



Wimbledon College

Jesuit education since 1892



Teacher of Religious Education

for candidates with suitable experience there is the possibility of a responsibility post within the department

required from September 2021

Salary scale : WCMS/UPS[Inner London]

Closing date: 12pm Monday 17th May

*Wimbledon College is committed to safeguarding and promoting the welfare of young people.
The successful candidates will be subject to an enhanced DBS check.*

'Wimbledon College is an outstanding school'

Diocesan Inspection July 2015



*A Jesuit school founded in 1892 for improvement in living and learning
to the greater glory of God and the common good*

Teacher of Religious Education Application Pack

The school is seeking to employ a well-qualified, enthusiastic and motivational teacher to teach Religious Studies. The successful candidate will have the capacity to bring innovative ideas to the classroom and show a strong record of raising student attainment through their teaching.

Religious Studies has a consistent record of outstanding results with both Attainment and Progress significantly above the national average.

Applications are welcome from both experienced and newly qualified teachers able to teach throughout the age and ability range.

Wimbledon College is a popular and oversubscribed school which prides itself on its exam results at both GCSE and A level with results significantly above national averages. As a Jesuit school, our ethos can be summed up by St Ignatius Loyola's vision for Jesuit schools as being "for improvement in living and learning for the greater glory of God and the common good." Central to St Ignatius' vision and to the College is the education of the whole person, providing each pupil with the opportunity to strive for excellence in all that they do.

The school is accommodated in striking Grade II listed buildings on Edge Hill, above the parish church of the Sacred Heart, on a spacious green site in a conservation area. Private and public funds have facilitated a substantial development of the facilities of the College over the last fifteen years.

The College currently has close to 1300 boys on roll including 270 in the Sixth Form. It is a great place to work with a supportive, committed staff who share the school's high expectations. All teachers are specialists in their subjects and there is a well-established CPD programme which encourages staff to work collaboratively on self-identified areas of research and pedagogy. There are also numerous opportunities for middle and senior leadership development, both in-house and external such as the NPQML and NPQSL.

Wimbledon College has a strong system of pastoral care and discipline. All teachers are form tutors and work with Heads of Line in ensuring every boy is supported, cared for and challenged to progress academically and become involved in the wider life of the school. The school's intake is truly comprehensive academically, socially and economically and ethnically. It draws from across southwest London and from Surrey and north of the Thames also. Last year saw boys join the College from over 40 different schools. Places in Y7 are regularly oversubscribed threefold.

We encourage all of our boys to be involved in extra-curricular clubs and activities and we offer over 80 different such opportunities to the boys. The school has a strong tradition of drama and music as well as a very extensive sports programme in the school, financially supported by parents' donations to the School Fund.

We were graded as Good in our most recent Ofsted inspection in 2017, below are some the key findings:

- "The school provides an inclusive, orderly and welcoming environment where pupils achieve well and enjoy their learning.
- Pupils benefit from strong levels of support, guidance and care through the chaplaincy and pastoral teams. This contributes effectively to their positive attitudes to learning and prepares them well for the next steps in their education.
- All pupils are encouraged to be 'men for others' through the embodiment of the school's core values.

Teacher of Religious Education Application Pack

- Staff enjoy working at the school and are fully committed to ensuring that pupils make the most of their education. This is exemplified in the rich programme of clubs and trips on offer, which promotes pupils' enjoyment of learning and enables them to successfully explore their talents and interests.
- Opportunities for pupils to develop their sports skills are particularly strong and highly valued by pupils, parents and carers alike. "

Rhetoric (Y13) Leavers' reflections on their time at the College

"I am very proud for having being part of a Jesuit school. It not only brings a sense of belonging in the sense of feeling part of the Jesuit family. All the boys have a real sense of community and I have made long standing friendships"

"The opportunities I have had this year to go so much further into the life of the school has made me realise how much people really do care about it. Especially the staff, who have inspired me to love my subjects and would go so far to get what's best for each and every pupil. The daily interactions with them are invaluable."

