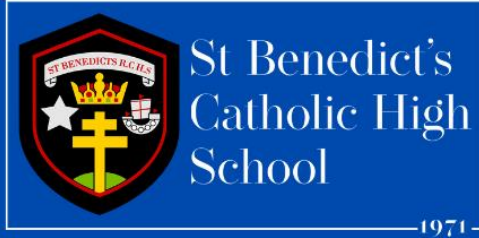
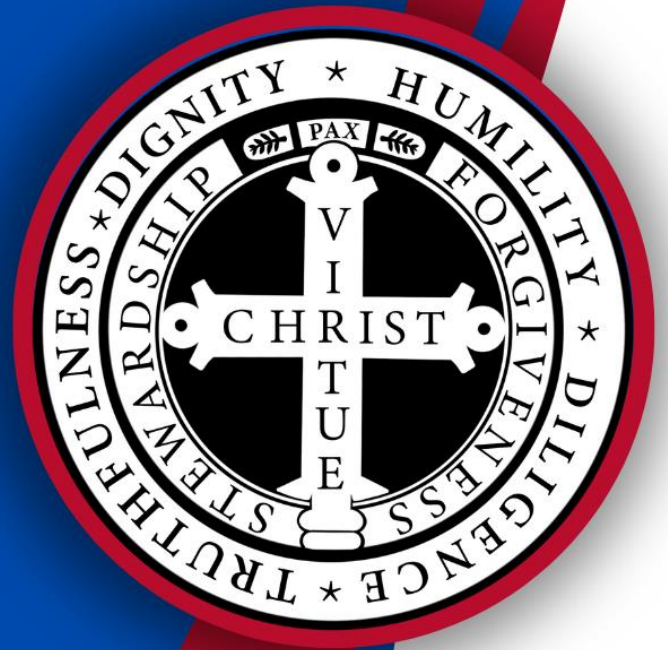


Through love of Christ, delight in Virtue



Second in Department RE

Required for January 2025
or as soon as possible thereafter



ST BENEDICT'S CATHOLIC HIGH SCHOOL CONTEXT & EDUCATIONAL VISION

St Benedict's Catholic High School is an 11-19 school, with a current roll of 1037 students and a well-established Sixth Form (West Cumbria Catholic Sixth Form), incorporating post-16 students from St Benedict's School, St Joseph's School in Workington, and also schools in the surrounding area. At present, 144 students study in the Sixth Form. The school's last Ofsted inspection took place in December 2019 and the school maintained its good with outstanding features judgement. The school was inspected under Section 48 in 2024 and the school received a good with outstanding features judgement in this inspection too. The school serves a wide catchment area in West Cumbria. It is a true comprehensive school with students of all abilities and diverse backgrounds. The school is inclusive, recognises its faith mission, but welcomes all. The school moved to a brand new £33m purpose-built Campus with state-of-the-art facilities in January 2019.

Location

The Georgian port of Whitehaven is situated on the Irish Sea coast a few miles away from the western boundary of the Lake District National Park. The school is in the Hensingham area of Whitehaven which has a population of approximately 25,500. Local housing in the town and the attractive surrounding countryside is generally affordable. The school serves an economically deprived area but nearly all students who join the school in Year 7 remain with us until at least Year 11 and often into the Sixth Form. The vast majority of, and typically all, students leave for higher or further education, apprenticeships or employment.

Ethos

As a Catholic school we have a strong sense of faith and seek to nurture the God-given gifts in both our staff and our students. We encourage a sense of self-awareness, self-worth, and self-fulfilment, so that our students have every opportunity to flourish spiritually and become well-rounded and highly employable individuals ready to take their place in society as tomorrow's role models. Our Benedictine virtues are central to everything we do. We aim for our students to show dignity, humility, diligence, truthfulness, stewardship and forgiveness.

School and the Community

St Benedict's School regards itself as a learning community and understands the importance of its place in Whitehaven and the surrounding area. Although an economically deprived area, the town has a number of major nuclear related industries. The Sellafield Nuclear Plant is located approximately 8 miles from the school. Post-16 courses are academic and the emphasis in the Sixth Form is on high academic provision and achievement. The school is aware of its setting, which is adjacent to the Lake District National Park and world-class nuclear technologies. There are good relationships with a number of large and medium-sized industry and business providers. The school seeks to specialise in academic provision recognising the highly technological context it finds itself in.

What We Want for Our Students as part of the Campus Whitehaven

In a word – excellence.

