



Broughton Hall Catholic
High School

Application Pack

Teacher of Nurture Base

Start Date: 1st September 2024

Closing Date: 8th July 2024

Shortlisting Date: 9th July 2024

Proposed interview Date: 12th July 2024

Salary Scale: MPS/ UPS

SEN allowance payable for suitably qualified

Contract Term: Permanent

<http://www.broughtonhall.com/information/vacancies.php>

Broughton Hall Catholic High School

Founded in 1928 under the trusteeship of the Sisters of Mercy, Broughton Hall Catholic High School, an all-girls Catholic secondary school in Liverpool, provides the very best in modern education based on the Gospel values of mutual respect and care.

The central aim of our school is to provide excellent educational opportunities enabling each pupil to develop their God given talents, to grow in confidence and self-esteem and to fulfil their potential.

As a Catholic school Broughton Hall centres its mission on the person of Jesus Christ, and promotes the Gospel values throughout the school community and in all aspects of school life: spiritual, academic, pastoral, and personal. By proclaiming and living out the faith of the Catholic Church, we support each other in shared experiences of teaching and learning, prayer, worship and charity. Our mercy values permeate throughout our community.

Our facilities are bright, spacious, high tech and designed to meet the needs of all our pupils. We have a separate 6th Form facility, which is shared with our neighbouring boys school Cardinal Heenan Catholic High School. A full range of extra-curricular activities are provided to further the creative, sporting and academic talents of each pupil and offer Outward Bound and Duke of Edinburgh Award schemes as well as the opportunity to attend educational visits and residential trips.

We pride ourselves on our high expectations of all pupils and '**Ambition for All**'. Whatever your role within the school, you will share these values and be able to encourage and motivate pupils with your passion, presence and personality.

Our school motto '**Cor Unum et Anima Una**' - One Heart and One Mind, reflects the strong sense of community amongst pupils, staff, parents and Governors.

We Offer

- Pensions Scheme – Teacher Pension Scheme for teaching staff or Merseyside Pension Fund for support staff
- Regular training and development programme
- Access to occupational health and well-being services
- Cycle2Work Scheme
- Tax Free Childcare Vouchers
- Supportive work environment where all staff are valued

And that's not all, we place the outcomes of the children in our school at the heart of everything we do, so you'll wake every day in the knowledge that your role will have a significant positive impact on the lives of others.

Equal Opportunities

Broughton Hall Catholic High School is an equal opportunities employer.

We welcome applicants from all backgrounds and value everyone as an individual. We are committed to organisational practices, which promote diversity and inclusion for all employees and volunteers regardless of age, gender reassignment, marriage or civil partnership status, pregnancy and maternity status, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, or sexual orientation. Connecting these differences creates a productive environment in which everyone feels valued.

Monitoring information in relation to job applicants will be to assist us in equality monitoring. The recruitment panel will not have access to the job applicant's monitoring information.

To assist us in monitoring the operation of equal opportunities policy, and for no other reason, please ensure you complete and submit the Equal Opportunities Monitoring Form with your application form.

Safeguarding & Enhanced DBS Checks

Broughton Hall Catholic High School is committed to safeguarding and promoting the welfare of young people and expect all pupils, staff, volunteers and visitors to share this commitment

All posts are subject to an enhanced DBS check and full pre-employment checks to comply with the current Keeping Children Safe in Education statutory guidance for schools.

All staff will be expected to follow Broughton Hall Catholic High School's child protection policies, code of conducts and managing allegations against staff procedures.

All roles in school, including this post, are exempt from the Rehabilitation of Offenders Act (ROA) 1974. The Ministry of Justice's guidance on Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 provides information about which convictions must be declared during job applications and can be accessed [here](#).

All applicants must therefore declare all previous convictions and cautions, including those which would normally be considered 'spent' except those received for an offence committed in the United Kingdom if it has been filtered in accordance with the DBS filtering rules. Information about filtering offences can be found in the DBC Filtering Guide, which can be accessed [here](#).

