



WIMBLEDON COLLEGE

HEAD OF RELIGIOUS STUDIES

INFORMATION PACK



Jesuit Schools

WELCOME TO WIMBLEDON COLLEGE

Wimbledon College is a popular and oversubscribed school which prides itself on its exam results at both GCSE and A level with results significantly above national averages. As a Jesuit school, our ethos can be summed up by St Ignatius Loyola's vision for Jesuit schools as being "for improvement in living and learning for the greater glory of God and the common good." Central to St Ignatius' vision and to the College is the education of the whole person, providing each pupil with the opportunity to strive for excellence in all that they do.



The school is accommodated in striking Grade II listed buildings on Edge Hill, above the parish church of the Sacred Heart, on a spacious green site in a conservation area. Private and public funds have facilitated a substantial development of the facilities of the College over the last fifteen years.

The College currently has close to 1300 boys on roll including 270 in the Sixth Form. It is a great



place to work with a supportive, committed staff who share the school's high expectations. All teachers are specialists in their subjects and there is a well-established CPD programme which encourages staff to work collaboratively on self-identified areas of research and pedagogy.



Wimbledon College has a strong system of pastoral care and discipline. All teachers are form tutors and work with Heads of Line in ensuring every boy is supported, cared for and

challenged to progress academically and become involved in the wider life of the school. The school's intake is truly comprehensive academically, socially and economically and ethnically. It draws from across southwest London and from Surrey and north of the Thames also. Last year saw boys join the College from over 40 different schools. Places in Y7 are regularly oversubscribed threefold.



We encourage all of our boys to be involved in extra-curricular clubs and activities and we offer over 80 different such opportunities to the boys. The school has a strong tradition of drama and music as well as a very extensive sports programme in the school, financially supported by parents' donations to the School Fund.



THE ROLE

required from September 2024

Salary scale : WCMS/UPS[Inner London] + TLR1b [£11,413]

Closing date: 12pm Tuesday 7th May

The College is seeking to employ a well-qualified, experienced and motivational candidate to lead our Religious Studies Department . This is an excellent opportunity to join a successful department of 5 specialist teachers with a strong track record of success. As we are Catholic school this post is reserved for a practising Catholic, and a priest reference will be required.

Religious Studies is a core subject at KS3 and KS4 and is offered at A Level in the Sixth Form.

Interviews will take place as soon as is practicable after the closing date. Shortlisted candidates will be expected to prepare and deliver a 50 minute lesson followed by an interview. There will also be an opportunity to tour the school.

References will be requested prior to interview. Any queries regarding the recruitment and application process should be directed to the College Secretary (collegesecretary@wimbledoncollege.org.uk)



THE ROLE

key tasks

- Establish creative, responsive and effective approaches to learning and teaching to meet and support the aims of the school
- Demonstrate and articulate consistently high expectations of pedagogy and classroom practice to provide challenge and improvement, using data and benchmarks to monitor progress in every pupil's learning and to focus teaching.
- Monitor the quality of teaching across the department based on evidence, self-evaluation and development, ensuring a consistent and continuous focus on achievement and aspiration.
- Ensure that support is provided for individual teachers within the team where this is needed so all lessons are consistently of a high standard
- Ensure the implementation of the school's assessment procedures, ensuring all pupils have timely and appropriate feedback and that they are successfully challenged to make better than expected progress.
- Quality assure the standard of reporting to parents.
- Further develop the secondary religious studies curriculum in line with the Religious Education Directory and revised qualifications as appropriate, ensuring these are well structured and resourced.
- Devise and implement appropriate interventions for pupils, both within lessons and extra-curricula, to ensure all pupils make good progress.
- Develop and lead curriculum enrichment to expose pupils to context of subject in the world in which they live.
- Manage the departmental budget and development of resources.
- Ensure that departmental administration is well managed and up to date. This will include
 - the schemes of assessment
 - the composition of sets and classes
 - the departmental timetable
 - preparations for public examinations.
- Produce reports of standards and examination results to the Headteacher and Senior Leadership
- Provide effective line management of the post holders in the Science department.
- Draw up the annual Department Development Plan
- Take responsibility for your own professional development in discussion with your line manager.
- Performance Management of staff within the department
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Headteacher.



THE ROLE

candidate profile

- Practising Catholic (*please provide a priest's reference*)
- MA or BA in a relevant discipline with PGCE/QTS
- Ability to teach Religious Studies across all three key stages
- Experience of holding a position of responsibility
- Able to motivate pupils at all levels of ability, thus ensuring that all pupils fully access the Religious Studies curriculum
- An outstanding classroom practitioner with an excellent track record of progress and results
- Experience of mentoring and training of newly-qualified teachers
- Knowledge of the National Curriculum, GCSE and A-Level developments
- Proven track record of raising educational standards
- Demonstrates a high level of communication and literacy skills
- Keen organisational skills and the ability to multi task and delegate
- Confident with the use of performance data to track student progress and monitor achievement.
- Committed to introducing a range of innovative and forward thinking strategies to ensure students' progress at all levels
- Determination and resilience
- High level of interpersonal skills and the ability to build relationships and influence at all levels



THE DEPARTMENT

We currently have five full-time teachers of Theology & Religious Studies at the College with the Headteacher also a member of the department. In our last Section 48 inspection we were judged to be “Outstanding”. Religious Studies extends throughout and beyond the curriculum in a Jesuit school. It is concerned with the ultimate meaning of human life and developing an appreciation of the presence of God in all people and in all things.

Religious Studies has an important role in helping pupils to explore the values of the culture in which they live and those taught by the Catholic Church. Similarly, it has a responsibility in helping to develop a Christian commitment to the welfare of all human beings, including those of other religious traditions or of none. To this end at least a basic knowledge and understanding of some of the other main religious traditions in this country, along with the challenges to religious belief in general, is desirable.

Religious Studies in a Catholic School should bring to life the values of the Gospels, as indeed should the whole school community. It must aim to equip pupils to make an intellectual defence of the Christian Faith in the face of the challenges of secularism, pluralism and scepticism. It should develop the ability to make careful judgements and the capacity to make moral decisions in order to lead a Christian life.

Religious Studies should encourage pupils to explore, analyse and reflect on their own experiences and promote a commitment towards others, preparing them for a lifelong journey of religious development and spiritual growth.



Head of Religious Studies

2nd in Department
KS5 Coordinator

Mrs F Kelly
Mr J Stock
Mr W Shepherd

Teachers of Religious Studies

Mr D Doran
Mr J McDonald



THE DEPARTMENT

In the classroom

We believe that the objectives outlined above can best be achieved in an atmosphere of mutual affirmation, encouragement and commitment to others. The objectives are best achieved by adopting and encouraging a variety of teaching styles and strategies. Pupil participation is paramount. Teacher and pupil have joint ownership and responsibility for the learning experience in order to maximise and realise the potential of all involved. This must take place with due regard to the spiritual, cognitive and social development stage of each individual pupil (*cura personalis*). We should be concerned with the freedom and dignity of the individual. We are involved in the development of the 'whole person' to their full potential.

Beyond the classroom

In a Catholic school the Religious Studies Department is only a part provider of Christian witness:

- It is the responsibility of the whole school to create a Christian witness.
- It is the responsibility of the whole school to create a Christian community in which pupils feel accepted, can experience God and grow in the Faith.

Christian witness is present in the liturgical life of the school, in the relationships between and amongst pupils and staff, and in the school's role in the community at large. In many areas of school life the RE Department may be a resource for staff and pupils in their own human development and in providing such Christian witness.

The Religious Studies Curriculum

KS3: pupils follow a course of study based upon the traditional catechetical framework.

KS4: pupils follow the Eduqas Route B GCSE:

- Component 1 Foundational Catholic Theology 37.5% of qualification
- Component 2 Applied Catholic Theology 37.5% of qualification
- Component 3 Study of Judaism 25% of qualification

KS5: in the Sixth form pupils may study the OCR Advanced Level course in Religious Studies. All students have a number of Faith Days throughout their time in the Sixth Form.

Further detail of the curriculum for each year is available on the school's website.



STAFF DEVELOPMENT



At Wimbledon College, we believe that professional development is an essential and inherent part of your role regardless of the stage you are at in your career or the position you hold. This results in bespoke CPD journeys based on your current position and the trajectory you would like your career to go in. Every staff member is supported along that journey. Through a combination of internal and external CPD opportunities staff are able to develop their own skills and competencies and then have the opportunity to share those with colleagues from the College and across the borough.

We use a range of resources and strategies within and outside the College to achieve this:

- We have staff completing external leadership courses such as NPQs and Merton specific Leadership Courses
- We engage with a wide range of organisations, including UCL, Bluesky and PixL to support the delivery of our extensive professional development programme for both career progression and skills development tailored to individual needs
- We have a coaching programme to allow both teaching and non teaching staff to share best practice and offer career advice and guidance.



- We have in-school groups that work collaboratively on projects around a chosen topic such as promoting literacy across the curriculum

If you are starting your teaching career with us, we partner with Teach Wimbledon and Roehampton University to welcome both Schools' Direct and PGCE students. We also have a comprehensive Early Career Teacher support system where you will receive an individual mentor, reduced timetable and opportunities to embed your learning.

We fully appreciate the importance of training for support staff and have a generous budget to ensure that external courses are available in addition to in school training for all interested support staff.

Our aim is to empower staff to ascertain their own professional needs, both within and around their role, and to provide whatever support they require to flourish.



WORKING AT WIMBLEDON COLLEGE



"I'm really pleased to have joined the Sixth Form team this year as Head of Rhetoric (Y13). Supporting students at such an important time of transition in their lives comes with a great deal of unexpected challenges. Thankfully, I have a lot of experienced staff in the pastoral support team to lean on. I try to stay as organised as possible and 'control the controllables' so that I can respond to any problems arising with a clear mind. Of course it's a demanding job but seeing my students engage with learning in a positive way and start to achieve success is equally rewarding."

