



ST PATRICK'S
— Roman Catholic High School —



THE ST PATRICK'S CENTRE
— of Educational Excellence —

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Job Application pack

Second in Department

Religious Education



Helping every child to be the very best version of themselves

Headteacher: Mrs A Byrne



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WELCOME

FROM THE HEADTEACHER

Thank you for taking the time to consider applying for the post of Exam Invigilator.

At St Patrick's it is our mission to ensure that children experience a truly great Catholic education that enables them to flourish academically and shine personally, preparing them for a happy and successful adult life. We are committed to helping every child become the very best version of themselves.

Our school motto is, 'amazing things happen here' and you only have to spend five minutes in our school to realise that this is absolutely true. We have a strong and dedicated team of professionals who challenge and support students to achieve amazing things and they work hard to create an environment, built on mutual respect, whereby students rise to the challenges set for them. Our strength comes from our drive for excellence in all that we do and our consistent and persistent approach.

We are committed to providing an inclusive workplace where staff feel valued and trusted and where collaborative working is at the heart of everything we do. We also recognise the importance of supporting our staff to continuously develop in order for them to achieve their own professional career goals.

If you meet the role criteria and are an excellent practitioner and believe that a great education can transform a child's life and future, we would love to hear from you!

Mrs Alison Byrne
Headteacher



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Why St Patrick's?

Our People Values

Our core people values are at the heart of every decision that we make as an employer. Our aims are:

- To fulfil our Catholic mission, to ensure our children and staff **live life to the full**
- To **attract, recruit, develop and retain** high performing staff, to ensure that we allow pupils to become the best version of themselves.
- To provide a workplace where staff feel **valued and trusted**.
- To develop and support the growth of **leadership and management**.
- To promote a culture focused on **diversity, inclusivity and wellbeing** by creating a healthy work environment to enable staff to perform at their best.
- To provide **strong and consistent HR services** for all staff, across all school areas.
- To serve the wider education system and **provide opportunities** for our staff to lead across other schools

Our Benefits

We have a range of employee benefits available to all our staff. We are always looking at ways in which we can improve our offering to ensure the benefits are valued by our staff.

CPD

We have a strong focus on CPD for our employees, ensuring that learning and development opportunities are offered throughout the academic year. This includes exciting career opportunities to work across other schools.

Pension

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An employee earning more than £10,000 and who is more than 22 years of age will automatically be enrolled into one of our workplace pension schemes with excellent employer contributions.

Family Leave

Enhanced family leave is available to support our staff with family commitments and emergencies.

Flexible working

Where possible, we support staff with the ability to work flexibly and recognise the need to work/life balance.

Subsidised Gym Membership

Via our payroll provider, Salford City Council, we are able to offer discount on Salford Council run leisure facilities.

Wellbeing strategy

We are focused on bringing staff wellbeing to the forefront of our people agenda. With an annual wellbeing calendar place, we run events throughout the year to celebrate staff and our school.

We also have an independent Employee Assistance Programme and Occupational health provider in place to support staff with any wellbeing needs.

We are always looking for ways to improve our offering and staff feedback is at the heart of this.

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Job Summary

Job Title: Second in Department: Religious Education

Contract Details: Permanent

Salary/Grade: Main/UPS depending on experience

TLR: Additional TLR £4738

Start date: 01/09/2022

The Governors of St Patrick's RC High School are seeking a Second in RE to join our wonderful school.

Purpose of the role

You will be supporting the Head of Department with all aspects of the day-to-day running, management and development of the Department. You will be contributing to raising the standards of student attainment and achievement within Religious Education by monitoring and supporting student progress through a detailed and effective data management system. You will be required to assist the Head of Department to develop and enhance the teaching practice of any other teachers in the subject including ECTs. You will be required to fulfil the duties of a classroom teacher.

The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

To arrange an informal visit, please contact **Fahyia Uddin, HR Assistant**, on **0161 921 2340** by email at fahyia.uddin@salford.gov.uk.

Closing date for applications: 22nd May 2022

Application packs can be downloaded from the school website www.stpatricksrchigh.co.uk. Completed applications and supporting documentation should then be submitted by email to Fahyia.Uddin@salford.gov.uk.

