

THE SAINT JOHN HENRY NEWMAN CATHOLIC SCHOOL



APPLICATION PACK 2021

Teacher of Religious Education



Our School was formed in 1987 from the amalgamation of St Angela's Catholic School for girls and St Michael's Catholic School for boys. We serve the North Hertfordshire Catholic community but our catchment area extends to Bedfordshire, East Hertfordshire and parts of Cambridgeshire. Originally, a 6-form entry School, the intake was increased to 210 in 1999 and increased to 8 form entry in September 2015. There is a high retention rate into the Sixth Form and many students apply to join our Sixth Form from other establishments. Consequently, the School has grown in size from 830 in 1993 to approximately 1550 in September 2020, with 400 students in the Sixth Form. The School became an academy as part of the Diocese of Westminster Academy Trust in 2012 and has benefitted from considerable investment in its buildings as a result, including a new £3.5million Sports and Performing block (The Pavilion). We are currently planning a substantial new build programme to replace our main building and Art block. It is planned that the building will begin in July 2021 and that the whole project with both blocks rebuilt should be finished by mid 2024.

Our Mission Statement emphasises the practical nature of our religious character. We seek to offer a living Christian experience as a community in which each pupil is valued as an individual and is encouraged to achieve success in school life. Our Chapel is a central part of school life but it is in the day-to-day operation of school life that the School sees its aims being fulfilled. We want pupils and students to enjoy the experience of being part of the John Henry Newman Catholic School community, to gain in self-confidence and to become young adults instilled with a sense of personal responsibility, social commitment and, hopefully, an awareness of their own distinctive spirituality. We want them to be equipped to change their world.

The pupil population is almost 100% Catholic and the School is heavily oversubscribed for places. Although not all staff are Catholic (teaching staff 45.9% are Catholics), all maintain and support the distinctive Catholic nature of the School and support the Headteacher in implementing the School Mission Statement. There is presently the equivalent of 91 full time members of teaching and there is a generous complement of support, technical, clerical and maintenance staff. Governors have for many years invested much of their revenue income to allow for relatively small teaching groups and relatively low contact ratios for teaching staff.

In years 7 and 8 pupils follow a broad and balanced curriculum based on the National Curriculum. Pupils begin their option courses at the start of Year 9, although formal GCSE teaching does not begin until later in the year. From 2021 pupils will be making their options in Y9 and starting studying their option GCSEs in Y10. At Key Stage 4 the curriculum remains strongly academic but we offer a range of vocational courses for pupils for whom this is appropriate. Our current provision offers vocational courses in IMedia, Child Development, Catering and Sport. We have a large sixth form of approximately 400 students and there is a very wide range of A-level provision. Advanced Vocational courses are also offered in Art and Design, Costume Design, Production Arts, Business, Music, Science, ICT, Sport and Health and Social Care. There are currently 306 pupils on the SEN register, of whom 27 have an Educational Healthcare Plan.



The School has an excellent academic reputation. With pupils achieving an Attainment 8 score of 54.7 in 2018-19 which is well above the local and national average and 9-4 with English and Maths was 80.2%. 30% of all GCSE grades were 9-7. At A-level the pass rate for the last three years has been over 99%. 55.3% of all A level grades were A*-B. The pass rate for Vocational courses has consistently been 100%.

We are, however, conscious that we have the capacity to improve further and we are determined to do this on behalf of our pupils and students. Exam results, important though they are for opening doors for pupils in the future, do not determine success and happiness. Therefore we have a strong enrichment and wellbeing programme that encompasses every pupils and student and a comprehensive career curriculum.

We have been awarded with the Kitemark for emotional health and wellbeing for our work supporting students, their families and staff.

The number of pupils entitled to free school meals is relatively low (3.5%) with 10% of pupils receive Pupil Premium. The ethnic composition of the School's population reflects the community which it serves. It is predominately white British (57%) but with significant proportions of ethnic minorities reflecting the Church's world wide mission and the growing number of new migrants employed primarily in health care and scientific research. Attendance is above the national average with very low unauthorised absence figures.

A Diocesan Section 48 inspection in November 2019 concluded that we are an Outstanding Catholic School.

The 2018 Short OFSTED inspection concluded; 'We were immediately struck by the many smiling faces of pupils, who enjoy coming to school. When speaking to them, pupils universally highlighted how their teachers 'go above and beyond' to help them achieve well. Pupils display a real pride in their school. They talk enthusiastically about their strong relationships with staff and the sense of community where 'everyone goes out of their way to be friendly and make you feel welcome'.

