



Ministerium Tuum Imple Love | Serve | Do the best that is possible

General Information for Applicants



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In order to enable staff to do the very best that is possible for the learners in our care, we take seriously our commitment to professional and career development and well-being. Our specialism as a Training School enables us to offer exemplary mentoring, coaching and in-house training so that we can grow together and develop our vocation as teachers and support staff. We aim to operate in a spirit of generosity and openness, inspired by the teachings of Jesus Christ, and committed to the principle that if staffs' needs are nurtured and met, then they will be well placed to meet and nurture the needs of our children.

St. Paul's is an innovative, exciting place to teach. The school has been at the forefront of developmental work inspired by Professor Guy Claxton's methodology 'Building Learning Power'. This approach empowers pupils to learn for themselves, becoming less dependent on their teachers, working in a true spirit of collaboration with staff, and fitting them for a life of learning beyond school.

St. Paul's is a community of opportunities where staff are supported to use their talents and gifts and encouraged to develop new ones. Staff are comfortable to innovate and experiment in teaching and learning and encouraged to celebrate and share good practice. The well-being of staff is crucial in creating an outstanding learning environment, and family life and work-life balance are respected and valued in our Christian community.

St. Paul's is part of a wider community and this aspect of our mission has enabled staff to work collaboratively with other schools and institutions and to take their experience and expertise out to other schools for training and the sharing of good practice.

At the heart of everything we do is our shared belief that each individual is a unique person, created in the image of God and we have a duty and a calling to enable each other to recognise that 'The Glory of God is each person fully alive'.

Background Information

St. Paul's Catholic school opened in September 1988 as a mixed Catholic Comprehensive serving the Catholic community of Milton Keynes. The school roll is now 1801 with pupils aged between 11 and 18. Approximately 10% of pupils are practising members of other Christian Churches. St. Paul's is the only denominational secondary school in a city with strong ecumenical links so this goes some small way towards supporting this. St. Paul's has three special needs Department for Hearing Impaired, Visually Impaired and ASD pupils are included fully in the academic and social life of the school.



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The percentage of EAL pupils at St. Paul's has increased to 42% in June 2013. At this time there were 56 first languages spoken at St. Paul's other than English. The percentage of pupils from Ethnic Minority Groups has increased to 58% in 2013.

Achievement

St. Paul's is very proud of the work that has been done to ensure that pupils achieve to their full potential. A' Level attainment as measured by Alps shows St. Paul's to be in the top 15% of schools for progress from 2010-12 and value – added measures are very good. Pupils make rapid and sustained progress across many subjects, including English and Maths. The in school variation between Non-pupil premium and pupil premium is narrowing rapidly and our assessments for KS3 pupils show little difference between the progress of these different groups.

Primary Schools

There are five Catholic primary schools linked to St. Paul's and they constitute an important liaison group within the City. All five are in a healthy state with full rolls and enjoy the respect of the communities they serve. We enjoy significant collaboration with our primary schools as part of our work as a Science and Language College.

Catholic Nature of Our School

It is not essential for all teaching or support staff to be practising Catholics, however a Catholic ethos is essential in a Catholic school and the Headteacher and staff must be central in fostering this. It is expected that the school will always try to provide a Christian atmosphere, based on the vision and mission of the school. The pastoral side of the school will play an essential role in this and candidates for this post should indicate how they would contribute to this work.

Learning

At St. Paul's we are committed to helping pupils to do the best that they possibly can. We believe that we need to ensure that our pupils develop subject related skills and knowledge. Alongside this we aim to nurture and develop our pupil's learning talents. We are committed to Building Learning Power Methodically, promoted by Professor Guy Clapton. This means that we aim to challenge pupils to think for themselves and to function with a growth mind-set.

Environment for Learning

The buildings and facilities are very good as one would expect in a relatively new and purpose built school. Phase IV of our buildings was completed in 2005 and phase V was



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complete in 2010 and provides enhanced learning facilities to accommodate independent and collaborative project work.

Specialisms

St. Paul's is a Science College, a Language College and a Training School. We are committed to excellence in teaching and learning. We are also committed to the training and development of teachers and support staff. St. Paul's is the lead school for ITT within the Denbigh Teaching School Alliance in Milton Keynes and has led ITT developments on behalf of secondary schools in Milton Keynes since 2002. The school currently works with the University of Bedfordshire and University of Middlesex.

The Wider Community

We also have close links with schools locally through our active participation in the St. Paul's liaison group and the Milton Keynes Education Improvement Partnership. The Governing Body of St. Paul's is the lead member in the Stephenson (MK0 Trust and is the lead sponsor for Stephenson Academy which is a BESD Special School in Milton Keynes. The school hosts and supports PEP: mk. This is a Primary phase organisation providing extensive CPD, ITT and learning support to a group of over 40 primary schools in Milton Keynes.