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.

The successful applicant will be required to complete an enhanced DBS check.

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Job Description

Duties for Second in Department

TLR 2: £4738

Overview

You will be supporting the Head of Department with all aspects of the day-to-day running, management and development of the Department. You will be contributing to raising the standards of student attainment and achievement within Religious Education by monitoring and supporting student progress through a detailed and effective data management system. You will be required to assist the Head of Department to develop and enhance the teaching practice of any other teachers in the subject including ECTs.

Roles and Responsibilities

- To undertake an appropriate programme of teaching in accordance with the duties of a classroom teacher
- To act as a role model of good classroom practice for other teachers by implementing high quality teaching and learning
- Supporting the Head of Department with all aspects of the day-to-day running
- To assist the Head of Department with the development of Religious Education, including resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department
- To actively monitor student progress in Year 7-9, identify underperformance and introduce intervention where necessary
- Evaluate standards by thorough analysis of student performance across all of the identified sub-groups
- To keep up to date with, and implement school policies and procedures
- To meet with the Faculty Leader regularly to plan and develop Religious Education, and to ensure that all planning reflects the individual needs of the students

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- To develop subject resources for Year 7-9 for online learning and homework
- To develop co-curricular opportunities outside the classroom
- To attend appropriate Diocesan training and meetings
- To deputise for the Head of Department in the case of absence

Classroom Teacher Duties

Duties and Responsibilities:

1. Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students' in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.

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- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to RE and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for RE and make recommendations in order to maintain and develop curriculum provision.

2. Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.

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- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

3. Teaching and Class Management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.

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- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

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General Information and Working Arrangements

- The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

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Person Specification

Job Title		SECOND IN RE
MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Experience/Qualifications/Training etc.		
1.1	Qualified Teacher Status	Application form/Interview
1.2	To hold an Honours Degree or equivalent in relevant subject area	Application form/Interview
1.3	Ability to teach RE effectively	Application form/Interview
1.4	Proven record of raising achievement for students through quality first teaching and / or intervention	Application form/Interview
1.5	Experience of participation in whole school policies	Application form/Interview
1.6	Proven skills and a positive impact of working with a wide range of students at KS3 and KS4	Application form/Interview
1.7	The ability to promote the social, moral, spiritual and cultural development of students through teaching	Application form/Interview

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2. Skills, Competency and Knowledge		
2.1	Knowledge and understanding of the RE curriculum and GCSE specifications	Application Form/Interview
2.2	Understanding of monitoring, review and evaluation to inform strategic planning and development	Application Form/Interview
2.3	Knowledge and understanding of intervention strategies that have a positive impact on student progress and raise standards	Application Form/Interview
2.4	Awareness and understanding of narrowing the 'achievement gap'	Application Form/Interview
2.5	Excellent interpersonal and communication skills	Application Form/Interview
2.6	Good level of personal organisation skills	Application Form/Interview
2.7	Ability to deliver training sessions to staff	Application Form/Interview
2.8	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Application Form/Interview

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2.9	Developing Self and Others - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others' learning and share learning with others	Application Form/Interview
2.10	Health and Safety - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Interview
2.11	Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Interview

3.	Personal Qualities	
3.1	Clear dedication to teaching as a career and a belief that all students can achieve no matter who they are or where they come from	Application form/Interview
3.2	Energy, enthusiasm and dedication for work with young people	Application form/Interview
3.3	Creative and innovative in their approach to raising standards	Application form /Interview
3.4	Flexibility and an ability to respond creatively to changing circumstances	Application form/Interview
3.5	Can demonstrate humility and uses this to reflect and improve their own and others performance	Application form / Interview
3.5	Works effectively as part of a team and is positive even in the face of adversity	Interview

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3.6	Ability to relate well with colleagues and students	Interview and interaction with others whilst visiting school
3.7	Constant and consistent expectations of high standards	Interview
3.8	Commitment to involving parents/carers as partners in the education process	Interview
3.9	Appropriate professional dress and appearance	Interview
3.10	Commitment to extra-curricular activities	Application Form/Interview