Consistent with its aim of encouraging everyone to reach their full potential, the School places great emphasis on its pastoral care.

We operate at a very human level and recognise that it is our good and caring staff who sustain and develop our school. Our challenge is to maintain high quality provision, hopefully to continue to make changes to improve this, but above all, to honour the promise we make to every parent who chooses to send their child to our School - that each child will be recognised and loved for who they are and that they will be offered excellent learning opportunities in a safe, caring and inspirational environment. We are looking to appoint individuals who will enjoy being part of this distinctive community and who will contribute to it by sharing their individual talents, character and commitment and, hopefully, sense of humour!

The Saint John Henry Newman School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory enhanced DBS check.



Information on the Religious Education Department

The Department

There are seven specialist RE teachers in the department, who together make up a successful team with experience, enthusiasm and motivation to develop new and forward thinking initiatives to improve the learning of all pupils and students. Teachers deliver the curriculum across Key Stage 3, 4 and 5 play an active role in departmental development, enrichment and developing the spiritual life of the school. Staff work together closely on the preparation, production and evaluation of resources and collaboratively review schemes of work and assessments. The RE department work closely with the Chaplaincy team who support the work of the RE department both in classroom and non-classroom based learning.

Accommodation and Resources

The hub of the department is centred in the Nash block, which was opened in 2000. There are 5 dedicated Religious Education rooms, all of which have an interactive whiteboard, a PC connected to the school network and in-room storage. Staff within the department have built a large library of resources, including books, DVDs, videos and electronic resources which are centrally stored in the departmental office and therefore available for general use by all departmental staff. The department office has provision for staff to work during their non-contact time in addition to communal work areas. Staff also have access to the school Chapel in which they can timetable lessons.

The Curriculum

Key Stage 3

All pupils in Key Stage 3 are timetabled to receive five 1 hour lessons over a two-week timetable. Teaching groups are mixed ability and pupils are taught in tutor groups in years 7 and 8. All pupils in Key Stage 3 receive a broad and balanced RE curriculum based on the guidance of the Bishops of England and Wales in the Curriculum Directory. The schemes of work are broadly based on the traditional 'The Way, The Truth and The Life' model and all textbook editions of this programme are available for use within the department. Other key teaching resources are centrally coordinated for teacher reference. Pupils in Key Stage 3 are assessed each half term and at the end of the year.

Key Stage 4

All pupils in Key Stage 4 are timetabled to receive five 1 hour lessons over a two-week timetable. Teaching groups are mixed ability classes. The delivery of the GCSE content starts in Year 9 and all pupils in Key Stage 4 are studying Edexcel Specification A: Catholic Christianity, Judaism and Philosophy and Ethics

Key Stage 5

Students can opt to study Edexcel Religious Studies A Level. This comprises of the three components, Ethics, New Testament and Philosophy taught by religion, philosophy and ethics specialists. Students are timetabled to receive nine, 1 hour lessons over a two-week timetable.



All students in the Sixth Form are timetabled to receive two 1 hour lessons of 'Core Religious Studies' every two weeks. This is a compulsory course and is assessed by teachers across the course of the year.

Enrichment

There are a number of enrichment opportunities offered and supported by the Religious Education Department. There is an annual trip for each of the year groups at Key Stage 3:

- Year 7 Friendship Days early in the autumn term, ran by the Chaplaincy team
- Year 8 visit churches in Stevenage Old Town in the last half of the summer term
- Year 9 visit the Masorti synagogue, St Albans in the summer term to support their GCSE course

The department offers and directly supports a wide variety of enrichment opportunities for pupils and students within school. There are a number of visitors and groups we have welcomed to the school in recent years, including:

- Ten Ten Theatre for Years 8 – 10
- Members of the local mosque, Baptist church and Coptic church
- University Chaplains for students considering university application
- Grade booster revision days where the school hosts visitors from other schools in the region

After school sessions are offered to examination groups in both Key Stage 4 and 5 as a matter of course. These are coordinated with the support of the whole department.

Within curriculum time pupils and students from Year 7 to Year 13 have the opportunity to learn and worship together in the school chapel and the department works very closely with the school's Lay Chaplain to support whole school worship and liturgy.

Pupils and students also have the opportunity to join a variety of groups, with which the RE department have close ties, including the student Chaplaincy teams, Fair Trade and the Young Philosophers' group. Recent opportunities to travel with the school to Auschwitz, Lourdes, to Uganda and to World Youth Day have all been offered to students and pupils and coordinated by members of the department and Chaplaincy team.