Curriculum and Pastoral Organisation

The main school curriculum is organised in 36 periods per week, which allows for a 2.45pm end of school on Mondays (when staff/curriculum development time is allocated) and Fridays.

The subject division is as follows: -

Yr 7

RE (3pds) English (& PSHE) (5) Mathematics (5) Science (4) Modern Language (3) Technology (2) History (2) Geography (2) PE (3) Art (2) Music (2) Drama (1) ICT (2)

Yr 8

RE (& PSHE)(4pds) English (5) Mathematics (5) Science (4) Modern Language (3) Technology (3) History (2) Geography (2) TWO from Ar, Dr, Mu, Pe (4) Games (2) ICT (2)

Yr 9

RE (& PSHE) (4pds) English (5) Mathematics (5) Science (6) Modern Language (3) Technology (3) ONE from History & Geography (3) ONE from Ar, Dr, Mu, Pe (3) Games (2) ICT (2)

Yr 10/11



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Pathway A

RE (3) English (5) Mathematics (5) Science (6) Modern Language (3) Technology (3)
ONE from History & Geography (3) ONE from Art, Drama, Music & PE (3) Option Choice
(3) Games (2)

Pathway B

RE (3) English (5) Mathematics (5) Science (6) Modern Language (3) ONE from History
& Geography (3) ONE from Art, Drama, Music & PE (3) ONE from BTEC First Business,

BTEC First Health & Social Care, BTEC First Engineering or OCT National ICT (6)
Games (2)

Pathway C

RE (3) English (5) Mathematics (5) Science (6) Modern Language (3) ONE from Art,
Drama, Music & PE (3) BTEC Introductory Business or BTEC First Horticulture (9)
Games (2)

The Post-16 curriculum is based on AS and/or A2 level subjects plus a range BTEC National Diplomas and Subsidiary Diplomas. There is also a core provision of Religious Education, General Studies, Tutorial and Leisure and enrichment activities including extended project and sports leader awards.

The special needs of pupils are addressed by in-class support from a team of support Teachers and Teaching Assistants. The classroom teacher remains the lead professional

and retains the overall management of the learning of each pupil. The specific expertise brought by teachers and teaching assistants in a support role will inform the decisions made by the classroom teacher in this area and their immediate assistance to the child experiencing difficulty will help learning occur as appropriate. Pupils receive support on an individual or small group basis in the Learning Support Base.

We are fortunate to have a good proportion of staff willing and able to contribute to a range of extra curricular provision for pupils which parents support readily. There is an extensive programme of extended curriculum activities offered on a Monday afternoon. These range from snowboards to mini- enterprise.

Departments are arranged into faculties as follows: -

RE, History, Geography

Mathematics, Science

English, Modern Languages, Learning Support

Art, Drama, Music, P.E.

Business Studies & IT, Health & Social Care, Technology



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Each faculty has responsibility for a year group during its time in the school and the tutor team for that year group is drawn from the faculty. Each faculty also seconds staff to the Year 12/13 tutor team. A member of the senior management team oversees the faculty and has curriculum oversight of the Departments within it. This person works closely with the Year Leader to support the learning of the pupils in the year group.

Professional Development

We regard the development of staff as a high priority at St Paul's. There is a well established mentoring system in school for all staff which aims to provide professional and career development as well as identifying training needs. Many of these needs are met by in-house programmes of training. There is a strong NQT programme and this caters for an average of five staff each year. Support staff have the opportunity to study for a range of NVQs and other professional awards and qualifications.

Community

There is a central staffroom where staff gather for a prayer and briefing before school and where coffee is served by canteen staff at morning break.

Each department has a staff workroom with administrative support and computer access to the school network and beyond. Each member of staff, and pupil, has a username and password together with an e-mail address. Each teacher is given a laptop for curriculum use during the time they are employed at St Paul's.

The school operates a non-smoking policy.

General Conditions

Conditions of Service – Teaching Staff

All appointments will be governed by the Conditions of Service for schoolteachers in England and Wales and staff have a contract with the Governors using the standard Catholic Education Service contract form.

- Induction

All new teachers will be invited to participate in a comprehensive induction programme.



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Conditions of Service – Support Staff

All appointments are governed by the contracts of employment of the Catholic Education Service (CES).

- **Induction**

The School recognises that the first few months are always a critical time for any new employee. Opinions are formed of organisations at an early stage which often remain

throughout their employment. A comprehensive programme of induction is provided for all new members of staff.