By engaging in this recruitment process, shortlisted candidates consent to an online search in line with the Keeping Children Safe in Education Statutory Guidance 2022.

Welcome

Thank you for your interest in the position of Teacher of Nurture Base. This pack has been designed to help you should you choose to submit an application form, which we sincerely hope you do. We hope it answers your initial questions, but if not, please do not hesitate to contact us and we will endeavour to help you through your application process.

Broughton Hall Catholic High School is the largest all-girls school in Liverpool and serves many different areas making us a vibrant and diverse school. In November 2022 Ofsted inspectors acknowledged the work taking place at Broughton Hall, 'Pupils are proud to be part of Broughton Hall Catholic High School and enjoy strong relationships with their teachers and pastoral staff'.



We work hard to ensure Broughton Hall Catholic High School remains a friendly and welcoming environment for all those who work, study or visit here and staff do all that they can to help pupils do well in school. We hope that you are the person we are looking for to bring creativity and innovation to the role.

Our Governors are seeking to appoint an outstanding and enthusiastic Nurture Base Teacher with the ability to deliver effective teaching and learning at Key Stage 3 across all curriculum areas. You will need to be a practitioner who consistently delivers high quality teaching with the ability to inspire, engage and motivate students. You will also need have excellent communication skills, be ambitious and be a strong team player and above all else, you will need to be dedicated to excellence in all that you do.

This is a fantastic opportunity for someone who is passionate about supporting students with Special Educational Needs and passionate about teaching. We will welcome applications from Early Careers Teachers (ECT's), Primary and Secondary trained teachers.

We look forward to hearing from you.

Gerard Preston
Head Teacher

SEND Department

The Special Educational Needs Department at Broughton Hall Catholic High School consists of passionate and enthusiastic teachers and learning support assistants who strive to give pupils a positive experience of school, encouraging them to be successful learners and prepare them for adult life. The experienced team consists of the following members:

- Assistant Headteacher – SENDCo
- Assistant SENDCo
- Lead Learning Support Assistant
- Learning Support Assistant (x10)
- Intervention Learning Support Assistant (x2)
- Vacancy – Nurture Base teacher

Curriculum

Our curriculum is in process of being designed to ensure students can experience secondary school in a nurturing environment. Students will study each area of the curriculum in an adaptive manner allowing for sustained progress with the aim to integrate students into main school ready for Year 8.

Students will be assessed by our subject based assessment criteria as well as PIVOTS to allow for progress to be measured at all levels, ensuring we celebrate success for all.

Accommodation and Resources

The SEN department is well resourced with two intervention rooms that allow for 1-2-1 and small group interventions. We have a nurture base classroom and a sensory room to support students with Special Educational Needs.

Teacher of Nurture Base

At the heart of the role of the main scale teacher is the provision of high quality teaching and learning, effective use of resources, improving standards of achievement for students, and the promotion of students' personal development and well-being within this faith based community. A Nurture base main scale teacher works alongside a variety of departments to secure the highest possible standards in all aspects of school and are required to carry out such duties as are reasonably assigned by the Head Teacher to ensure the effective operation of the school.

JOB PURPOSE

To teach within the school at key stages 3 across the curriculum, ensuring the highest possible standards of pupil achievement, personal development and well-being both within the curriculum and beyond.

REPORTING

The post holder will report to the SENDCo.

RESPONSIBLE FOR

Developing a bespoke, topic-based curriculum, which meets the academic, special and personal development/social needs of pupils in KS3, and delivers a range of subjects, including English, Geography, History, RE and enrichment.

WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document. To plan, lead and contribute to the school and department extra-curricular programme. Attendance at school functions beyond the working day including Awards' Evening.

DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework teachers:

- Contributing towards the direction and development of the Special Educational Needs Department.
- Classroom teaching and learning
- Pupil progress and standards of achievement
- The efficient and effective deployment of resources

ACCOUNTABILITIES

The strategic direction and development of the subject

- To support the production of an annual development plan, which contributes to the achievement of the School Improvement Plan
- To contribute to the of setting expectations and goals for colleagues and pupils in relation to standards of achievement and behaviour.
- To as appropriate, represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc.