"I feel very proud to call myself a student of Wimbledon College. Whether it was doing up my tie in the morning with seven stripes or holding my hand on my heart above the Wimbledon College logo when I was preparing for a football game for the school, I always knew that my identity was a Catholic student of Wimbledon College, and I aimed to show that in everything I did, in and out of school. Every member of staff along the way encouraged me, and influenced me to work to my strengths, furthering my admiration of the subject, and overall, the teachers made me feel a sense of pride about my God-given talents."

"I don't believe any other school focuses on the men that we shall become and how we will impact the world around us, and for that reason I am proud to have attended the College. I have been able to achieve targets in and out of the classroom which I am very proud of, and there have been teachers along the way that I have always been able to turn to. Wimbledon College has furthered my development into a young man who is ready for the next step in his life, and I believe that is all a school is there to do"

"Every opportunity that comes my way to help my fellow students in need is an integral part of life at Wimbledon College. The school encourages us to live for the success of not only ourselves, but our colleagues likewise."

"Wimbledon College has given me opportunities that I never dreamed of doing and has taught me how to be a better man through respecting other, listening and adapting myself to challenging situations."

"The College has allowed me to become an individual who acts as a natural leader, sharing success with peers. Wimbledon College brings out the philosophical side, and allows for a deeper meaning of our world, that will encourage us to explore more when we leave."

Teacher of Religious Education Application Pack

Job Specification

- Teach such a way as to challenge and inspire students of all abilities to achieve high standards, in line with the Department's schemes of work and external examination courses.
- Plan, prepare and teach lessons according to the students' educational needs with reference to prior attainment, subject targets, SEN and other needs, as required
- Liaise with support staff, such as Learning Support Assistants, to ensure a coherent programme of study for the students in your classes
- Assess, record and report on the development, progress and attainment of students in line with school and department policies
- Set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching, effective classroom management and through positive and productive relationships
- Be familiar with, support and reinforce the aims, Jesuit ethos, policies, procedures and development plans of the school and department
- Take an active part within the school's monitoring, evaluation and review programmes, professional development activities and teachers' appraisal structure and cycle
- Take on the role of Form Tutor
- Attend staff briefings and departmental meetings
- Carry out a share of supervising duties in accordance with published schedules.
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Head Master

Person Specification

- You will be suitably qualified to teach in the UK with a PGCE and QTS
- You will have a degree in Religious Studies or a related subject
- You will be able to teach Religious Studies at KS3, KS4 and KS5
- You will strive to deliver a high quality learning experience for all students
- You will believe all students can achieve to a high standard
- You will have energy, enthusiasm, flexibility and determination to succeed
- You will have good interpersonal and organisation skills
- You will be able to communicate effectively both orally and in writing
- You will have a strong commitment to the school's Jesuit ethos and values
- You will have a strong commitment to your own Continuous Professional Development

Teacher of Religious Education Application Pack

Religious Studies Department Information

RE Department Staff

The department is formed by five enthusiastic, very dedicated and hardworking people who, together, ensure that all pupils achieve their full potential.

Responsibility	Name
Head of Department	Fiona Kelly
2 nd i/c Department	Stefania Fassio
Teachers of RE	David Doran
	Adrian Laing
	Jeff McDonald

Aims and Objectives

We currently have five full-time teachers of Theology & RE at the College with the Headmaster a member of the department. In our last Section 48 inspection we were judged to be “Outstanding”. Religious Education extends throughout and beyond the curriculum in a Jesuit school. It is concerned with the ultimate meaning of human life and developing an appreciation of the presence of God in all people and in all things.

Religious Education has an important role in helping pupils to explore the values of the culture in which they live and those taught by the Catholic Church. Similarly, it has a responsibility in helping to develop a Christian commitment to the welfare of all human beings, including those of other religious traditions or of none. To this end at least a basic knowledge and understanding of some of the other main religious traditions in this country, along with the challenges to religious belief in general, is desirable.

