



Biddick
Academy

Application Pack
Teacher of Religious Education
MPS/UPS

Start Date: 1 September 2024

Closing Date: 14th June 2024

Biddick Lane, Washington, Tyne & Wear, NE38 8AL

11-16 Comprehensive
1144 on roll
Headteacher: Kate Morris

Required for 1st September 2024
Closing date 14th June 2024

Teacher of Religious Education (MPS/UPR)

Inspiring learning, unlocking potential, achieving success

An exciting opportunity has arisen for an inspirational teacher to join our Religious Education team. This is a fantastic time to join a supportive, forward-thinking and successful Academy. Applications are welcomed from newly qualified and experienced teachers.

Located within a short drive from the vibrant cities of Sunderland, Newcastle and Durham, Biddick Academy is an Ofsted-rated 'good' school for 2021, known for its excellent reputation within the local community and is consistently oversubscribed year-on-year. We are seeking to appoint a colleague who shares our passion for learning and our determination to change lives through the education we provide. Our educational approach is built upon the pillars of resilience, curiosity, aspiration, and readiness.

The successful candidate will:

- be uncompromising in their high expectations of students;
- have a genuine desire for students to succeed;
- possess excellent subject knowledge;
- exhibit excellent interpersonal and communication skills;
- have the ability to engage and inspire pupils;
- be able to demonstrate high quality teaching;
- have an evident passion for RE.

At Biddick Academy you will be joining a team where we work collaboratively to ensure our students are safe, happy, inspired and cared for. We provide an extremely supportive induction programme for new staff and high quality, bespoke leadership professional development opportunities.

Please contact Ashleigh Bulbeck, HR Manager at – bulbeck.a@biddickacademy.com or 0191 5111600, ext 5013 to arrange an informal discussion regarding the role or a visit.

To apply, please return completed applications forms to recruitment@biddickacademy.com

Biddick Academy is committed to the safeguarding and promoting the welfare of children and expect that all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check before taking up the post, along with pre-employment safeguarding checks. Biddick Academy reserve the right to close the position early subject to adequate applications.

Dear Applicant

Thank you for your interest in the post of Teacher of Religious Education at Biddick Academy.

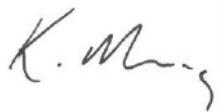
Our aim is to inspire children to learn, unlock their potential and achieve success. We are passionate and determined that every student feels a sense of achievement, enjoys their learning, is happy and cared for, and develops as a well-rounded individual.

At Biddick Academy, we are preparing students not just to excel in examinations but also to have the skills and attributes to be successful in life. Our curriculum is designed with the intention of developing curious, resilient, aspirational young people who leave us, truly ready for their next steps. We recognise the importance of the informal and formal curriculum and actively encourage a wealth of extra-curricular activities.

I am proud to lead a team of exceptional staff who develop positive relationships with students and are committed to providing opportunities so that students fulfil their potential. You will be joining a team that works together, supporting and motivating each other to ensure our students thrive and flourish.

Biddick Academy is at the heart of the local community and for this reason; the Academy is a warm, energetic, and supportive environment. We provide a comprehensive induction programme for new colleagues and offer a range of high-quality professional development opportunities.

I would like to wish you the best of luck with your application and should you require any further information please do not hesitate to contact the Academy.



Kate Morris
Headteacher

Academy Information

As an oversubscribed school, Biddick Academy has an excellent reputation in the local community. With 1144 students on roll and a specialist ASD provision comprising of 35 places, Biddick Academy is a dynamic place to work. We have 6 feeder primary schools and our catchment area is comprehensive, encompassing a wide variety of backgrounds.

The Academy has benefited from significant investment over a number of years and has excellent facilities, including a purpose-built Engineering workshop and Hair and Beauty salon. After school hours, the Academy is busy with many community groups using the 3G pitches and leisure facilities.

As an organisation, we want everyone, students and staff alike, to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

RE Faculty

The Religious Education Faculty comprises of two members of staff; the Faculty Leader alongside the successful candidate. Encouraging enthusiasm for RE is at the forefront of our departmental ethos, with a strong KS3 and KS4 curriculum that is designed to both engage and challenge pupils. At KS4, all pupils are taught CORE RE, whilst GCSE pupils study Edexcel Religious Studies B- Christianity and Islam. RE is an increasingly popular options subject at GCSE and we would wish for the successful candidate to support this growth.

We are looking to appoint a passionate teacher with a genuine interest in broadening the horizons of our pupils and encouraging a real love of the subject. The successful candidate will be working alongside the Faculty Leader to continue raising the profile of RE across the Academy and striving for the best outcomes for our students.

Curriculum

Key Stage Three

In Years 7 to 9 students study a broad range of subjects that, at the end of Key Stage Three, enable them to make informed choices for their GCSEs. For example, at present students study the following subjects: English, Mathematics, Science, Geography, History, Religious Education, Physical Education, Music, Art, Design Technology, Computing, PD (Personal Development), Accelerated Reader, Spanish/French.

Key Stage Four

At the end of Year 9, students make choices regarding the courses they would like to study in Years 10 and 11. All students study GCSEs in the following subjects: English Language, English Literature, Mathematics, Science, History and /or Geography. In addition, all students must also continue to study Physical Education and PD (Personal Development) as part of the non-examined curriculum.

Students may then choose from a wide variety of further subjects to make up their option choices. At present GCSEs and vocational courses are available in: French, Spanish, Religious Education, Computer Science, Creative iMedia, Business and Enterprise, Hospitality and Catering, Fine Art, Art and Design, Textiles, Digital Art, Physical Education, Dance, Drama, Music, Chemistry, Biology and Physics.

Job Description

Job title:	Teacher of Religious Education
Contract type:	Permanent
Accountable to:	Faculty Leader/ SLT Link
Grade:	MPS/ UPS
The role:	A teacher who is passionate about teaching Religious Education, is an excellent practitioner and is committed to bringing out the best in our students.
General Expectations:	<p>Staff will:</p> <ul style="list-style-type: none"> • Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'. • Be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection and Safeguarding, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person. • Uphold our commitment to safeguarding and to promote the wellbeing of children. • Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage staff and students to follow this example. • Follow school policy regarding safeguarding, care, support and supervision of students. • Attend training and development activities and courses, ensuring continuing, personal and professional development. • Contribute to a welcoming school culture by promoting mutual respect for all. • Comply with any reasonable requests from a leader to undertake work of a similar level that is not specified in this job description. • Work as a team member. • Act as a role model to students in speech, dress, behaviour and attitude. • Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.
Duties and Responsibilities for all Teaching Staff:	<p>All teaching staff will:</p> <ul style="list-style-type: none"> • Work within the National Conditions for Employment of School Teachers (STPCD). • Uphold and observe the Professional Code for Teachers (GTC) and meet the National Standards for Qualified Teachers. • Promote the school's stated ethos and support the school's policies in student leadership and Management. • Support and encourage colleagues at all levels within the school. • Contribute to and implement the annual School Improvement Plan and agreed policies. • Teach as directed throughout the school, subject to appropriate training. • Expect, monitor and improve progress in student learning. • Contribute to the personal and social development of all students. • Participate in the pastoral management and delivery of the schools Careers Education Information Advice and Guidance (CEIAG) and personal development programmes as requested. • Take part in quality assurance and performance management procedures outlined in an agreed school policy. • Take responsibility for personal development.

