



St. Mary's
Catholic High School
& Sixth Form College

Teacher of Religious Education

This prospective applicant pack provides you all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our flourishing school community through the content that we have created for you.

Closing Date:
9.00am, Wednesday 8th May
2024

Interview Date:
Wednesday 15th May 2024



“I can do all things through **Christ** who strengthens me.”

HEADTEACHER'S WELCOME



Dear Applicant

Thank you for your interest in our school. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role in our school. We are very much aware that a decision to apply for a new job is a two-way process; if appointed you would be committing at least the next few years of your professional life to the school and you will want to ensure that you are happy coming to work each day, be professionally challenged and prepared for the next stage of your career. The aim of the pack is to provide you with a flavour of our school community and we of course welcome visits and conversations before the closing date.

We are very much first and foremost a Catholic high school. That means our values and vision are rooted in the teachings, example and life of Jesus Christ. This does not mean we expect every member of staff to be a practising Catholic, but we do expect every member of staff to share our values and be active in promoting the Catholic life of the school through their daily interactions. Our Mission Statement is focused upon helping every person have a sense of self belief so that they feel safe and happy, proud to be associated with St Mary's so that we are able to share God's love and thrive in our lives. To enable us to make this happen we have put a great emphasis on character education where we outline the virtues, we aspire to in order to fulfil the school's mission. These virtues are Christ centred and are used in all aspects of school. These are:



We expect every adult in school to embrace these virtues and act as role models for them. The character virtues were introduced in 2020 and are becoming embedded within our school. They mark the latest phase of our school's development. In 2019, the school was judged to be **“Good”** noting the impact of the, **intelligent and determined leadership”** in our school.

We are looking forward to building on our successes as a transformational school. We are ambitious to provide the best possible education for our students and constantly challenge ourselves to improve. In 2024, our ongoing school priorities are:

- *To uphold the Catholic nature of the school by ensuring **all** pupils achieve in line with national averages. Teaching will be inspirational and evidence-informed with highly effective use of assessment that checks for understanding of the curriculum, all of which ensure a high level of attendance for all students*
- *To develop well-behaved young people who are able to think ethically, morally and technologically. They will be able to reflect their dignity and the dignity of others as sacred individual created by a loving God. This will result in motivated, respectful, tolerant learners who make a tangible contribution to the life of the school through engagement and good attendance.*
- *To enhance the provision of Catholic Life Personal Development curriculum including the statutory curricula for Citizenship, Careers, RSE (Relationships and Sex Education) and PSHE (Personal, Social, Health and Economic education); including sixth form. Thus, ensuring a high level of attendance for all students.*
- *Developing colleague and student understanding, leadership and involvement with collective worship and Catholic life.*

All of the above is underpinned by a Relationships & Behaviour Policy rooted in the warm strict approach, which incorporates the highest expectations and absolute consistency delivered in a manner founded in love, which is at the core of Christ's examples and teachings.

Our school originates from the post-war expansion of secondary education; it was originally a separate boys and girls' school that merged. We have 1600 pupils and employ 168 staff. The site is large, extending over 33 acres, and has a campus style with blocks housing specific departments with generous playing fields, an astro-turf, sports hall, gym and fitness suite. The school is situated in Astley, a community village serving Manchester and Liverpool and our pupils come from the local area as well as Leigh, Tyldesley, Atherton, Boothstown, Hindley and Lowton. We have eight partner primary schools but draw pupils from 30 different schools in the locality. We are oversubscribed for applications in Year 7 and have around 200 applications for Sixth Form annually. The catchment area of the school is very diverse in terms of a socio-economic basis and it is truly comprehensive in this sense but less so in other areas, as most pupils are of white British and Irish heritage.

As I indicated earlier, we are more than happy to welcome prospective candidates to visit the school before the application deadline. If you would like to take advantage of this, please contact Tricia Foster, Human Resources Manager who will arrange a mutually convenient time.

Yours faithfully,



Denise Brahms
Headteacher

CHAIR OF GOVERNORS



Dear Applicant

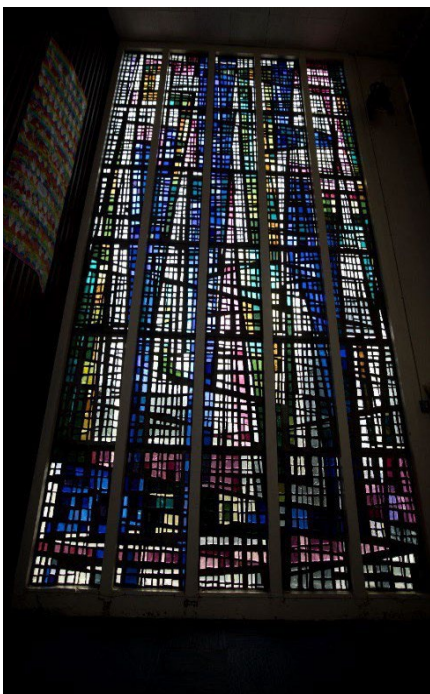
Thank you for your interest in our school. We are very proud of our school community as it goes from strength to strength. We believe strongly that the quality of our provision is entirely dependent on the professionalism, energy, commitment and skill of every single member of staff and each individual has a vital role to play. We understand that working in a school is a really demanding vocation and as a governing body we want to ensure that systems are in place to support and professionally challenge everyone. Our Catholic faith underpins this. This does not mean that you have to be a practising catholic to work in our school, (*with the exception of Headteacher, Deputy Headteacher and Head of Religious Education*). We welcome applications from people of all faiths and fully recognise that diversity brings about strength. We do ask that candidates support the values of the school and understand that every adult in the community has a key role to play in developing this.

I hope the information pack is of use to you. Please take the opportunity to visit us and ask any questions you have. You will find a warm, welcoming community that is truly supportive of everyone and we very much hope to receive an application from you.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'NG', written over a white rectangular background.

Dr Neil Gredecki
Chair of Governors





ST. MARY'S SIXTH FORM CENTRE

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This school has been transformed since the last inspection as a result of intelligent and determined leadership, including in the Sixth Form.

Leaders, including governors, have secured evident and significant improvement throughout all aspects of the school, most particularly in the behaviour of pupils, their attendance, the quality of teaching and the achievement of disadvantaged pupils currently in the school

OFSTED REPORT

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OFSTED PARENT VIEW JUNE 2023

90%

Of parents say that their child is happy at our school

93%

Of parents say that their child feels safe at our school

92%

Of parents say that pupils behave well at our school

93%

Of parents say that we have high expectations for their child

93%

Of parents feel that their child does well at our school

97%

Of parents feel that we offer a good range of subjects

92%

Of parents would recommend the school to another parent

TEACHER OF RELIGIOUS EDUCATION

Required for 1st September 2024

The Governors of this highly regarded Catholic high school are looking to recruit a motivated, inspirational and enthusiastic teacher of RE to join our hard working and committed team. St Mary's is a good school which is rapidly improving and while it is vital that any teacher is able to secure the highest standards of attainment at GCSE and A Level a Teacher of RE is so much more. We serve a diverse socio-economic community in a predominately white British/Irish heritage area which has its distinct nature and is reflective of an increasingly secular society. The importance and challenge of religious education in a Catholic setting is even more pronounced. We are looking for a teacher with the skills and ability to take on this role and work with our young people to help inspire and help them question whilst supporting and nurturing them. At the same time, we need our young people to be challenged and for our staff to be a role model to help them grow in their faith journey.

The successful candidate will have the expertise to encourage and engage students, and be determined to get the best from the students, ensuring they make their very best progress. This will be achieved through planning and delivering engaging lessons, which will inspire our learners to succeed. Applications are welcomed from both experienced and newly qualified teachers who enjoy new challenges.

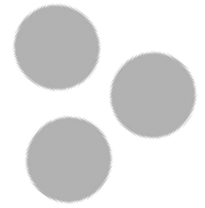
Closing Date: 9.00am, Wednesday 8th May 2024

Date of Interview: Wednesday 15th May 2024

If you require any additional information regarding this post, or would like to visit school, please contact Tricia Foster, Human Resources Manager by e-mail t.foster@st-maryshigh.wigan.sch.uk

Full details of this post including the CES Teacher application form and associated documents are available to download from the school's web site <https://www.stmaryschs.org.uk>

APPLICATION PROCESS



Full details of this post including the CES Teacher Application form and associated documents are available to download from the vacancy section of the school's web site <https://www.stmaryschs.org.uk>

To apply for the post your completed application must be submitted to include the following documents:

- CES Teacher Application Form to include a supporting statement (current version of the application form December 2020)
- CES Consent to Obtain References
- CES Monitoring Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mrs D Brahms, Headteacher to recruitment@st-maryshigh.wigan.sch.uk

St Mary's is an equal opportunities employer, committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

JOB DESCRIPTION



POST TITLE: Teacher of Religious Education

JOB PURPOSE: Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support curriculum areas as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

- 1.1 Line Management:** Reporting to - Head of Department
Responsible for - No line manager responsibility
- 1.2 Liaising With:** Headteacher, senior leadership team, teachers and support staff, LEA representatives, external agencies and parents.
- 1.3 Salary Scale:** Classroom Teachers' Pay Scale
- 1.4 Working Time:** Full time as specified within the STPCD
- 1.5 DBS Disclosure Level:** Enhanced

2. TEACHING

- 2.1** Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.2** Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

- 2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching, which can include teaching outside or your specialism as/when required.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

4. CURRICULUM PROVISION

- 4.1 Assist the Head of Department and the Deputy Head: Quality of Education, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.

- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- 9.4 Contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.

- 10.2 Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy
- 11.10 Apply the behaviour management systems so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and Catholic ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its requirements for collective worship and liturgy.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher Status (A) • A good Honours Graduate in an appropriately related discipline (A) 	<ul style="list-style-type: none"> • For experienced teachers a record of continuing professional development in Religious Education. (A)
Understanding, knowledge and experience	<ul style="list-style-type: none"> • Evidence of successful experience/teaching practice as a classroom teacher of Religious Education. (A/I/R) • To have an excellent understanding of Religious Education in a Catholic School; both its teaching and assessment. (A/I) • To have an excellent understanding of strategies that can inform teaching. (A/I) • To have an excellent understanding of how students develop and progress in their knowledge, understanding and skills (A/I/R) • To have knowledge of and confidence in the use of pupil performance data to raise attainment(A/I) • To be able to use positive behaviour management systems to ensure pupils' behaviour is conducive to learning. (A/I) • An awareness of good practice in identifying individual needs and providing appropriate curriculum activities. (A/I) • To be committed to making contributions to extra- curricular activities. (A/I) • To have a good knowledge of current educational issues and initiatives. (A/I) • To be able to set clear objectives and targets for pupils, developing teaching sequences that show an ability to meet pupils' academic needs. (A/I) • To be committed to making contributions to extra-curricular activities. (A, I) 	

Personal Qualities	<ul style="list-style-type: none"> • Committed Christian (A, R) • To support and contribute to the school’s Catholic Ethos. (I) • To be able to work collaboratively with other adults both inside and outside of the classroom (A) • To have excellent communication and interpersonal skills (I) • To be able to gain the confidence of colleagues and students (I) • To be self-reflective, with the ability and desire to improve own performance (I) • To be able to work effectively in a team and across department teams. (I/A) • To be an enthusiastic Religious Education teacher (I/A) • To have an excellent record of personal attendance, punctuality and health (R) • To have high personal standards - dress, conduct and presentation (I) 	<ul style="list-style-type: none"> • Practicing Catholic (I) • Dedication to improving standards (A/I)
Commitment to	<ul style="list-style-type: none"> • Raising standards of student achievement. (A/I) • Continued Professional Development. (A/I) • Community liaison including parental involvement. (A/I) • Commitment to diversity and equality of opportunity in all working practices. (A/I) • The role of a Form Tutor within a specified year group (A/I) 	<ul style="list-style-type: none"> • Further career development. (A/I)
Additional Requirements	<ul style="list-style-type: none"> • The right to work in the UK (A/I) 	
Written Application	<ul style="list-style-type: none"> • A well-constructed and concise application showing evidence of knowledge, experience and enthusiasm for the role. 	

The School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures

A- Application I – Interview R - Reference