A set of the widest possible curriculum experiences, which result in students leaving the school eminently employable, responsible and civic young people, who are confident and aspirational individuals. We want to create a set of experiences that recognise that our students are 21st century learners. We want to place strong emphasis on creating tomorrow's workforce by helping to supply academically able young people ready to take up a wide variety of employment opportunities.

Our learners need to develop problem-solving abilities, flexibility, the ability to access, select and analyse information from appropriate sources, write accurately, be numerate, be able to present and communicate effectively. They should demonstrate independence of thought, the ability to assess risk and make well-informed decisions, co-operate as part of a team, be adventurous, and have a sense of responsibility and self-discipline. They should be prepared to challenge stereotyping and negative thinkers, be critical thinkers in a range of contexts, able to demonstrate initiative, and ethical decision-making processes, and to have high levels of technological literacy.

ACADEMIC ORGANISATION

Key Stage 3

Currently we have a seven or eight form entry and students are divided into two parallel bands of equal ability. In Year 7, students are initially taught in mixed ability classes for all subjects. As students progress through key stage 3 they will be placed in sets according to their ability, attainment and progress for some subjects and remain in mixed ability classes for the others. These sets are reviewed regularly and changes made as appropriate.

Within each band students have lessons in:

English	Mathematics	Science	Religious Education
History	Geography	French	Art and Design
Computer Science	Music	Physical Education	
Technology (including Food Technology and Design Technology)			

In Year 9 Spanish and German are also offered.

Key Stage 4

At Key Stage 4, the vast majority of students follow one of two pathways. A small group of students follow courses at Level 1 or below if appropriate for them.

All students are able to take the full suite of EBacc qualifications including a choice of humanity subject and a choice of language. We also offer the three separate sciences. To make this possible it becomes one of their option choices.

Key Stage 5

At the end of Year 11 students are encouraged to stay on into the West Cumbria Catholic Sixth Form which is part of St Benedict's High School.

The courses offered in the Sixth Form are:

Art, Craft and Design	Geography	Core Mathematics
Biology	EPQ	Business
German	Maths	Science Applied
Chemistry	Government & Politics	Sociology
Computer Science	Health & Social Care Applied	Sport (BTEC)
Design Technology (Product Design)	History	
English Language	Performing Arts	
English Literature	Physics	
French	Philosophy & Ethics	
Further Maths		

APPOINTMENT OF FULL TIME SECOND IN DEPARTMENT RE

Required for 1st January 2025 (permanent contract)

We are seeking to appoint an enthusiastic, inspirational and talented teacher of RE to take on a leadership role in our RE department. We want a person who is passionate about supporting the Head of Department and who is willing to take part in developing the vision, commitment and determination to raise standards across all levels and abilities.

HEAD OF DEPARTMENT JOB DESCRIPTION

Position Title:	Second in Department RE		
Reports to:	Subject Leader RE	Cost Centre:	
Department:	RE	Job Code:	
Location:	St Benedict's Catholic High School	Grade:	

1. JOB PURPOSE:

Leadership is about providing a clear sense of direction and purpose. The core purpose of the Second in Department is to provide professional support to the leadership and management which will secure a relevant curriculum, high quality learning opportunities, effective use of resources and improve standards of achievement for all students. Alongside the subject leader, building and maintaining an effective teaching team which continually enhances the quality of learning and achievement.

2. ACCOUNTABILITIES:

The Second in Department acting as a Strategic Leader of a Subject Area will:

- Be supportive of the school's Mission Statement, overall aims and objectives which have the central goal of developing the school as a truly Christian environment in which the Gospel is lived and experienced by all members of its community.
- Be responsible to the Headteacher and governors for the development of the subject area
- Give clear direction to those who share in the teaching and learning of the subject area.
- Establish, foster and encourage commitment to a well-informed set of aims providing direction and a sense of purpose for both students and colleagues.
- Establish short, medium and long-term plans for the development and resourcing of the subjects linked to the needs of students and colleagues.
- Establish and implement clear curriculum policies and practices based on the school's Statement of Intent.
- Establish and implement clear policies and practices for assessment for recording and reporting, including the use of SIMS.
- Ensure that policies and practices take account of national development in the subject and wider educational context, and to keep up to date with national developments in teaching and learning within the subject and disseminate this information to teaching colleagues.
- Lead by example and provide a good role model for colleagues and students.