- **Probation**

The probationary period is an important time which enables the member of staff, to assess the job, and for managers to assess the member of staff's suitability to it and their potential. It is time when extensive support and guidance may be needed from managers

and it provides an opportunity for members of staff to ask questions and discuss problems.

In order to ensure that the time is used effectively, and all new members of staff are treated equitably, probationary guidelines have been devised. These are intended to help staff understand the procedure that will be followed and allow them to gain maximum benefit from the review.

- **Probationary Information**

The normal period of probation is 6 months. The period may be extended if necessary or, more exceptionally, shortened, if performance proves unsatisfactory and no improvement is envisaged, or if a member of staff is found to be guilty of committing gross misconduct.

Safer Recruitment

- **References**

If you are shortlisted for this position we will normally take up references before the interview date. One of your referees must be your current or most recent employer. 2/3 satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted



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to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

- **Disclosure & Barring Service Check (DBS Disclosure)**

Employment is subject to an enhanced check with the Criminal Records Bureau. Checks will also be made against the DCSF List 99. All such checks must be satisfactory before we confirm any offer of an appointment. Under the Rehabilitation of Offenders Act 1974

(Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

- **Validation of Qualifications (Teaching Staff and Specified Support Staff Roles)**

All shortlisted candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

- **Right to Work in the United Kingdom**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation (Workers' Registration Scheme) to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

- **Medical Assessment**

A confidential pre-employment health declaration will need to be completed by all those who receive an offer of employment. A satisfactory medical assessment may be required before we confirm any offer of an appointment.

- **Child Protection**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the Leadership Group who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

- **Whistle Blowing**

We recognize that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.



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- **Code of Conduct and Personal Behaviour**

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the wellbeing of all people in the community. The headteacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute

duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the codes and professional values set out in Part 2 of the Teacher Standards. While registered teachers are bound by the Standards, the school considers the principles to apply to all staff employed at the school.

- **Equal Opportunities**

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.



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A VISION FOR ST PAUL'S

1 **A Community where Christ is present**

St Paul's exists as a distinct community because it has Christ as its foundation. His teaching and example are the basis for its daily life, relationships and future hopes. It should be possible to meet Christ in all aspects of the life of the school and the spiritual dimension should underpin all its work:-

a) **Service**

The example of service that Christ gave us when he washed his disciples' feet at the Last Supper should be what guides each person in the management of the staff and pupils for whom they have a special responsibility. Management in the school must reflect its Christian nature by putting the welfare and development of pupils and staff first and so putting Christ's example into practice.

b) **Personal Relationships**

The twin themes of love of God and love of neighbour should guide every member of the community, both pupils and staff. We should be a spiritual and not just a religious community so we can show our love of God through our relationship with him. It is through the respect, concern, forgiveness and care shown by all members of the school for each other, whether pupils and staff, that we can see love of neighbour in practice. The community must have a particular option for the vulnerable within and outside the school in its organisation and practices.

c) **Spiritual Development**

St Paul's should provide a setting where the faith of pupils and staff can mature. Our prayer and liturgy should enable pupils and staff to find a greater knowledge of and closer relationship to God, and the practical circumstances of daily life should be used to help us develop our consciences and moral judgement. It should be a setting where pupils and



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staff are allowed the freedom and opportunity to think about and develop their own principles and attitudes in the light of the teaching of Christ and his Church.

d) **Curriculum**

One of the early Church Fathers said: "The glory of God is each person fully alive." The curriculum at St Paul's should encourage excellence and achievement by all pupils through the breadth of opportunity available, the quality of teaching and learning in the classroom and the motivation that comes from good relationships between staff and pupils. Each pupil is equally important and this should be reflected in the curriculum where all pupils should be encouraged to achieve their potential, and have their achievements recognised and praised.

All members of St Paul's should be encouraged to fulfil their ministry and use their talents to the full so that they can bring Christ to each other and to the wider community of the school.



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2 A Community from which Christ is taken to others

St Paul's cannot be a community in isolation. It must work closely with parents and others for the benefit of pupils and staff and its members must go out to play their full role in the local church and bring their distinctive influence to bear on the community of Milton Keynes.

All pupils at St Paul's should be helped and prepared for the roles they can play in the community outside the school. They will be helped to develop the qualities of personal responsibility and commitment as well as the knowledge and skills which will equip them for later life.

We must look forward so that we can prepare pupils now for the changes and challenges that the wider world will present in their adult lives whether in the world of work, in the areas of moral and social issues or in the Church. They will be better able to bring Christ into all aspects of their lives and influence others by their example.