Person Specification for Teacher of Religious Education

| Essential | Desirable |
|---|---|
| Qualifications <ul style="list-style-type: none">• Qualified Teacher Status (or will be gained this year).• Good specialist subject knowledge through degree and/or experience in industry.• High standard of written and oral communication. | <ul style="list-style-type: none">• Evidence of recent relevant professional development oCCRS qualification• A practising Catholic teacher. |
| Teaching and Learning <ul style="list-style-type: none">• Ability to teach Religious Education to KS3 and KS4 and also Core REatKSS.• Excellent classroom teacher, or the potential to be one, with the ability to reflect on lessons and continually improve their own practice.• Ability to contribute to a culture of high expectations amongst students and staff within their curriculum area, both academic and in terms of behaviour and attitudes. | <ul style="list-style-type: none">• Ability to teach Philosophy and Ethics at KSS. oExperience as a Form Tutor• Experience of contributing to curriculum planning and development, and the organisation of resources• Good understanding of the recent and upcoming changes to the curriculum |
| Personal <ul style="list-style-type: none">• Genuine passion and a belief in the potential of every pupil oResilience and determination• Motivation to continually improve standards and achieve excellence oAbility to communicate effectively and relate well to others• Good team player who contributes positively to teams oEffective time management and organisational skills• Commitment to equality of opportunity and the safeguarding and welfare of all pupils• Fully support for the School's aims, values and Catholic ethos• Demonstrate excellent attendance, punctuality and professional appearance | |



Job Description for Subject Teacher of Religious Education

Postholder:

TLR Allowance:

Date:

You are accountable to the Governing Body through the line management structure shown in the Staff Handbook.

Part 1

You are required to maintain and develop the Catholic character of the School in accordance with the direction given by the Governors and expressed in the Mission Statement. You are required to support the Headteacher in implementing the Mission Statement and in maintaining the distinctive Catholic nature of the School.

Part 2

You are required to carry out the duties of a school teacher as set out in the current School Teacher Pay and Conditions of Service Document. This requires you to carry out such duties as the Headteacher may reasonably direct from time to time.

Part 3 - Job Purpose

- To contribute to the teaching of Religious Education under the direction of the Subject Leaders
- To deliver the National Curriculum as outlined in KS3 and KS4 activity timetables provided by the Subject Leaders
- To participate fully in the extra-curricular life of the school
- To be responsible for assisting in the development of schemes of work
- To carry out both Formative and Summative assessment procedures as outlined in the Department Handbook
- To effectively record assessments undertaken using the Department's central record systems
- To complete whole school data collection tasks as directed
- To contribute to monitoring and learning ideas during department inset and participate in practical training days focused on sharing good practice where appropriate.



Application Information 2021

Part 4 - Accountabilities

You are responsible to the Headteacher, the Leadership Team Member with responsibility for your Department and the Subject Leaders.

You are required to:

- Undertake all reasonable precautions to safeguard the health and safety of students and staff at all times within the departmental area.
- Ensure that all students are treated fairly, consistently and with respect, that opportunities for reinforcing positive self-images are sought, that gender and race discrimination are actively discouraged.
- Encourage an environment and ethos which underpins and enhances students; learning and rewards students; achievements.
- Take active responsibility for formulating fair and consistent standards of discipline and follow up concerns according to the school's procedures.

Part 5 - Key Responsibilities and Duties

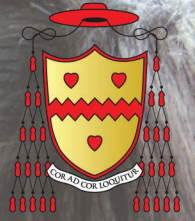
- To help in the organisation and supervision of departmental trips, visits and extra-curricular activities where appropriate
- In line with Department policy regularly liaise with parents on matters such as behaviour, participation levels and pupil achievement and anything relevant to the Department. Where necessary provide feedback through department concern and/or praise letters, telephone calls and/or messages through the pupil diary.
- Implement the Department's Rewards and Sanctions policy (as outlined in the Department handbook).
- Attend Parent Consultation Evenings.

Monitoring

- To keep an accurate and up to date register for all classes taught
- Regularly mark pupils work in line with the School's marking policy. Monitor pupil progress and address underachievement using Departmental policies.
- To contribute to the development of self-evaluation procedures within the department.