Religious Education in a Catholic School should bring to life the values of the Gospels, as indeed should the whole school community. Religious Education must aim to equip pupils to make an intellectual defence of the Christian Faith in the face of the challenges of secularism, pluralism and scepticism. It should develop the ability to make careful judgements and the capacity to make moral decisions in order to lead a Christian life.

Religious Education should encourage pupils to explore, analyse and reflect on their own experiences and promote a commitment towards others, preparing them for a lifelong journey of religious development and spiritual growth.

In the classroom

We believe that the objectives outlined above can best be achieved in an atmosphere of mutual affirmation, encouragement and commitment to others. The objectives are best achieved by adopting and encouraging a variety of teaching styles and strategies. Pupil participation is paramount. Teacher and pupil have joint ownership and responsibility for the learning experience in order to maximise and realise the potential of all involved. This must take place with due regard to the spiritual, cognitive and social development stage of each individual pupil (*cura personalis*). We should be concerned with the freedom and dignity of the individual. We are involved in the development of the ‘whole person’ to their full potential.

Teacher of Religious Education Application Pack

Beyond the classroom

In a Catholic school the RE Department is only a part provider of Christian witness:

- It is the responsibility of the whole school to create a Christian witness.
- It is the responsibility of the whole school to create a Christian community in which pupils feel accepted, can experience God and grow in the Faith.

Christian witness is present in the liturgical life of the school, in the relationships between and amongst pupils and staff, and in the school's role in the community at large. In many areas of school life the RE Department may be a resource for staff and pupils in their own human development and in providing such Christian witness.

The documents "Characteristics of Jesuit Education" and "Profile of a Jesuit School-leaver" will be given to new staff by the Provincial's Delegate for Education in the sessions for new teachers at the College.

The Religious Education Curriculum

KS3: pupils follow a course of study based upon the traditional catechetical framework.

KS4: pupils follow the Eduqas Route B GCSE:

- Component 1 Foundational Catholic Theology 37.5% of qualification
- Component 2 Applied Catholic Theology 37.5% of qualification
- Component 3 Study of Judaism 25% of qualification

KS5: in the Sixth form pupils may study the OCR Advanced Level course in Religious Studies. All students have a number of Faith Days throughout their time in the Sixth Form.

Further detail of the curriculum for each year is available on the school's website.

Staff Development and CPD

The RE Department recognises that continuous reviewing of what we do is essential for sustained success. In the review we may well feel that specialist help is appropriate. To this end members of the department are positively encouraged to attend INSET: All members of the department are encouraged to be pro-active in their own professional development and if a member of the team wishes to attend an RE teaching course they should in the first instance consult the Head of Department.

Purpose

Staff Development time is used principally for the development of teaching and learning in the RE curriculum. The particular issues addressed through development are identified in the department's development plan. Through this, individual members of the department develop their own expertise and broaden their understanding of the needs, purpose and practice of RE. Sometimes the primary focus of the development time is a curriculum issue. Sometimes the impetus for particular work is the development needs of members of the department

Teacher of Religious Education Application Pack

Applying to teach in a Jesuit school

You may be a committed Roman Catholic and know a lot about the Jesuits, or you may be from a different faith, or have no religious background. You may know little or nothing about the Jesuits. Whichever it may be, we hope this short introduction will help you to gain a basic understanding of what Jesuit schools are, and to decide whether a Jesuit school is a place where you will be happy and thrive.

The Jesuits

The Society of Jesus (popularly known as the Jesuits) is a Religious Order within the Catholic Church. Founded in 1540 by St Ignatius Loyola and nine companions, there are around 18,000 Jesuits today in almost every country of the world.

Most Jesuits are priests, but there are also Jesuit Brothers and Jesuits in studies preparing for ordination. Jesuits take vows of poverty, chastity and obedience and lead a common life in community. As well as in schools and universities, Jesuits are to be found in a wide range of other works from parishes and retreat houses, to hospitals and prisons, missions in developing countries, work with refugees, in scientific laboratories, medicine and health care, film, television and the arts, architecture, business and industry, politics and community action, spiritual direction, writing, academic and social research, philosophy, theology and biblical studies, interreligious dialogue, archaeology and astronomy, and military chaplaincy.

