

# Teacher of RE at Bishop Luffa School





Thank you for your interest in the post of Teacher of RE at Bishop Luffa School.

Required from September 2024, we are seeking to appoint a dynamic and forward thinking Teacher of RE. The successful applicant will be passionate about RE and truly believe that it is the most important subject on the curriculum. Our vision is that every child experiences 'Life in all its fullness', so you will see RE as an essential part of a full life.

We are looking for someone able to teach Key Stage 3-5, who is innovative, creative and passionate about RE. The successful candidate will love the challenge of working with teenagers and committed to supporting them to be creative, reflective and resilient learners. They will share our aspiration to help realise the school's vision 'Always our best because everyone matters'. This role would suit an experienced teacher or equally, a strong ECT.

All of our teachers are also tutors. We have a strong House system and we will be looking to recruit someone who will be an asset to the House that they join. The pastoral team will be involved in the interview process.

Bishop Luffa School is a very special place to work. Our students are proud of their school and take part in an incredible number of extra-curricular activities, such as House Drama, the Sixth Form Fashion Show and Charity Week. We would like to hear from people who share our vision that we are here to show students 'life in all its fullness' and who firmly believe that learning extends beyond the classroom.

Bishop Luffa School is a fully comprehensive 11-18 academy. We do not select students based on academic ability, but we do give priority to children whose families go to church. I hope that we live our Christian values of love and respect, which all of our staff and students support, regardless of their beliefs.

I would encourage you to come and view the school and looking forward to meeting you.

Best wishes,

Mr Austen Hindman  
Head Teacher



*The school is committed to safeguarding and promoting the welfare of children and young people.  
The successful candidate will be required to undergo an enhanced DBS check.*





## Our Vision

Our aim is to show every child what 'life in all its fullness' means. We are a school of hope, where students are invited to explore their God-given potential.

Staff at Bishop Luffa commit to:

- ◇ Inspire all students to be ambitious about their futures
- ◇ Encourage and develop leadership amongst students and staff
- ◇ Develop Partnerships within, and beyond, the school
- ◇ Foster engagement in personal and spiritual development
- ◇ Nurture a sense of belonging to a safe school and the wider world





# About Us

Bishop Luffa School is a busy and thriving mixed comprehensive, with 1603 students including 378 Sixth Formers, serving a wide area around Chichester. Founded in 1963, the School's Church academy status gives our Governors extra powers and responsibilities for the control of the School.

The School is regularly oversubscribed and enjoys a strong reputation for the quality of teaching and of our pastoral care. Our GCSE and A level results regularly place us within the top 200 mixed comprehensive schools in the country. Most of our Sixth Form students go on to Russell Group universities; a number gain places at Oxford and Cambridge each year. Students, parents and carers are strongly supportive of the school.



Our 97 teachers are organised academically into Faculties and pastorally into eight Houses and the Sixth Form. As an *Investor in People*, we are committed to the continuous professional development of all our staff. Faculty coaches support teachers to develop consistently outstanding practice, and lead CPD both in Faculties and across the school.

The Ofsted Inspection of December 2022 judged the school to be "Outstanding", with an Outstanding grade in every category.

The Anglican Schools' Inspection (SIAMS) in March 2020 calls the school "an outstanding Church school" and judges every category as "outstanding". Not all members of staff are practising Christians, but all support the Christian ethos of the School.

As a school we pride ourselves on the opportunities we give our staff to develop and grow. The successful candidate will be encouraged to take part in CPD programmes to prepare them for the next stage of their career. All of our teachers are tutors. Bishop Luffa School is supported by a strong House system, with each House having a distinctive identity. The successful applicant will have the opportunity to contribute to the life of the House and join in the many traditions associated with this, such as Burrows three legged race or the Ridgeway Reindeer Run!

Bishop Luffa School was founded on the aim of providing local children with the opportunity to experience a rich and diverse education based on Christian values. Our aim is to show our students 'life in all its fullness' (John 10), which means that we are not narrowly focussed on academic goals. Our staff come from many backgrounds and have diverse beliefs, and for some, no belief at all, but all agree with this fundamental aim.



# Humanities at Bishop Luffa School

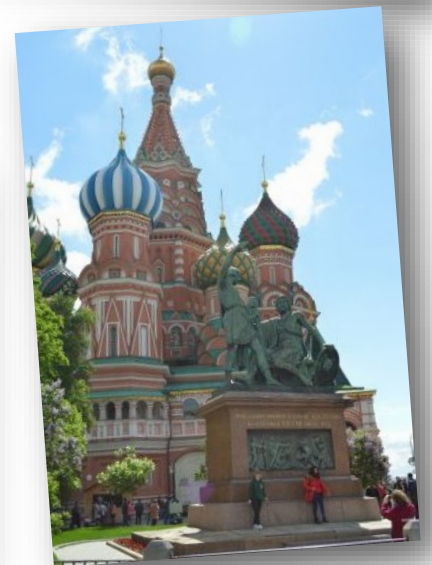
Humanities is a large Faculty at Bishop Luffa School consisting of History, Geography, RE, Business, Sociology, Economics and Law.

The idea that underpins all these subjects is “developing independent enquiries.” We want students to think for themselves and to see how their subjects link, not just to the classroom, but to the wider world.

The Faculty marks Armistice Day, significant anniversaries and has established links in the local community, for instance the RE department visit Chichester Cathedral and history students make visits to the local Records office.

