

St Gregory's

CATHOLIC SCHOOL



Teacher of Religious Education

APPLICATION PACK

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Letter from the Headteacher

Dear Candidate

Thank you for your interest in this exciting role within our secondary school, which forms part of the West Kent Cluster of Kent Catholic Schools' Partnership.

We are a collaborative partnership of proudly Catholic, world-class schools connected by our ambitious extended curriculum and passion to nurture the young people in our care into confident, well-rounded individuals who make the world a better place.

We have extremely high expectations of what we do for the students in our schools and are keen to recruit like-minded, passionate colleagues who have the potential to redefine what is possible in the education landscape.

If you are passionate about making a better world through the power of education and have the skills to help us showcase the work we do, we would love to hear from you.

Kind regards

Phil Byrne

Headteacher

St Gregory's Catholic School



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About St Gregory's Catholic School



St Gregory's Catholic School is a Catholic secondary school and part of the Kent Catholic Schools' Partnership (KCSP). KCSP is a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent and it currently comprises 26 academies of which 21 are primary schools and five are secondary schools.

St Gregory's Catholic School is an over-subscribed seven-form entry secondary school located in Tunbridge Wells and is a popular destination for pupils from its Catholic partner primary schools in Tunbridge Wells, Tonbridge and Sevenoaks.

St Gregory's Catholic School is an inclusive academy. Its dedicated staff, helpers and governance committee members work hard to ensure that every student is supported and challenged to be their very best. Each individual is encouraged to grow spiritually and intellectually, so that unique and positive contributions can be made to society and the world. Its most recent denominational inspection in March 2018 judged it as 'Outstanding' and its most recent Ofsted inspection in March 2013 judged the academy to be 'Outstanding' in all areas.



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School vision and values

Our Vision

St Gregory's strives to provide every student in our care with a world-class Catholic education. We are an inclusive and caring community, and one in which every child who enters this school is known and loved.

We teach students to understand their own unique value and dignity, so they may recognise and realise their God-given potential and, inspired by the life of St Gregory, we empower them to approach with vigour the opportunities of their education. We aim for our students to guide others by example and, as a servant leader, to use their discernment so they make unique and positive contributions to society and the world.

St Gregory's ALIVE values:

Ambition

Rooted firmly in Catholic teachings, we aim to nurture and guide our students to fulfil their God-given potential so they may achieve success. We support this by providing extensive opportunities in our students' education that include academic, co-curricular, personal and relationship guidance, as well as providing strong role models and teaching moral and ethical values.

Leadership

We strive to be a community of servant leaders, where individuals gain a clear sense of self and purpose, knowing their values and using these to guide how they enrich the community in which they belong.

Integrity

We teach our students to value honesty and have strong moral principles, using their discernment to govern their actions and take responsibility for their choices.

Vigour

Inspired by the life of St Gregory, we empower our students to work with vigour, so they approach all activities and opportunities with effort, energy and enthusiasm.

Empathy

We aim for our students to understand and value the feelings of others and for them to know they are loved and celebrated irrespective of their differences. We also give them the confidence to celebrate their own differences.

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School intent statement

Our school is a community centred on the Catholic ethos that strives for excellence, and teaches students the knowledge, skills and attributes they require to be effective 'life-long learners'. Students are happy and fulfilled, because they are nurtured in an environment where they are cared for, known and loved, and encouraged to be unique individuals. We pride ourselves on educating students academically, morally and spiritually, to go out into the world as socially responsible and successful individuals who have a strong sense of how they will use their skills and talents to make the world a better place. We do this by providing a curriculum rich in knowledge and skills, focused on strong relationships which encourage shared values and mutual respect.

At St Gregory's we develop young people who think deeply, are knowledgeable and are informed because they understand how to learn and the value of learning. Students make and articulate informed judgements, hold discussions and show compassion and empathy that enables them to make considered decisions and partake fully in wider society. St Gregory's underpins the Kent Catholic Schools' Partnership vision of a rich, child-centred curriculum that fosters a love of learning.

Our ambitious curriculum carefully sequences learning, so that students learn and apply knowledge and skills which are enhanced further with an exciting diversity of enrichment activities. We strive to provide world-class opportunities for our students, and seek to develop the 'whole person'. Our carefully considered curriculum is well planned, well-structured and thoughtfully sequenced, so that long term learning builds. Memory is fundamental and is developed by students thinking hard to retrieve knowledge, spacing concepts and skills in each subject, and interleaving them throughout the curriculum.

With Christ's love at the centre of all that we do, our curriculum aims to develop young people who:

- Are happy and feel fulfilled
- Are curious, enjoy learning and have high expectations for themselves and are ambitious for their futures
- Act as positive role models, guiding others by example
- Can make and articulate informed decisions and take responsibility for themselves
- Approach activities with effort and commitment, showing resilience and perseverance

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Role description

We wish to appoint for January 2024 to Easter 2024 on a fixed term contract, an innovative, enthusiastic and well- qualified teacher of Religious Education to join us at St Gregory's. The post would suit either an experienced or newly qualified teacher who is a practicing Catholic or a member of another Christian denomination who is fully supportive of the school's Catholic identity. A second subject of History would also be considered for the right candidate.

The Role: This position will be to support the Subject Leader in the day to day running of the department. The specific responsibilities of this role will be shaped by the individual strengths. RE is central to school life and we seek to appoint a well-qualified teacher who is able to teach all key stages in this subject. The position will require the ability to teach GCSE (Edexcel A, Catholic Christianity with Judaism) with the potential to teach A Level (OCR – Philosophy of Religion, Religious Ethics and Development of Christian Thought). The successful candidate will join four other full time RE specialists in a very successful department that is highly valued by students and parents.

The ideal candidate will:

- Be able to inspire and motivate students to achieve their full potential, and instil a love of learning RE, both through practical and theory work.
- Be part of a team and will contribute to the ongoing development of this successful RE department.
- Be comfortable promoting Catholic values and ethos, but does not necessarily have to be Catholic.

Benefits of working at St Gregory's:

- A supportive and caring working environment for staff and students
- A research-informed approach to curriculum design and assessment
- Fully planned and resourced schemes of work for KS3 and KS4
- Opportunity to teach KS5 for the right candidate
- Dedicated and bespoke CPD time for all staff each week
- Laptop provided for staff
- Access to our Fitness Suite
- Access to Kent Rewards Scheme
- Employee Assistance Programme which offers counselling, financial guidance, legal enquiries with access to online health and wellbeing resources

Our Offer: We create an environment where our staff can thrive and enjoy the work that they do which enables our young people to flourish, gain confidence, achieve and be happy. We have a reputation for being a very caring environment and we have a great record for investing in staff training and development.



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Job description

Job Title:	Teacher of Religious Education
Salary Grade:	MPS/UPS
FTE:	1.0
Line Manager:	Subject Leader of Religious Education

Main Purpose:

- To monitor and evaluate the quality of teaching and learning provided by the team by undertaking rigorous self-evaluation using the required procedures, including analysis of performance data, student target setting and personalised learning
- To communicate current progress frequently and make full use of school data systems to track all students including vulnerable groups and more able to implement effective intervention to secure at least expected progress
- To ensure safeguarding is at the heart of all department policy and practice
- To work with staff to improve their quality of teaching and learning, through active quality assurance, monitoring, review and effective staff development programmes, including mentoring, coaching and training
- To be accountable for the progress of students in RE
- To deploy staff in ways which facilitate high quality teaching and learning and allow for staff development



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Job description

General Responsibilities:

1	Leading Teaching	
1.1	Excellence in the classroom	<ul style="list-style-type: none">• Plan and deliver well-sequenced lessons in accordance with the• Develop and maintain extremely high expectations of behaviour for learning• Promote a culture of independent learning• Enable all students to achieve their full academic potential in RE• Regularly and consistently review the students acquisition of knowledge and understanding• Intervene efficiently and effectively to promote and accelerate student progress
1.2	Commitment to CPD	<ul style="list-style-type: none">• Demonstrate a desire and passion to continually improve your own practice• Read widely and often about the best practice in RE and general pedagogy• Enhance your own subject knowledge• Engage fully with research and development of teaching and learning• Investigate and visit other settings to draw on best practice in RE teaching
1.3	Leading by example	<ul style="list-style-type: none">• With the Subject Leader, ensure that you champion excellent pedagogy within the department• Critically evaluate the quality of teaching and learning within the department regularly• Support teachers in the RE department to develop their own practice• Model the high expectation of teaching and learning by providing concrete examples for the team



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Job description

Key Responsibilities:

2	Leadership of the successful delivery of RE	
2.1	Vision	<ul style="list-style-type: none"> Support the Subject Leader to inspire and enthuse members of the team, with a clear vision for the future direction of the RE Department.
2.2	Improvement Planning	<ul style="list-style-type: none"> Support the department's strategic planning processes, rooted in accurate, critical self-evaluation Support the Department Improvement Plan (DIP) annually and use this to drive improvement Support the Subject Leader to ensure the DIP is appropriately and effectively resourced Help the Subject Leader to monitor the impact of the DIP
2.3	Accurate evaluation	<ul style="list-style-type: none"> With the Subject Leader, undertake regular audits and quality assurance checks within RE Use this information to lead the self-evaluation process Review the implementation and impact of school and department initiatives
2.4	Role Modelling	<ul style="list-style-type: none"> Act as a role model to others, demonstrating high standards of professionalism in all aspects
2.5	General Administration	<ul style="list-style-type: none"> Provide appropriate, accurate and timely management information to the Subject Leader Quality assure information required by various stakeholders Design and implement departmental procedure that complement School policies and procedures

3	RE Curriculum	
3.1	Intent and design	<ul style="list-style-type: none"> Clearly articulate to all stakeholders the intent of the RE curriculum To develop an innovative and progressive curriculum in RE Ensure this reflects the ethos of the School and meets the needs of all students Ensure that all statutory requirements of the National Curriculum are met Maintain up-to-date knowledge of initiatives and developments and incorporate these elements
3.2	Implementation	<ul style="list-style-type: none"> Support the development of differentiated schemes of work at KS3, KS4 and KS5 Develop and use high quality resources for the delivery of the curriculum Work with the Subject Leader to incorporate assessment into all aspects of curriculum planning Ensure the teaching and learning meets the needs of all students (including SEN, PP, PA)
3.3	Curriculum Review	<ul style="list-style-type: none"> Review, evaluate and improve the design and delivery of the curriculum on an ongoing basis