It is our responsibility to prepare all pupils so that they can fulfil their ministry in the Church and the wider world now and in the future. By taking Christ to others by their work and example they will be the leaven which helps to establish the Kingdom of God.



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MISSION STATEMENT

MINISTERIUM TUUM IMPLE (2 TIM 4:5)

***SERVICE
POSSIBLE***

LOVE

DO THE BEST THAT IS

St Paul wrote these words to his disciple Timothy when he was in prison at the end of his life. In using them he passed on his mission as a follower of Jesus Christ to Timothy and to us.

We share that mission of following Christ's example by:

* Putting ourselves last so that we can **SERVE** others as Christ did in washing his disciples' feet at the Last Supper. Like Christ, we must particularly serve the weakest and the most needy both within our community and beyond.

* Trying to be a community in which our **LOVE** of God and **LOVE** of each other can be seen in practice; a community where all achievement is recognised and praised.

* Using our talents and energies to the full to create a setting in which we are all encouraged and expect to **DO THE BEST THAT IS POSSIBLE** in everything that we do.

***SERVICE
BEST THAT IS POSSIBLE***

LOVE

DO THE



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Code of Conduct

Each member of the School undertakes to maintain the highest standards of courtesy, co-operation and honesty, working to the best of our ability to enable us to grow into our full potential.

'Love one another, because love comes from God. Whoever loves is a child of God and knows God.'

This is what sets St. Paul's apart, that as members of God's family through baptism we recognise our call to love and service.

At St. Paul's we recognise the right of every individual to be safe at all times and accept the responsibility of ensuring that we never cause a person to feel unsafe by our actions or by our failure to act.

This Policy attempts to identify those positive standards of behaviour expected of the members of our school but cannot be considered an exhaustive list.

Clearly all members of the school must operate within the Law at all times. It is absolutely forbidden to engage in the following:

- THREATENING BEHAVIOUR OR PHYSICAL VIOLENCE
- VANDALISM
- THEFT
- USE OF ILLEGAL SUBSTANCES
- GENDER, RACIST OR SEXIST BEHAVIOUR
- TRUANCY
- LITTERING
- STORING, COPYING OR DISTRIBUTING MATERIAL THAT IS ILLEGAL OR THAT A REASONABLE PERSON MIGHT FIND OBSCENE OR OFFENSIVE.

As we show our concern for others in the ways in which we act, it is the **responsibility of each one of us** to embrace the following principles:

WORSHIP TOGETHER

- in morning assembly
- at school mass
- form tutors ensure the morning session begins with a prayer



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BE FORGIVING AND CONSIDERATE

- we forgive others and we are ready to be forgiven.
- respecting others, making sure our actions cannot hurt or cause offence.
- making sure we avoid shouting or bad language.

BE RESPONSIBLE

- recognising the way we affect our school community by our behaviour.
- accepting responsibility and consequences for our actions and being reliable.
- understanding the security risks associated with the Internet and conducting ourselves in a manner that represents the best interests of the School and community.
- being alert at all times to potential security threats from both intruders and suspicious packages.

BE PUNCTUAL AND READY FOR LESSONS

- arrive on time.
- have the necessary materials for class.

MOVE IN AN ORDERLY MANNER

- avoid running or pushing.
- take care that bags are held in such a way that they are not a danger to others.
- hold doors open for people.
- use paths.

RESPECT THE ENVIRONMENT

- clear up after breaks, lessons and lunch.
- avoid damage to furniture, buildings, trees, shrubs, etc.



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- do not drop litter.

TAKE PRIDE IN OUR APPEARANCE

- avoid extremes in hairstyles and fashion.
- follow the appropriate dress code.

RESPONSIBILITY OF TEACHERS

It is the responsibility of the teachers to:

- negotiate positively with pupils.
- ensure lessons are well prepared and appropriate for the needs of the pupils.
- set and mark homework and to assess pupils' work regularly.
- show pupils that their work is appreciated and their achievement is recognised through appropriate comments, credits, displays, referrals, etc.
- provide relevant and positive feedback to ensure that pupils progress and achieve in line with target data.
- work positively and constructively with parents as appropriate, to ensure the best support for their children, our pupils.
- ensure that reporting to parents reflects our professionalism and the high level of care and provision we extend to pupils.

RESPONSIBILITY OF THE PUPILS

It is the responsibility of pupils to:

- bring correct equipment to class.
- ask for help when they need it.
- complete all classwork and homework to the best of their ability.
- be prepared to work with any member of the group.
- accept advice from their teacher.
- be polite and wait their turn.