- In consultation with colleagues in the department, support, implement, monitor and evaluate a Department Improvement Plan ensuring that specific objectives are delegated in accordance with the school's performance management policy.
- To disseminate information concerned with whole school improvement strategies to all colleagues within the department.
- Supporting, guiding and motivating teachers of the subject, and other adults.
- Evaluate through self – review the effectiveness of teaching and learning, the subject curriculum and progress towards targets, to inform future priorities and maintain an evidence base.
- Take a supporting role in the selection and appointment of new colleagues within the department.
- Prioritise and manage one's own time effectively, between the demands made by classroom teaching, subject management and involvement in whole – school development.

Key Outcomes:

A Learning, Teaching and the Curriculum

- Have the expertise and subject knowledge required of the lead professional for a subject area.
- Work with the Head of Department to ensure that the best curriculum provision is available for all students and that high quality teaching and learning is the core business of the school.
- Work with Heads of Year and the Learning Mentors to ensure that success is celebrated and underachievement by any individual student, or group of students is identified and addressed.
- Deliver an appropriate and engaging curriculum for all students, both in the formal timetable and in enrichment activities.
- Assure wide variety of teaching and learning styles being adopted by all teachers in the department.
- Support teachers and other colleagues within the department through lesson observation and relevant feedback and coaching where appropriate.
- Provide a climate for learning. This will be evidenced through effective use of the rewards policy, oversight of displays, and liaising with parents.
- Implement effective and supportive grouping arrangements, thoughtful deployment of staff, schemes of work, policies and documentation.
- 21st Century technology being applied appropriately to the learning situation as well as in administration.
- Liaison with the school's Examination Officer to implement internal examinations and prepare students and parents for external examinations.
- Consultation with the Subject Leader to analyse a range of data.

B Monitoring, Evaluation and Improving

- Undertake a process of self-evaluation for continuous improvement.
- With the Head of Department, monitor and evaluate the efficiency, effectiveness and performance of the subject area in all aspects, including that of colleagues through taking a strategic role in Performance Management/ Teacher Appraisal and facilitate the necessary professional development for all colleagues in the department.
- With the Head of Department, have an overview of the progress of individual students to ensure that the highest possible standards of student attainment and progress are achieved.
- Support the Head of Department in using academic data to monitor the progress of all students.
- Support the Head of Department in monitoring the quality of teaching and learning in the class and the standard of work individual students produce to ensure that it is to the highest possible level.
- Work with the Senior Leadership Team and other colleagues to ensure that the learning experience challenges all students.
- To ensure that consistency exists across the department with reference to school policies and the standardisation of students' work.
- Seek the views of students and parents to evaluate all aspects of teaching and learning in order to facilitate strategies for subject improvement and to cultivate the student voice.



C People and Relationships

- Work with students and colleagues in inspiring and motivating them to raise aspirations, exceed expectation (value added) and achieve the highest levels of performance.
- Develop effective working relationships across the department and other colleagues within the school.
- Liaise with external agencies as and when appropriate.
- To ensure effective communication exists for all those connected with teaching and learning within the department including parents.
- To provide leadership and appropriate support for associate colleagues attached to the department including the School Chaplain, Departmental Teaching Assistants, Learning Mentors, Learning Support Assistants, Technicians, Supply Teachers, and Student Teachers.

D Managing Resources

- Manage students, colleagues and resources including the learning environment for that area of the school.
- Establish resource needs for the area.
- Create an effective and safe working and learning environment.
- Maintain existing resources and explore opportunities to develop new ones.
- Delegate appropriately in the best interests of the subject area and colleagues within it.

E Accountability

- Second in Department responsible to the Head of Department.
- Understand and fulfil professional duties as specified in the terms and conditions of service for teachers.

F Line Management Responsibility

- The Second in Department will support the Head of Department in managing a team of subject teachers and associate staff who may be assigned to the department.

