



Wimbledon College



125 Years of forming men for others

Head of Religious Education

required from September 2017

Salary scale : WCMS/UPS[Inner London] +TLR1b[£9381]

Closing date: 12pm Monday 20th February 2017

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*

Head of RE Application Pack

Wimbledon College is a high achieving boys' Catholic voluntary aided school in the trusteeship of the Society of Jesus (Jesuits). There are 1260 pupils including 260 in the Sixth Form. All pupils study RE at KS3 and KS4 and it is also taught at A Level.

The school is seeking to employ a well qualified teacher who is passionate about teaching and learning and has the energy, drive and vision to lead our RE Department.

Job Specification

- The strategic development of the department and the annual Department Development Plan
- The line management of Religious Education
- Monitoring and developing standards of teaching and learning in the department
- Performance Management of staff within the department
- Responsibility for the drawing up and updating of schemes of work
- Responsibility for the schemes of assessment
- Managing the composition of sets and classes
- Managing the departmental timetable
- Managing preparations for public examinations.
- Managing intervention strategies for the department
- Quality assurance of reporting to parents
- Resourcing the department and managing departmental capitation
- Reporting of standards and examination results to the Head master and Senior Leadership
- Liaising with Heads of Line to monitor classes or specific students
- To report regularly to your Line Manager
- Carrying out such other tasks commensurate with the above as may be required from time to time.

Person Specification

- You will be suitably qualified to lead a department.
- You will be able to teach across all key stages in Religious Education
- You will be able to demonstrate enthusiasm, leadership and innovation in teaching, leading to the raising of standards within your department and the whole school
- You will have the drive to motivate both pupils and staff to achieve their full potential
- You will have experience of successful collaboration, mentoring and modelling good practice
- You will understand the importance of using pupil data to make effective interventions and raise levels of achievement
- Your administration and communication is efficient and positive

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RE Department Information

RE Department Staff

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

Responsibility

Acting Head of Department
Acting KS3 Coordinator
Teachers of RE

Name

Fiona Kelly
Jeff McDonald
David Doran
Adrian Laing
Blathnaid Quin

Aims and Objectives

We currently have five full-time teachers of Theology & RE at the College and the Headmaster is also a member of the department and teaches a number of lessons each week. In our last inspection report 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.

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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.

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Information about the School

Wimbledon College was founded in 1892 by the Society of Jesus (Jesuits) to provide education and preparation for university entrance at a time when Catholic children were barred from such opportunities. Today, the College is a voluntary aided comprehensive secondary school for boys ages 11 to 18. The school is in the London Borough of Merton and remains in the trusteeship of the Society of Jesus.

The Jesuits have a distinctive approach to education. This approach is 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." There are some 3,400 Jesuit schools, universities and educational institutions worldwide educating 2.5 million students in 68 countries.

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 College currently has close to 1300 boys on roll including 270 in the Sixth Form. There are seven teaching groups in each year (known as lines in Jesuit schools) at Key Stage 3, with eight in Key Stage 4.

We were graded as Good in our most recent Ofsted inspection in 2013. Examination results are excellent and consistently well above national averages. In 2014, the College achieved its highest ever value added figure at GCSE being ranked in the top 15% of all schools nationally. Full details of examination results are available on our website.

The teaching staff is well established with a small annual turnover. All teachers are specialists in their subjects and there is a CPD programme supporting teachers at all stages of their career. Teaching Support Assistants are assigned to departments and provide cover for absent staff as well as administration support for the department.

The school operates a Sixth Form partnership with the neighbouring Ursuline High School with pupils able to attend classes on both sites. Classes in the Sixth Form are coeducational. The Sixth form offers a wide range of A Level and Btec Level 3 courses as well as a one year Level 2 course. The majority of our Year 11 [Syntax] boys continue into Sixth Form at the College and in recent years all of our pupils have moved into education, employment or training. Post A Level the majority of our pupils go on to university with over 40% going to Russell Group universities.

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.

The school is fortunate to have a strong Special Needs Department staffed by four specialist SEN teachers and over thirty Learning Support Assistants. The department has its own base with teaching rooms and a treatment room. There are around twelve boys with Statements of Educational Need/EHCPs in each year group of 200. The needs of the boys are varied and it is the school's practice for all boys to be supported in lessons as much as possible. We also have an

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extensive programme supporting incoming Year 7 [Figures] boys to catch up on literacy and numeracy skills.

The work of the Chaplaincy is a core feature of the school, judged outstanding in two recent diocesan inspections. We have a full time lay chaplain who is fully involved in the life of the College. The Jesuit community in Wimbledon provides priests to celebrate the sacraments and to assist the chaplaincy. There is a full programme of liturgy marking the seasons and great feasts of the Church's year.

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. This includes a new sports hall, learning resources centre and computer centre, a new dining room, sixth form centre and a new Music School. Other areas of the school have been refurbished including the swimming pool. Extensive renovations of the historic parts of the school have seen significant upgrading to classrooms. There is IT provision in every classroom and over the last year we have introduced full wifi coverage across the site. As well as a pitch on site the College has its own playing fields within walking distance.

The school has a strong tradition of drama and music. There is a well-equipped auditorium with raked retractable seating, a stage with revolve, and full lighting and sound rigs. Recent productions have included *Oliver*, *HMS Pinafore*, *Oklahoma!* and *Larkrise*. The English and Drama Departments organise frequent visits to plays and invite theatre companies into the school. The Strings Project is an innovative collaboration with the London Mozart Players which each year challenges forty Y7 boys to learn a string instrument and to perform in concerts. Many go on to join our bands and ensembles.

There is a very extensive sports programme in the school, financially supported by parents' donations to the School Fund. We have representative fixtures in many sports. Our major sports are rugby, football, cricket, basketball, swimming and athletics. We compete against many of the best state and independent schools in London on a weekly basis. Many of our boys achieve individual representative honours at local and national level. In addition to this we offer a wide variety of minor sports which are open to all pupils and encourage participation and enjoyment.

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. These include a 3-D printing club, Lego Club, Chess and a model railway club. Well over 90% of the boys are involved in at least one activity with a significant number participating in more.

Innovation balanced by a thoroughly traditional approach to school life and learning is the hallmark of success at Wimbledon College. Please see our website for further information: wimbledoncollege.org.uk

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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.

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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 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.

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