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4	Literacy & Oracy in the Department	
4.1	Literacy	<ul style="list-style-type: none"> All teachers are expected to champion and explicitly teach literacy Model high expectations of written and spoken English Explicitly teach key vocabulary (not just subject specific) and reinforce through regular retrieval Identify students who need to develop their literacy skills and intervene appropriately Insist that students write in full sentences as often as is appropriate Provide regular feedback which develops accurate spelling and grammar
4.2	Oracy	<ul style="list-style-type: none"> All teachers are expected to champion and explicitly teach oracy Model high expectations of spoken English and insist that student emulate this Ensure students speak in complete sentences using correct grammar and pronunciation Encourage students' eloquence by reducing their reliance on filler words, e.g. "um", "er" Celebrate good oracy
5	Resources Management, Facilities and Health & Safety	
5.1	Health & Safety	<ul style="list-style-type: none"> Safeguard young people, ensuring all aspects of H&S are adhered to in lessons To be aware of the need for security and of the importance of implementing H&S policies
5.2	Financial management	<ul style="list-style-type: none"> Oversee the department's budget Ensure the use of financial resources has a clear impact on improving student outcomes Ensure that physical resources to deliver the curriculum are acquired and maintained effectively
5.3	Facilities	<ul style="list-style-type: none"> Ensure the accommodation is used effectively to meet the needs of students and the curriculum Ensure that the interior and exterior of the building are maintained Ensure the condition of the teaching spaces reflect the ethos of the cluster and school
6	Measuring Impact and Reporting	
6.1	Pupil Progress	<ul style="list-style-type: none"> Support the Subject Leader to provide regular reports on student performance
6.2	Underachievement & Intervention	<ul style="list-style-type: none"> Identify underachievement and plan effective interventions to address this Regularly report this underachievement and the plans to intervene
6.3	Examinations	<ul style="list-style-type: none"> Support the Subject Leader to ensure appropriate arrangements are made for examination entries
6.4	Outcomes	<ul style="list-style-type: none"> Meet the aspirational targets set for students in RE at GCSE and A Level

This job description outlines the main duties and level of responsibility of the post for the time being. It is not a comprehensive or exclusive list and it cannot anticipate future service demands. There is a clear expectation of the post holder that they will make a positive contribution



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Person specification

	Criteria	Essential / Desirable
Faith Commitment	Understanding of the distinctive nature of a faith school	D
	Experience in leading acts of worship in Catholic schools	D
	A practising Catholic	D
Qualifications	At least five GCSEs grade C and above (or equivalent)	E
	Honours Degree or equivalent & QTS	E
Experience	Successful history of results at KS4 and KS5	D
	Evidence of ability to manage a team and teaching and learning in a curriculum area	D
	Experience in leading change within a department	D
	Experience of leading/coordinating professional development opportunities	D
Professional Development	Ability to identify own learning needs	E
	Willingness to engage in CPD	E
	Able to train and support peers	E
	Evidence of continuing professional development relating to wider school and curriculum/teaching and learning	E
	A commitment to continued professional and personal development	E
	Potential for promotion within the school	D
Leadership	Able to lead on the development of key materials and initiatives	E
	Ability to inspire and motivate staff, students, parents and key-stakeholders to achieve the aims of Catholic Education	E
	Ability to support staff within the faculty to achieve its vision	E
	Ability to create a compelling vision and secure commitment from team	E
Teaching & Learning	Knowledge of a range of successful teaching and learning strategies to meet the needs of all students from KS3 to KS5	D
	Secure knowledge of the specifications for RE and RE Literature A Level	D
	Excellent subject knowledge	E
	Knowledge and experience of exam board requirements	D
	An understanding of assessment strategies and the use of assessment at KS5	D
	Experience of effective monitoring and evaluation of teaching and learning	D
Skills, Qualities & Abilities	Empathy with students from Key Stage 3 upwards	E
	Excellent communication skills	E
	Excellent interpersonal skills	E
	Excellent organisation skills	E
	Dedication	E
	Ability to remain positive and enthusiastic when working under pressure	E
	Ability to organise work, prioritise tasks, make decisions and manage time effectively	E
	Potential for further promotion	D

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Application process

You are welcome to contact HR at HR@sgschool.org.uk if you would like to visit the school before submitting an application.

For ease of applying, we are happy to accept applications directly from Kent Teach: [CLICK HERE](#)

Should you be shortlisted for interview, additional information may be requested at that time.

Closing date for applications: 11 December at 9am

Start date: January 2024

All applicants need to have the Right to Work in the UK to be considered for this role. This vacancy may close on or before the specified closing date depending on the volume of suitable applicants. If you are unsuccessful, we will contact you accordingly

Safer Recruitment

St Gregory's is committed to safeguarding and promoting the welfare of children and this position is subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. We are an equal opportunities employer.



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