Note to Applicants: **Please try to show in your application form and supporting letter, how best you meet these requirements**

Date Person Specification prepared/updated	February 2020
Person Specification prepared by	Mrs V Lynch

Department Development:

- To act as a positive role model and to inspire department members by personal example and hard work
- To build a departmental vision and set values that support the aims, priorities and ethos of the school
- To liaise with the department in the production of the Departmental Development Plan and SEF ensuring both are in line with the School Development Plan and SEF and regularly monitor progress towards the KPIs set
- To use self-evaluation and development planning as an opportunity and tool to raise aspiration and achievement
- To design and implement a curriculum that challenges students to think, engages them and allows them to achieve the best outcomes
- To effectively monitor curriculum development and respond to national and local initiatives

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- To lead and support other staff in the development of appropriate syllabus, resources, schemes of work, marking, policies, teaching and learning and assessment strategies within the department
- To seek ways of constantly raising standards of students' attainment and support students' progress
- Coach other staff to raise standards of attainment and accelerate student's progress where necessary
- To keep up-to-date with national developments not only in the subject area but also in teaching and learning practice and methodology
- To ensure that classrooms and the department provides a positive and safe environment which promotes well-being, raises aspirations and high achievement for all
- To set challenging and aspirational targets to develop all students academically, emotionally, spiritually and socially and coach other staff within the team to do the same
- To co-ordinate appropriate and timely intervention for students that fall off their flightpath at each key stage
- To develop and support implementation of appropriate 24/7 learning resources to support students' progress outside of the classroom and ensure the quality of these is regularly reviewed and monitored
- To convene and chair regular departmental meetings, producing an agenda and ensuring effective minutes are recorded and retained
- To lead and promote outstanding teaching in the department in line with the whole school policy
- To manage the available resources of staff, money and equipment effectively within the limits guidelines and procedures determined by the school
- Be responsible for ensuring the ordered management of student behaviour within the department and that the School's Behaviour Management Policy is consistently adhered to and applied. Ensure this is upheld across the department
- To ensure that reward systems are operated and that student achievement is regularly celebrated within the department

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Continual Professional Development:

- To take part in (at least) an annual 360 diagnostic review of leadership and act reflectively on this to improve the quality of leadership

Assessment, recording and reporting:

- Analyse and interpret performance data and monitor and evaluate performance to identify areas to improve and implement the necessary actions to drive through improvement
- Ensure the quality of marking, assessment, including AFL and the setting of homework within the school's agreed marking and assessment and homework policy, is being adhered to across the team and is having a positive impact on helping students improve their work

Quality Assurance

- Are responsible for relentlessly improving the quality of teaching within the department
- Monitor and evaluate the success of the department in accordance with the school's Quality Assurance Policy
- Implement the process of action planning, target setting and monitoring within the department
- Identify and celebrate areas of success for individual teachers and the department
- Identify and challenge areas of underperformance for individual teachers and the department
- Ensure the maintenance of accurate and up-to-date information concerning the department on the school system
- Make use of analysis and evaluation of performance data provided
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken

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Staffing

- Lead the professional development of department members
- Establish and maintain effective and appropriate professional and personal relationship at all levels and lead and support all department members in ensuring positive team-work/working relationships
- Identify development opportunities for staff within the department and delegate tasks in a way which maximises the use of available talent
- Undertake performance management reviews for staff within the department
- Participate, when appropriate in the interview/selection process for teaching posts when required and to ensure effective induction of new staff in line with school procedures
- Make appropriate arrangements for students and staff in line with whole school policy when staff are absent

Communications:

- To communicate effectively with the parents/carers of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

Care Guidance and Support:

- When required: to run an intervention form to support students who have fallen off their flightpath in this subject
- To promote the general progress and well-being of individual students in the intervention form group

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- To liaise with Year Leaders and other key staff to ensure implementation of the Pastoral System in the intervention form group
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students in the intervention form and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents/carers of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the St Patrick's Way and other Behaviour for Learning systems so that effective learning can take place

General Duties:

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation

This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.

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