Signature of Postholder:

Date:



MISSION STATEMENT

Our Mission is to be

A Living, Christian Experience

INSPIRED BY

- love of the Creator
- faith in Jesus Christ
- hope from the Holy Spirit

IN SERVICE TO

- the needs of our pupils and students
- the parents and guardians of our pupils and students
- the educational mission of the Catholic Church

WE BELIEVE

- in the goodness and beauty of God's creation
- in the goodness, dignity and worth of each person
- that everyone has a unique spiritual identity which they are called to fulfil
- in loving one another and yourself for the person that you are
- that all have rights, roles and responsibilities for which they are accountable
- in discovering and nurturing our God-given gifts
- in celebrating the personal development of each individual
- that the quality of teaching and learning is of fundamental importance
- in developing informed minds capable of making informed and considered decisions
- that everyone thrives in a secure, safe and structured environment
- in forgiveness and being forgiven
- in celebrating and living our faith, and reaching out to others

and that learning is a life-long journey through which each person should aspire to make the world a better place.



The Diocese of Westminster Academy Trust

Statement of Intent

Culture of Safeguarding

The Catholic Church in England and Wales is striving towards a culture of safeguarding where all are safe from harm and abuse and where every person is encouraged and enabled to enjoy the fullness of life in Jesus Christ through the prayerful, caring, nurturing, supportive and protective endeavours of the Catholic community, both individually and collectively.

Living a Culture of Safeguarding as defined by the National Catholic Safeguarding Commission the Trust will seek to have a culture of

- Openness & Transparency
- Love & Respect
- Responsibility & Accountability
- Compassion & Support
- Justice & Integrity
- Honesty & Humility
- Questioning & Challenging
- Learning & Changing

The Board and Trustees have a responsibility to ensure that:

- They are adequately informed about safeguarding matters in order to make informed decisions.
- Adequate policies and procedures are in place across the Trust schools and meet the Keeping Children Safe in Education Guidance September 2016 which has been circulated to all members of staff and Local Governing Bodies of each academy.
- Policies and procedures are implemented and monitored
- Adequate safeguarding resources are available at Local Governing Body level to ensure safe processes and the minimisation of risk.
- The Board and Trustees recognise they have a duty of care and a duty to act.

The Board and Trustees have taken reasonable and proper steps to protect vulnerable pupils from harm or abuse by:

- Having adequate and proper safeguarding policies and systems in place, including appropriate vetting procedures for those who work with children and vulnerable adults including Board members and Trustees themselves.
- Safe recruitment/selection practice is in place at each academy within the Trust (including but not only rigorous checking of applications, references and enhanced DBS checks). At least one member of the interview panel will have undertaken the Safer Recruitment in Education training.
- Ensuring allegations of abuse or concerns are dealt with seriously and responsibly in line with DfE policies and Local Safeguarding Board policies and procedures
- Ensuring the information about serious incidents is reported as soon as possible.
- DOWAT is associated with the Local Safeguarding Children Board of each Local Authority in which it operates through its academies. Any issues related to safeguarding children will be discussed at these boards as required.
- The Board of DOWAT has ultimate responsibility for Safeguarding issues. Operationally, this responsibility is delegated to the Risk Management Committee to lead on policy issues in



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relation to the safeguarding of children and adults at risk across DOWAT. Within each academy across the Trust there are Safeguarding Leads/Child Protection Officers who lead on Child Protection issues within their relevant location. They are clear about their role, have sufficient time and receive relevant support, and training, to undertake their roles, which includes close contact with outside agencies including social services, the Local Safeguarding Children's Board and relevant health care organisations.

- Good induction programmes and on-going training/updates and CPD for staff (and others) in minimum standards in child protection are provided by each academy.
- Listening to concerns of children and their parents with an open mind and promotion of a policy/culture of safeguarding children.
- Clear and accessible complaints through the Trusts policy and whistle-blowing procedures.
- Good supervision of staff/volunteers.
- Regular audits by Safeguarding Governor reported to Local Governing Body to ensure compliance in addition to Risk Management Return to Trust.
- Introduction of online Risk Management system across the Trust Board from April 2017 for consistent reporting and accountability across Trust.

Signed: 
Chair of DOWAT

Signed: 
Chair of Risk Management Committee

Date:
Review date:

The Local Governing Body of The John Henry Newman Catholic School confirm that it adheres to the Statement of Intent for Safeguarding within The Diocese of Westminster Academy Trust.

Signed: 
Chair of Local Governing Body

Signed: 
Safeguarding Governor

Date: 29th March 2017