- To keep up to date with national developments in the Special Educational Needs and teaching practice and methodology.
- To help develop current systems with regard to health and safety, risk assessments, collection and storage of valuables and other key procedural requirements.

Teaching and learning

- To contribute towards department short, medium and long-term planning.
- To utilise the common lesson format to ensure high quality adaptive teaching and learning
- To contribute towards department development by sharing pedagogical knowledge.
- To contribute to the development and implementation of effective teaching and learning strategies, including ICT-based developments and new technologies.
- To contribute to the development and implementation of effective department assessment policies, within the framework of those for the whole school.
- To promote and support extra-curricular activities, which enrich and support the learning and experience of all pupils, and increases their participation in school life.
- To ensure homework where applicable, is set in line with school policy, and recorded departmentally.

Leading and managing staff

- To support the professional development of staff, for example through the sharing of good practice; participating in the school's programmes of staff training and development.
- To participate in Performance Management process according to school and national regulations, including lesson observations.
- To fulfil the Teaching Standards according to school and national expectations.

Pupil progress and standards of achievement

- Within the framework of whole-school policies, to set and monitor appropriately challenging subject targets for pupils, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise pupil progress.
- Support the SENCo/Assistant SENCo in the production and review of EHC Plans, and for pupils at SEN School Support non-entries are minimised; to assist with the management and conduct of examinations.
- To ensure effective communication with parents/carers, so they are kept up-to-date with curriculum developments and their children's progress.
- Writing reports on students and attending meetings with parents.
- To track different groups of students' progress and put in a clear intervention plan where gaps exist.
- Support the SENCo/Assistant SENCo in the production and review of EHC Plans, and for pupils at SEN School Support

The efficient and effective deployment of staff and resources

- To manage available resources in order to create a safe, stimulating and positive learning environment, including maintaining the content of displays that promote interest, learning and achievement.

Other Specific Duties

- To undertake any other duty as specified by the School Teachers Pay and Conditions Document not mentioned in the above.
- Employees are expected to be courteous to colleagues, to be professional and punctual in the execution of their duties and responsibilities, model Gospel values and provide a welcoming, professional environment to visitors and external colleagues.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Teacher of Nurture Base

1. QUALIFICATIONS AND TRAINING

- University graduate
- Postgraduate teaching qualification/ QTS
- Evidence of continuing professional development
- Qualified First Aider/ willingness to be trained

2. TEACHING AND PASTORAL EXPERIENCE

- The role is open to both ECTs and colleagues with one or more years teaching experience
- Teaching experience at KS2 and/or 3
- Evidence of supporting students with Special Educational Needs
- Evidence of consistently good and outstanding teaching and learning
- Evidence of cascading outstanding teaching and learning practices in school or a range of schools
- Evidence of excellent classroom management skills
- Outstanding knowledge of Assessment Practice in the context of the National Agenda and where appropriate best worldwide practice
- An understanding of how to use assessment to inform planning for good teaching and learning
- Experience of utilising a variety of assessment tools such as PIVOTS, Blank levels etc.
- The ability to differentiate to provide appropriate challenges for all learners
- Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement
- Evidence of pastoral experience, including taking responsibility for a form group.
- An interest in the wider curriculum

3. LEADERSHIP AND MANAGEMENT

- The ability to inspire, enthuse, develop and support both students and colleagues

4. PERSONAL QUALITIES

- A willingness to work well in a team and contribute towards collaborative work
- A willingness to learn and develop new skills
- A willingness and flexibility to work outside normal school hours
- The ambition to continue to progress in your career
- A desire to make difference to the lives of young people
- An excellent attendance record
- Resilience and a sense of humour

5. EQUAL OPPORTUNITIES AND EDUCATIONAL COMMITMENT

- A proven commitment to inclusion
- A proven commitment to curriculum access and opportunity
- A proven commitment to comprehensive education
- A proven commitment to professional development
- Support the school unreservedly in its commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults

