

St Bede's Catholic College



Recruitment pack for the post of:

Religious Formation Teacher

Permanent, part time, 0.6 contract (other part time requests will be considered)

to start 1 September 2025

Pay scale M1-UPS3 £31,650 - £49,084 FTE

Closing date: Noon on Monday 24th February 2025



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www.stbedescc.org



Long Cross, Lawrence Weston, Bristol, BS11 0SU

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Principal: Mr R. J. King, M.Ed

Dear applicant

St Bede's Catholic College is a great place of learning with a unique culture and climate. Visitors comment on a calm and industrious place where children are stimulated and challenged to develop their talents and encouraged to strive for excellence. Achievement and effort are valued and celebrated. Within and outside the classroom numerous opportunities exist for young people to unlock their talents and develop self-worth, esteem, confidence, resilience and independence.

Children are enthusiastic about life in college and embrace the many opportunities to grow in faith, developing religious understanding and a sense of service. Spiritual and moral development lies at the heart of our work and is a major strength within this vibrant faith community, where every child is valued.



Young people are encouraged to strive for excellence in every aspect of their work. We hold high expectations of ourselves and all those who work within our community and these translate to the children in our care. They are enabled from the early stages to be active, enquiring and critical open-minded thinkers; to be ambitious for themselves and broaden their horizons.

The college has a long-standing tradition of scholarship and academic success. The value of hard work is never underestimated; this, coupled with inspirational and passionate teaching, enables everyone to fulfil their potential and walk tall with confidence.

As important as they are, education at St Bede's is about much more than examination results as you will discover when you visit this vibrant community where quality is all pervading.

Yours faithfully

A handwritten signature in black ink, appearing to read 'R. King'.

Mr R King

Principal



The St Bede's Way

The St Bede's Way is a practical guide to the culture at St Bede's. It is the way we aspire to do things, the expectations we have of each other and the support we provide to help us all succeed. It is the aim of all our community, both adults and students.

St Bede's has one simple message: **Work Hard. Be Kind. Do The Right Thing.**

Where Excellence meets Purpose

At St. Bede's Catholic College, we believe that our colleagues are the heartbeat of our institution. We are not just a school; we are a community committed to fostering an environment where every member thrives.

As you consider joining our team, here's what we promise to provide you:

Inspiring Mission and Values:

Be part of a community driven by a rich heritage and a commitment to excellence in education. Our Catholic values permeate everything we do, creating a purpose-driven work environment.

Collaborative and Inclusive Culture:

Embrace a culture of collaboration, where your unique skills and perspectives are valued. We are committed to creating an inclusive atmosphere that celebrates diversity and encourages open dialogue.

Professional Growth and Development:

Your growth matters to us. Access ongoing professional development opportunities, workshops, and mentorship programs to ensure you stay at the forefront of your field and achieve your career goals.

Student-Centric Approach:

Experience the joy of shaping young minds. Our student-centric approach prioritises their holistic development, providing you with the satisfaction of contributing to their growth and success.

Work-Life Balance:

We understand the importance of a balanced life. Enjoy a supportive work environment that values your well-being, providing flexibility and resources to help you maintain a healthy work-life balance.

State-of-the-Art Facilities:

Work in a modern and well-equipped campus that fosters a positive learning environment. Our facilities are designed to inspire creativity and innovation in both students and staff.

Community Engagement:

Engage with the local community and make a difference beyond the classroom. Join initiatives that connect our school with the broader community, reinforcing our commitment to social responsibility.

Join St. Bede's Catholic College and be part of a community where your skills are appreciated, your growth is nurtured, and your contributions make a lasting impact on the lives of students.

ADVERT

JOB OVERVIEW

St. Bede's Catholic College is seeking a dedicated and enthusiastic Teacher to join our dynamic Religious Formation faculty.

You will be a part time RF teacher (0.6 contract) who can deliver high quality lessons while successfully nurturing and inspiring our students. As part of our energetic and welcoming team, you will enthuse and motivate students to strive for success while maintaining a healthy learning environment for all children within the college.

St Bede's has a diverse community of students and we would be pleased to receive interest from applicants of all backgrounds.

WHY CHOOSE US

St Bede's has a superb reputation locally, within the Diocese and nationally. We are recognised by the Diocese as an Outstanding Catholic school and hold the SEND Inclusion award that recognises our high-quality education for students with SEND. In addition, we hold a Beacon status for Holocaust Education, the Geography Quality Mark and an award from the Incorporated Society of Musicians in recognition of excellence in Music. We have also been

recognised for 'Leadership through moral purpose', 'Engaging with evidence and research' and for our outstanding results by SSAT. The College has also recently been awarded the Leading Parent Partnership award in recognition of our work with parents and re-accredited as Investor in People

WHAT WE OFFER:

- A school that is fully dedicated to developing every child to reach their full potential, irrespective of their ability or prior attainment.
- Collaborative working to support our endeavours to work smarter and achieve an effective balance between home and work.
- A dedicated and friendly team of professionals who are keen to develop and learn.
- Excellent CPD opportunities to grow and develop through mentoring and coaching.
- A successful ECT support program and new staff mentoring
- Comprehensive induction programme
- Onsite parking
- Free Employee Assistance Programme
- Teacher pension scheme
- Marking policy and Communications policy, both designed to reduce workload
- Members of the DfE Staff Wellbeing Charter
- Cycle to work scheme
- Free use of the college gym

IF YOU ARE:

- a self-motivated, talented and reflective teacher who can teach RF to GCSE
- someone who will teach with excitement and enthusiasm, creating positive energy around them
- a teacher with ambition for every student
- a team player
- a person with strong personal and professional standards

who has the desire and potential to be outstanding, and would like to join this exciting place of learning, we would be delighted to hear from you. If you are a great teacher and want to play your part in ensuring St Bede's remains a great place of learning, we would be pleased to hear from you. St Bede's prides itself on developing great teachers.

Please complete the application form and submit this with a letter outlining your experience and suitability for this role. The closing date for applications will be **noon on Monday 24th February 2025**

Offers of employment are subject to Enhanced Disclosure and Barring Service clearance, excellent references and medical clearance.

Person Specification

RF Teacher from 1st September 2025, part time (0.6 contract), permanent

Criteria	Essential	Highly Desirable
Catholicity	<ul style="list-style-type: none"> ▪ Willingness to support the Catholic character of St Bede's 	<ul style="list-style-type: none"> ▪ Catholic
Qualifications	<ul style="list-style-type: none"> ▪ Graduate or equivalent ▪ Qualified Teacher status 	<ul style="list-style-type: none"> ▪ Good Honours graduate
Teaching	<ul style="list-style-type: none"> ▪ Excellent and reflective classroom practitioner ▪ Ability to motivate and challenge students to achieve high standards ▪ Ability to teach RF up to GCSE ▪ Ability to provide student feedback, mark work and talk to parents and carers about their children's progress ▪ Good classroom management skills ▪ Good computer skills ▪ Willingness to be involved in co-curricular enrichment opportunities ▪ Follow safeguarding procedures 	<ul style="list-style-type: none"> ▪ Ability to teach a second subject to GCSE ▪ Ability to teach RF up to A level
Professional Development	<ul style="list-style-type: none"> ▪ Evidence of ongoing professional development ▪ Broad knowledge of educational developments 	
Personal Qualities	<ul style="list-style-type: none"> ▪ Ability to develop and maintain good relationships with children and colleagues ▪ Ability to communicate clearly ▪ Be flexible and open to change ▪ Optimistic disposition ▪ A positive attitude to students of all abilities and dispositions ▪ Trustworthy, conscientious and loyal ▪ Emotionally intelligent ▪ Energy and enthusiasm ▪ Well organised and good interpersonal skills ▪ A desire to achieve and be successful ▪ Good and smart professional appearance ▪ A good sense of humour 	
Health	<ul style="list-style-type: none"> ▪ Good health ▪ Good attendance record ▪ Stamina 	
Record	<ul style="list-style-type: none"> ▪ Clear Criminal Record 	
Letter of Application	<ul style="list-style-type: none"> ▪ Ability to address succinctly the essential characteristics of this position ▪ Co-Curricular interest and/or experience 	
References	<ul style="list-style-type: none"> ▪ Two good professional references 	

The point on the salary range will depend on experience, expertise and professional qualifications

Faculty Information

Head of Faculty, Mr F McCarthy

Teaching in Religious Formation is at least good and is often outstanding. The recent Section 48 report (November 2021) observed that pupils in all key stages make excellent progress, with results from the faculty being one of the top-performing subjects in the college.

The RF faculty comprises eight members of teaching staff who are experienced in teaching at KS3, KS4 and KS5. We also have a full-time lay Chaplain. The faculty is closely linked to Music, as both departments are heavily involved in the liturgical life of the school.



Religious Formation

Lower School

Since September 2023, Year 7 and 8 have been following "To know you more clearly", the new curriculum directory all Catholic schools, academies and colleges must follow. Years 9 will follow the new curriculum directory in September 2025. The current Year 9 pupils follow the existing directory aligned to the 'People of God' framework. They also study the major world religions: Sikhism, Judaism, Islam, Buddhism and Islam. Students are taught for five one-hour lessons per fortnight in KS3. Exciting and innovative teaching and learning take place throughout the year, and opportunities for students to attend retreat days, visit places of worship, and trips to Rome are well received by the pupils.

The Religious Formation Faculty is a high-performing faculty within the College and was rated 'outstanding' across all categories in the last Section 48 inspection (November 2021). However, as reflective practitioners, we are always looking for ways to improve the learning experience for our pupils, particularly in relation to attainment.

Upper School

All pupils now follow the new GCSE Edexcel Catholic Christianity specification 'A' course in Years 10 and 11. They will sit three papers at the end of Year 11. Over the two-year period, pupils will study Catholic Christianity, Judaism, and Philosophy and Ethics. Pupils are taught five one-hour lessons per fortnight.