Jesuit schools

There are eleven Jesuit schools in Britain, including two comprehensive schools, one state primary school, two senior independent boarding schools, four preparatory schools, and an independent day school in Scotland with its own junior school.

These schools are part of a much wider network of Jesuit education. The Society of Jesus is responsible for 3,780 primary and secondary schools, colleges and universities educating some 2½ million students in over 70 countries. This great responsibility and enterprise is undertaken in partnership with thousands of lay people, Catholics and non-Catholics alike, who share the vision and spirit of Jesuit education. It is their generosity and commitment which make the Jesuit identity and mission of the schools a reality. All of the Jesuit schools in Britain are led by lay head teachers.

In most of the schools, a majority of the pupils will come from Catholic backgrounds.

Teachers in Jesuit schools come from a wide range of religious and philosophical backgrounds. Many will be committed Catholics or belong to other Christian churches, while others will have a Catholic or Christian background but have questions about their faith. Some will be from other religions. Others may have no particular religious belief. All have an important and valued part to play in the education of children and young people in Jesuit schools.

Expectations of teachers in Jesuit schools

If you join the staff of a Jesuit school, you will be joining a strong Christian community with a sense of purpose. Its underlying values of respect for the individual and giving each person every opportunity to develop their talents and grow as a person will be accorded to you as much as to everyone else. Generosity is a hallmark of Jesuit schools, both in what is expected from staff and as an attitude encouraged and fostered in the pupils.

Many of the expectations of your work as a teacher in a Jesuit school will be exactly the same expectations any good school would have. These include being competent and enthusiastic in your teaching, being

Teacher of Religious Education Application Pack

interested in and committed to the pastoral care and personal development of your pupils, and playing an active role in the wider life of the school.

In a Jesuit school there will also be expectations that you will support the school's Jesuit character, including its prayer and worship, its historical and spiritual traditions, its emphasis on growth in faith and the service of others, its values of personal responsibility, tolerance and justice, and its promotion of intellectual enquiry and striving for excellence.

Values, personal opinions and conscience

Parents who send their children to Jesuit schools do so in the expectation that the teaching, the character of the school, and the values and opinions communicated to their children will accord with their own Catholic faith.

The Catholic Church has a long tradition of teaching on ethical and social issues as well as its theological beliefs. The Church tries to balance clear teaching, on sometimes controversial issues, with the practical pastoral care of individuals who may find that teaching difficult to live up to. This is no different in a Catholic school community. We strive for the highest standards, informed by Catholic moral and social teaching, and are committed to compassion, reconciliation and the building up of a community built on love and mutual respect.

The example of your life as a teacher is important. Just as teachers are expected professionally to set a good example to their pupils, so teachers in Catholic schools are expected to give good public example which is consistent with the values of the gospel of Jesus Christ.

No teacher in a Jesuit school is asked to speak or act against his or her conscience. The Catholic Church explicitly teaches that conscience, informed by appropriate study, is the highest authority for the individual. However, if you choose to work in a Catholic school, there is an expectation that you will do nothing to undermine the Catholic faith and practice that is the school's *raison d'être* and way of life.

Of course, we recognise that many people will have different views on a range of topics. Catholics themselves hold views that sometimes do not accord with the Church's official teaching. In a Catholic school we are responsible for forming children and young adults. We try to do so in a way that imparts the religious and moral views of their parents, and of the Church, and at the same time encourages increasing independence in forming and expressing their own views. In practice, we are confident you will find Jesuit schools are open and tolerant places. They clearly articulate the tradition of beliefs and values of Catholic Christianity but do not seek to indoctrinate or foist unwelcome views on impressionable young people.

Further information

The identity and mission of Jesuit schools is set out in a document called *The Characteristics of Jesuit Education* which is available on the Jesuit Institute website. Each school will have its own mission statement which sets out how it realizes its own identity and mission as a Jesuit school in its particular circumstances and for its pupils and community.

© 2013 Jesuit Institute
jesuitinstitute.org