Humanities form a large part of the school and we have a wide range of displays which celebrate the topics and the students’ work.

Humanities subjects get students to question what is going on, to try and make sense of the facts, and to understand the complexities of the world.





# The Religious Education Department

The Religious Education Team operates within the Humanities Faculty. The subjects taught by the Faculty are: Business Studies, Economics, Geography, History, and Religious Education. There is co-operation and mutual support across the Faculty, but each subject is taught in a discrete course. The Religious Education Team currently consists of a team of seven specialist RE teachers – two full-time and five part-time. The coaches supports teachers to offer students a consistently outstanding experience in Humanities lessons.



## Aims

The founders of our school believed it was important that children should grow in a community grounded in Christian principles that help to develop the understanding and the experience necessary to explore a personal faith commitment. Students are given the opportunity to explore the relationship between religious belief and practice and the search for a personal code of spiritual values and moral and social responsibility. There is an emphasis on Christianity throughout the RE curriculum, with other religions and world views also studied, reflecting the emphasis modeled in the local agreed syllabus and the National Church of England RE Statement of Entitlement.

The RE Team seeks to develop respect for all spiritual issues, helping students to recognise their primary importance in life. Alongside this we aim for our young people to leave us with a good knowledge of the Christian faith, and understanding of other world religions. Finally, the Team seeks to foster excellence in Religious Studies and to encourage students to specialise in the field themselves.

## Objectives

Our students will:

- **Explore** their own beliefs( self-awareness)
- **Engage** with questions and issues that matter to them
- **Appreciate** learning about a variety of people holding different perspectives and opinions (respect for all)
- **Learn** the importance of being able to get on with those whose viewpoints and values differ from their own
- **Enjoy** having space to talk, think, discuss, assess and reflect on a wide range of issues in a safe environment
- **Reflect** on the challenges of serious commitment
- **Value** themselves and become responsible citizens
- **Be open minded** gaining insight to challenge stereotypes, promote cohesion and tackle extremism
- **Recognise** how RE prepares them for adult life (appreciation and wonder)

## Resources

The department uses a variety of teaching methods, applying a wide range of resources and contributing to the whole-school development of Personal Thinking and Learning Skills. It is well-resourced with a base of designated RE classrooms each equipped with interactive whiteboards and access to laptops and iPads. ICT is exploited extensively by staff and students alike, being at the heart of our teaching and learning (e.g. research, project work, lesson preparation and delivery, presentations and record keeping.)

## Key Stage 3

All students are taught Religious Education according to a programme of study accepted by the Governors, with clear links to the Agreed Syllabus for the county, national Key Stage 3 guidance and Diocesan policy. The programme gives prominence to the beliefs, values and practices of the Christian faith but also explores a number of aspects of other world faiths. All students have three periods of Religious Education each fortnight during Key Stage 3.

All Year 7 students take part in a pilgrimage visit to the Cathedral. In Year 8 there are opportunities for visiting places of worship from different world faiths, and a joint History trip to the Imperial War Museum. Year 9 students have the opportunity to visit Rome.

## Key Stage 4

As our GCSE course specification states “Religious Studies provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this GCSE course will deepen understanding of religions and their effect on society. It will develop learners’ competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens.” All students have four periods of Religious Education each fortnight during Key Stage 4. All students follow a full course GCSE curriculum in Religious Studies in Year 10 and 11.



At KS4 students are following the AQA GCSE Specification A with a focus on Christianity and Islam. This has three components:

- A study of four themes: A,, B, D and E
- A study of Christianity
- A study of Islam

Examples of some of the areas covered by all students in RE at KS4 are;

- Issues of love, marriage and divorce,
- Issues of human rights, justice and equality
- Issues about God, life and death

The RE Department co-ordinate trips to conferences looking at ethical and philosophical issues. Guest speakers often enhance the RE curriculum.

## Key Stage 5

Numbers are strong in the Sixth Form for Theology (Religious Studies). The OCR specification is used. All students in the Sixth Form participate in Annual Year 12 and Year 13 RE Conferences as part of their post 16 entitlement. Our students participate in “OPEN”, an interactive RE based workshop, as part of Sixth Form induction.



# Job Description

## Teacher

Following the School motto, 'Always our best because everyone Matters', we all work together to provide the highest quality education for all our students.

### Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable students to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

### Strategic

Teach students by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
  - for all students
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with students in similar settings
  - effectively, managing other adults in the classroom

### Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate students' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

### Pastoral Duties

Each member of the teaching staff is also a form tutor. You will:

- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register students, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents and carers of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- contribute to PSHE, citizenship and enterprise according to school policy



#### Other Professional Requirements:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- undertake professional development to enhance teaching and students' learning, and
  - apply outcomes and identify impact
  - share outcomes with colleagues
  - take responsibility for professional learning (for example, using the "Transforming Learning" tool)

#### **For teachers on the Upper Pay Spine**

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
  - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
  - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

## **How to fulfil the role**

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

### **Professionalism**

- *Challenge & support: a commitment to do everything possible for each student and enable all students to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

### **Thinking**

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

### **Leading**

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing students: the drive and the ability to provide clear direction to students, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support students in their learning, and to help them become confident and independent learners*

### **Planning and setting expectations**

- *Drive for improvement: relentless energy for meeting challenging targets, for students and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

### **Relating to others**

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

### **Developing people**

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

### **Reflecting**

- *Reflect on personal and professional development*
- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

### **Inspiring**

- *Be able to inspire staff and students with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard