
- school self-evaluation (monitoring and evaluation),
- strategies for developing effective and inspiring teachers.

To show commitment to:

- raising standards in pursuit of excellence.
 - equipping students with the necessary mindset for success; building resilience, ambition, determination and problem-solving.
- 

- the entitlement of all students to the best possible teaching and learning.
- personalised and cooperative learning.
- coaching and mentoring students to ensure maximum commitment and effort.
- to demonstrate the ability to:
- demonstrate personal enthusiasm for learning.
- demonstrate the principles and practice of the best teaching and learning.
- challenge poor performance.
- develop relevant strategies for improved performance.

SPECIFIC RESPONSIBILITIES

- To lead and have responsibility for German at the school; for the quality of teaching, for results of assessments and standard of marking, recording and reporting of students' work.
- To lead German and line manage the German department.
- To provide regular information to members of SLT in relation to German and subjects within the department.
- To monitor, evaluate and act upon students' progress, achievement and attainment in German.
- To liaise with other German Studies members of staff to identify under performance by students and ensure appropriate intervention strategies and plans are implemented.
- To liaise with other German members of staff to ensure continuity and progression of achievement and attainment.
- To develop assessments and marking which promote student progress and support teacher workload and work-life balance.
- To co-ordinate and oversee the work of other teachers in relation to the development and delivery of German within the department.
- To conduct observations and use the knowledge gained to improve the quality of Teaching and Learning within the department, learning from each other.
- To ensure the professional development of all members in the German department, helping them to set relevant targets to support the department and school improvement plans.
- To model appropriate teaching strategies and lessons for others to observe, using department time to share the most effective practice.
- To teach Good or better German Studies lessons at all key stages.
- To have the highest standards within the German department, using the school's behaviour and rewards systems to develop good relationships.
- To ensure that home learning is effective and underpins the schemes of learning and student progress.

TEACHING RESPONSIBILITIES

Set high expectations which inspire, motivate and challenge pupils when teaching

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Register students, accompany them to assemblies and eucharist and lead form prayers.

Promote good progress and outcomes by pupils in German

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge of German

- have a secure knowledge of German curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the German curriculum.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

Adapt teaching to respond to the strengths and needs of all pupils

- differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
-

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of regular formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and apply the school's systems of sanctions and rewards.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

WIDER PROFESSIONAL RESPONSIBILITIES

As a member of the St Hilda's family, you will be expected to:

- support our 5 values of Wisdom, Hope, Community, Dignity and Equality.

- be sympathetic to the teachings of the Church of England.
- operate at all times within the stated policies and practices of the school.
- establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students.
- contribute to the corporate life of the school through effective participation in meetings.
- take part in marketing and liaison activities such as parents evenings, review days and other appropriate school events.
- recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school's Health and Safety policy.
- promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified. All staff may be required to undertake other such reasonable duties as may be required in line with the grade of this post.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.



**In your letter of application, please *demonstrate* how you meet these criteria.
Do not include
a curriculum
vitae.**

Candidates failing to meet any of the essential criteria will automatically be excluded.

[A]

Qualification requirements	Essential	Desirable	Source
Qualified teacher status	E		A
Recognised degree or equivalent.	E		A
Further professional development: post-entry qualification		D	A

B. Experience

	Essential	Desirable	Source
At least three years' teaching experience	E		A/I/R
Teaching experience in more than one secondary school		D	A/I
Track record of successful leadership which has improved outcomes for students	E		A/I/R
Middle Leader Responsibility		D	A/I/R
Whole-school development responsibility		D	A/I/R
Evidence of successful student achievement	E		A/I/R

C. Knowledge/Understanding

	Essential	Desirable	Source
Outstanding practitioner in own subject area, as evidence by student progress/outcomes/performance feedback.	E		A/I/R
Knowledgeable about best practice in Teaching and Learning, pedagogy, and developing staff.	E		A/I
Knowledge of government statutory requirements	E		
Data-smart with the ability to use data analysis to improve progress and outcomes for students across all relevant key stages	E		A/I
Knowledge of supporting staff and championing their professional development		D	A/I

D. Personal Qualities and Skills

	Essential	Desirable	Source
Outstanding communicator	E		A/I
Outstanding interpersonal skills	E		A/I
An excellent networker – receptive, flexible and persuasive	E		A/I

Team player – empathetic to the needs of the department, able to challenge and support	E		A/I
Strategic, able to balance long-term and short-term goals	E		A/I
Ability to motivate	E		A/I
Ability to meet deadlines/manage time	E		A/I
Resilient	E		A/I
ICT literate	E		A/I
Commitment to the school Christian values and vision	E		A/I

E. Pre-Employment Checks

	Essential	Desirable	Source
Positive recommendation from all referees, including current employer/ITT trainer	E		R
DBS Clearance post appointment	E		N/A

(Source: A=Application (form+letter); I=Interview;

R=Reference)

F. Application Form and Person Specification – Essential Criteria (Section 8)

The form must be fully completed and legible.

There should be no unexplained gaps in career history.

Please provide clear examples of your ability, experience and qualifications against the criteria on the person specification, focusing on the essential criteria. This should be clear, concise and related to the specific post. No more than 2 sides of A4, font size 12.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification. This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service

How apply and the Selection Process

Deadline for applications: 9.00am Friday 3rd May 2024

Applications should be sent to: recruitment@st-hildas.co.uk

Interviews week commencing 6th May 2024

All candidates, both those shortlisted and those who are not successful, will be contacted by email. Details of the date and time of final interviews will be given to successful candidates. Candidates will also be given a topic to prepare for their lesson observation prior to interview.