Religious Formation Results

The results for the faculty are consistently excellent, one of the strongest in the Diocese of Clifton, and well above the national average. The national average for August 2024 was 30% for grade 7+, 60% for grade 5+, 71% for grade 4+.

The overall residual for the faculty for 2023 was +0.84. This means that pupils, on average, achieved well over half a grade higher than FFTD.

GCSE results	9-7	9-5	9-4
2024	50%	78%	87%
2023	51%	84%	90%
2022	58%	86%	91%

A Level Religious Studies

The new course follows Edexcel specification A. This specification has been designed so students study Philosophy, Ethics and New Testament. All papers are equally weighted, and there is no coursework. A level Religious Studies is well resourced with several key recommend texts available for student use in our library. Pupils receive nine lessons a fortnight in Year 12 and eight lessons in Year 13. It is a popular subject within sixth form, with 12 students in Year 12 and 18 in Year 13 for the 2024-2025 academic year.

	2024	2023	2022
A level	71% A*-C (17 pupils)	88% A*-C (9 pupils)	77% A*-C (13 pupils)

Faculty members teach Religious Studies (Edexcel), and some of the faculty also teach Law (AQA). As a Catholic college, faculty members also teach Theology twice a fortnight to post 16 students. There is no formal exam in this subject.

Information Technology

Opportunities for using IT to promote independent learning are always sought within Religious Formation. The faculty has access to three fully equipped IT rooms with up-to-date multimedia machines. All five RF teaching rooms have IT facilities, electronic versions of schemes of work, and a range of electronic resources available.

Enrichment

All members of the faculty are engaged in a variety of enrichment experiences. Every student in Year 7 receives a retreat day experience. In Years 8 and 9, pupils can receive the Sacrament of Reconciliation. Through Chaplaincy provision, the Religious Formation Faculty engages with local and international charities by fundraising annually. Hampers are delivered to a homeless shelter before Christmas. The chaplaincy group is thriving and organises charitable, spiritual, and creative activities weekly. CAFOD is supported in numerous ways in the college; we raise awareness of those in need through assemblies and reflections and have a Year 10 CAFOD team. In Year 7, some pupils attend the retreat to Viney Hill, and we also offer a trip to Rome for Year 8 and 9 pupils. In addition, in Years 9, 10 and 11, pupils can spend time at Kintbury and Soli, and this is always well received. Sixth-form pupils are actively involved in the spiritual life of the college.

The Sacraments

Voluntary mass occurs weekly during Wednesday morning registration and is well attended. Some Year 10 pupils and Areté students are commissioned each year as Eucharistic ministers on the Feast of St Bede. They serve at voluntary mass and on Holy Days of obligation. There are also liturgies during the year to mark the liturgical feasts and seasons in which all pupils are involved. Masses relating to our House Saint Days occur annually, led by the House councils and the Lay Chaplain. Reconciliation is organised throughout the year.





PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- 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.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 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 within the relevant subject area(s).

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

- know when and how to 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.

6 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 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.

7 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 establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 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.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

How to Apply

Please submit your application online via e-teach and submit this with a letter outlining your experience and suitability for this role by noon on Monday 24th February 2025.

Paper copies of the application form are available on request.

If you have any queries regarding the post or to arrange a school tour or telephone discussion, please email Claire Walker, PA to the Principal, at walkerc@stbcc.org

No other application forms or curriculum vitae' will be accepted.

We are an equal opportunities employer and committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

We follow safer recruitment practices and appointments are subject to an enhanced DBS check, satisfactory references, online screening, qualification verification and evidence of your right to work in the UK.

Our safer recruiting and safeguarding policies are available on our website: www.stbedesc.org



Why Bristol?

It is no surprise that Bristol is consistently rated as one of the best places to live and work in the UK.

Join us and you'll get more than a challenging job: you'll enjoy all the benefits of living and working in one of Europe's most vibrant and best located cities, known for its cultural diversity.

Bristol has an excellent international reputation as a centre of culture, partly thanks to the regeneration of the city centre and historic harbourside, as well as our festival scene. With great architecture and stunning views, a host of cultural attractions and a great range of places to eat and drink, the city also offers one of the country's widest selections of music, multimedia and performance venues, nightclubs, art galleries, museums and historic buildings. In and around the hustle and bustle of the city, Bristol boasts over 400 gardens and parks, ideal for walking, cycling and relaxation.

As well as all this, Bristol is within easy reach of some of Britain's most stunning landscapes, such as the Cotswolds, Cheddar Gorge, Somerset, Devon and South Wales countryside and coast. It's also close to some of the UK's heritage sites such as Stonehenge, Avebury and Glastonbury.

It's easy to get to the rest of the UK and Europe from Bristol. Of all the major UK cities, it's the nearest to London and has unrivalled rail and motorway links, not to mention one of the country's fastest growing international airports. Bristol has also been named as the UK's first cycling city and one of Europe's most bike-friendly destinations.