Antoinette, Head of Line (Year)

"I've really enjoyed developing my career from NQT to Head of Department in the time I have been at Wimbledon College. I have been well supported every step of the way and am looking forward to the opportunities and challenges being HOD will offer me. I am hoping to expand the History department by offering more extra curricular activities and continuing with the work to ensure our curriculum reflects the diversity of the students."

Claire, Head of Department



For my first teaching position I doubt I could have landed in a school more supportive and encouraging than Wimbledon College. The atmosphere at the school really is one of positivity, care and support; and with that support, it's hard not to throw yourself into school life. As a Head of House, it's a pleasure to seeing students encourage each other to get involved in all manner of house activities, from sports day to swimming, chess club to rugby, all with the goal of winning the illustrious house championship. The opportunities offered to student and staff alike are abundant. I've been able to share my love for the countryside with the students in getting involved with the DofE programme, undertake an NPQ alongside my teaching, take on the roles of Head of house and Co KS3 science coordinator, and above all else, coach the mighty u13C rugby team to some spectacular wins.

Tom, NQT+1

"Being an ECT I feel so lucky to be in such a supportive environment at Wimbledon College. All the staff have been so welcoming and encouraging. The pupils have a real drive to learn which makes it a pleasure to teach them. I have especially enjoyed getting involved with the plethora of extra curricular activities, including coaching a Year 9 rugby team. There is a great sense of camaraderie between the staff and there is a really cohesive rather than competitive atmosphere."

James, ECT



STUDENT TESTIMONIALS

"I am very proud for having being part of a Jesuit school. It not only brings a sense of belonging in the sense of feeling part of the Jesuit family. All the boys have a real sense of community and I have made long standing friendships"



"The opportunities I have had this year to go so much further into the life of the school has made me realise how much people really do care about it. Especially the staff, who have inspired me to love my subjects and would go so far to get what's best for each and every pupil. The daily interactions with them are invaluable."

"I feel very proud to call myself a student of Wimbledon College. Whether it was doing up my tie in the morning with seven stripes or holding my hand on my heart above the Wimbledon

College logo when I was preparing for a football game for the school, I always knew that my identity was a Catholic student of Wimbledon College, and I aimed to show that in everything I did, in and out of school. Every member of staff along the way encouraged me, and influenced me to work to my strengths, furthering my admiration of the subject, and overall, the teachers made me feel a sense of pride about my God-given talents."



"I don't believe any other school focuses on the men that we shall become and how we will impact the world around us, and for that reason I am proud to have attended the College. I have been able to achieve targets in and out of the classroom which I am very proud of, and there have been teachers along the way that I have always been

able to turn to. Wimbledon College has furthered my development into a young man who is ready for the next step in his life, and I believe that is all a school is there to do"



"Every opportunity that comes my way to help my fellow students in need is an integral part of life at Wimbledon College. The school encourages us to live for the success of not only ourselves, but our colleagues likewise."

"Wimbledon College has given me opportunities that I never dreamed of doing and has taught me how to be a better man through respecting other, listening and adapting myself to challenging situations."



WORKING IN A JESUIT SCHOOL



Jesuit schools

There are eleven Jesuit schools in Britain, including two comprehensive schools, one state primary school, two senior independent boarding schools, four preparatory schools, and an independent day school in Scotland with its own junior school.

These schools are part of a much wider network of Jesuit education. The Society of Jesus is responsible for 3,780 primary and secondary schools, colleges and universities educating some 2½ million students in over 70 countries. This great responsibility and enterprise is undertaken in partnership with thousands of lay people, Catholics and non-Catholics alike, who share the vision and spirit of Jesuit education. It is their generosity and commitment which make the Jesuit identity and mission of the schools a reality. All of the Jesuit schools in Britain are led by lay head teachers.

In most of the schools, a majority of the pupils will come from Catholic backgrounds. Teachers in Jesuit schools come from a wide range of religious and philosophical backgrounds. Many will be committed Catholics or belong to other Christian churches, while others will have a Catholic or Christian background but have questions about their faith. Some will be from other religions. Others may have no particular religious belief. All have an important and valued part to play in the education of children and young people in Jesuit schools.

Expectations of teachers in Jesuit schools

If you join the staff of a Jesuit school, you will be joining a strong Christian community with a sense of purpose. Its underlying values of respect for the individual and giving each person every opportunity to develop their talents and grow as a person will be accorded to you as much as to everyone else. Generosity is a hallmark of Jesuit schools, both in what is expected from staff and as an attitude encouraged and fostered in the pupils.

Many of the expectations of your work as a teacher in a Jesuit school will be exactly the same expectations any good school would have. These include being competent and enthusiastic in your teaching, being interested in and committed to the pastoral care and personal development of your pupils, and playing an active role in the wider life of the school.

In a Jesuit school there will also be expectations that you will support the school's Jesuit character, including its prayer and worship, its historical and spiritual traditions, its emphasis on growth in faith and the service of others, its values of personal responsibility, tolerance and justice, and its promotion of intellectual enquiry and striving for excellence.