<p>Responsibilities for all Subject Teachers:</p>	<p>All subject staff will:</p> <ul style="list-style-type: none"> • Take full responsibility for ensuring a scheme of learning is delivered to students in their allocated classes. • Plan lessons using a range of strategies to meet student's individual learning needs understood from attainment and supporting data. • Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school. • Use the models set out in School Policies for delivery of lessons. • Set homework according to school and department policies. • Mark, assess record and report on student's achievements, setting appropriate targets. Keep to deadlines for reporting, marking, submission of coursework and assignments. • Prepare students for examinations when required, taking part in standardising and moderating activities required by departments and examination boards. • Contribute to the development of schemes of learning, school and department policies as appropriate. • Attend and contribute to appropriate meetings and professional development activities. • Take an active part in the school's self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area. • Undertake whatever other duties might reasonably be requested by the Headteacher or Faculty Leader.
<p>Responsibilities of all Form Tutors:</p>	<p>All form tutors:</p> <ul style="list-style-type: none"> • Are responsible for day-to-day administration in the tutor group. • Review and discuss student's work and welfare, setting targets as necessary. • Meet with parents including school calendared meetings. • Promote good behaviour and positive attitudes at all times. • Support form, year and school activities as appropriate. • Deliver an appropriate programme of form group activities, including the agreed CEIAG/IAG programme.
<p>Responsibilities of Post Threshold Teachers:</p>	<p>Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.</p> <p>Specifically:</p> <ul style="list-style-type: none"> • They provide a role model for teaching and learning. • Make a distinctive contribution to the raising of student standards. • Contribute effectively to the work of the wider team. • Take advantage of appropriate opportunities for professional development, using outcomes effectively to improve students' learning. <p>There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching staff and will welcome Early Career Teachers and visitors, by prior arrangement, into their learning environment.</p>
<p>Contribution to school development:</p>	<ul style="list-style-type: none"> • Contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties. • Liaise as appropriate with external agencies including school improvement services/partners. • Support the school ethos and policies in relation to students, parents, the local community and other external groups. • Provide reports as appropriate for Trustees on activities and progress within the area of responsibility.

Student Outcomes:	<ul style="list-style-type: none"> • Be accountable for the performance of students against targets in the appropriate curriculum area(s). • Prepare reports as required analysing student progress and performance in the designated area • Establish and maintain a safe, healthy and attractive environment for learning.
Resources:	<ul style="list-style-type: none"> • Manage budgets allocated to the area following all Trust procedures. • Deploy staffing and physical resources effectively to support the delivery of high quality teaching and learning. • Ensure all relevant health and safety requirements are complied with, bringing concerns to the attention of the relevant staff promptly.
Notes	<p>This document is an overview of the role. The responsibilities will include but are not limited to those listed above and it is anticipated that the role will evolve over time and the duties may change.</p> <p>This document does not form part of your contract of employment.</p> <p>This post will have contact with children and as such a satisfactory disclosure form the Disclosure and Barring service (DBS) is a required condition of employment.</p>

Person Specification

Job title: Teacher of Religious Education	
Qualifications and Training	E/D
Qualified Teacher Status or completion of training programme	E
Degree in a relevant subject	E
Evidence of recent and relevant CPD	E
Experience	
Experience of working closely with colleagues, parents/carers resulting in an improvement in student outcomes	E
Expertise in curriculum design and planning to ensure progression	E
Experience of leading others	D
Experience of supporting colleagues' professional development through coaching and mentoring	D
A proven track record of excellent Religious Education teaching	E
A proven track record of delivering strong progress outcomes	E
Ability/Skills	
An exceptional classroom practitioner across Key Stage Three and Four	E
Outstanding communication skills	E
The ability to plan, implement, monitor and evaluate change	E
The aptitude to adapt to changing circumstances and work well under pressure	E
The capacity to listen, empathise and resolve conflict	D
A good level of ICT capability	E
The ability to evaluate the quality of pupils' progress using a range of evidence	E
Disposition	
High professional standards and expectations	E
A desire to play a central part in the wider life of the Academy	E
A commitment to promoting equality, diversity and inclusion	E
A thorough understanding of up-to-date safeguarding requirements and best practice	E

Assessment against the criteria outlined above will be through the application form, letter of application, work related assessments, interview process and references.