QUALIFICATIONS, SKILLS & EXPERIENCE:	
Qualifications and Professional Development	<p>Essential</p> <ul style="list-style-type: none"> • Graduate • Qualified teacher status • Comprehensive evidence of success in RE <p>Desirable</p> <ul style="list-style-type: none"> • Higher degree and/or professional qualification • Membership of a national professional organisation • Middle leadership experience • CCRS certificate / practicing Catholic
Knowledge, Skills and Competences	<p>Essential</p> <ul style="list-style-type: none"> • Excellent teacher of students across a range of abilities at key stages 3 and 4. • Substantial knowledge and understanding of the strategies most likely to lead to school improvements in behaviour • In-depth knowledge of recent developments in teaching and learning • Strong ability to manage students from all backgrounds • Excellent communication and presentation skills, both written and oral • Knowledge and understanding of a range of data • Understanding of whole school approaches to behaviour management <p>Desirable</p> <ul style="list-style-type: none"> • Excellent leadership and management skills, inspiring confidence in staff and students so that they can succeed and achieve their personal best • Proven track record of developing and growing teachers • Excellent teacher of students at key stage 5
Experience	<p>Essential</p> <ul style="list-style-type: none"> • At least five years' teaching experience across the age and ability range <p>Desirable</p> <ul style="list-style-type: none"> • Evidence of leading, supporting and managing others in a department or phase of the school • Experience in more than one school • Practical experience of developing and delivering INSET
1. PERSON SPECIFICATION:	
<p>As well as a generic job description the post holder will need to have the following personal characteristics:</p> <ul style="list-style-type: none"> • Coaching ability. • Emotional intelligence. • The ability to express and instil clear educational values. • Personal impact and presence. • Adaptability to changing circumstances and ideas. • Enthusiasm. • Reliability and integrity. • Commitment, motivation and inspiration. • The ability to anticipate problems and solve them. • The ability to negotiate, delegate, consult and direct as part of a team. • The sensitivity to recognise the most appropriate management strategies for each situation. • The ability to deal sensitively with people. • The ability to understand and interpret statistics and other data. • The willingness to seek advice and support as appropriate. • The ability to maximise the use of ICT for curriculum and administrative purposes. <p>To carry out such responsibilities which may be determined from time to time by the Headteacher.</p>	

ABOUT THE RELIGIOUS EDUCATION DEPARTMENT

Currently, the department has six specialist teachers. All staff teach across the age and ability range and are expected to contribute beyond their teaching commitment to ensure an all-round enriched experience but particularly retreats or experiences that enrich and support the ethos of the school.

The RE team is a strong team that collaboratively plan lessons and share resources. A-level results are good and GCSE results are above the average for Catholic Schools based upon the latest CES data. We, therefore, seek to appoint a creative, innovative, dynamic and highly capable practitioner who will be an active member of the departmental team and contribute to enabling further developments in the quality of teaching and learning within the department. Striving for excellence is standard within the department and a reflective practitioner is required to enhance the experience and outcomes within RE/RS.

Key Stage 3

Students in KS3 are taught in two bands, each band is mixed ability in years 7, 8 and 9. Students have three 55 minute periods of RE each week (10%). Schemes of work at KS3 are fully developed and resourced, Year 7 are following a curriculum based upon the new RED, Year 8 and 9 are currently following the curriculum based upon the RECD and the People of God Diocesan program.

Progress and impact of learning in KS3 are assessed using recap quizzes, key marking pieces, end of unit assessments and homework tasks.

Key Stage 4

Students in KS4 study for the EDUQAS Route B GCSE, we study Judaism as our World Religion as per the Bishop's requirement. All students receive three 55 minute periods of RS per week. Students are independently set in RS.

Key Stage 5

Religious Studies is a popular subject at A Level with over 15 students per year opting for the subject. We follow the EDUQAS RS course.

An ability to teach A Level Religious Studies (Philosophy, Ethics and Christianity) would be of importance to the school.

The school also runs a Sixth Form Core Religious Education course. Students receive one lesson per week.

The RE Department is the core within the core and is actively involved within all aspects of the life of the school.

ST BENEDICT'S SCHOOL 'OFFER'

- Brand-new facilities in teaching areas organised in department clusters
- Modern classrooms – all with 'Clevertouch' screens
- Expert support and CPD for you as a classroom practitioner – our school is committed to supporting you to be an outstanding teacher
- Easy to use data sets
- Peer to peer coaching and mentoring support
- Participation in a Nursery Vouchers scheme to support childcare
- Planned career progression, and CPD support for this
- Regular opportunities to participate in education visits abroad
- Access to CPD opportunities offered by our local Teaching School Alliance
- Unique links with industrial partners – opportunities to experience industrial working practices relevant to your subject area or specific interest
- Funded opportunity to study for a Catholic Teachers' qualification

CONDITIONS

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- These duties may be amended as necessary at the discretion of the Headteacher in light of the future development of the school.
- The successful applicant must be in sympathy with the Catholic ethos of the school. The creation of a truly Christian environment in which the Gospel is lived and experienced by all members of its community, is the central aim of St. Benedict's.
- This post is subject to the conditions of the Catholic Education Service Contract.