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JERSEY  
COLLEGE

# Head of Religious Studies

APPLICANT INFORMATION

Aspire · Inquire · Excel · Belong





# Introduction

**by Carl Howarth, Principal**

Welcome to our information booklet for the post of Head of Religious Studies at JCG.

It is designed to give a flavour of life here as a teacher at JCG, provide information to support your application and, with the College website, provide you with a snapshot of the myriad of varied activities that take place each day in College. Our website is also useful for information regarding relocation, living and working on our stunning island.

Founded in 1880, JCG has been at the forefront of girls' education in Jersey for 140 years and has a well-deserved reputation for academic excellence and service to the island community.

Our students thrive on expert teaching, state of the art facilities and a vast range of extra-curricular, enrichment and expedition activities. They are enterprising, friendly and ambitious and they have wonderful purpose, energy and sense of service to others. Our staff care and are dedicated, creative and talented. The exceptional academic results are a testimony to the personal and collective success of all at JCG. From here, our students go on to study at good universities, both in the United Kingdom and across the world.

Each day we strive to deliver the very best educational experience for our students. This experience should deliver outstanding academic achievement and, more importantly, nurture someone who is happy, well-mannered and able to find fulfilment in one's service to others.

Inevitably, an information booklet and website can only partially reflect the reality of College life. I look forward to meeting short-listed candidates at Jersey College for Girls. At interview, candidates will meet our students and staff, and experience the warmth, vitality and ethos of intellectual curiosity that is JCG.

It is a privilege to lead this remarkable school on such a beautiful island and I would encourage you to apply for this vacancy.

A handwritten signature in black ink, appearing to read 'C. Howarth'.

Carl Howarth

# **Our Values**

**Aspire  
Inquire  
Excel  
Belong**

**Believe you can**

# Our Vision for member of staff at JCG

(This vision is not a statement of what is but what we as individuals strive to achieve. As such, the College strives to be the environment to facilitate and support this endeavour.)

Our staff recognise that they are one of their students' greatest influences and are passionate about what they do, drawing on the rich and fulfilling experiences they have in their lives beyond the classroom. They aspire to be the best they can be, are trusted and their professionalism is respected and valued by students, colleagues, parents and the wider community.

Our staff strive to pass on their passion for learning and inspire their students. They are focused on what is best for their students and endeavour to know and understand them.

Each of our staff contributes to a calm, collegiate, happy and purposeful organisation which cares for and invests in us as individuals and valued members of a team. Our staff care deeply for our students, encouraging them to achieve the vision JCG has for its students.

Our staff feel their career aspirations are known, valued and supported; that their professional learning is recognised, nurtured and tailored to them as an individual. Our staff engage with and participate in research and critical inquiry in order to refine their practice. Our staff feel empowered



and encouraged to innovate, be creative, curious and to inquire, with space to re-design and re-think how we do things for our students, not only in their studies but in the wider aspects of their lives.

Our staff seek to excel as educators and in doing so, have a positive impact on our students, our colleagues and our community.

Our staff enjoy working in the exciting, vibrant JCG community, where colleagues and students possess a strong sense of belonging.

# Our Ambition for Each Student

You will enjoy life to the full, value your friendships and achieve balance in your life. You will have a thirst for knowledge and already possess a broad understanding of the cultural, historical, geographical and scientific events and ideas which have fashioned your island and your world, and an eagerness to discover more. You will be a rigorous and imaginative thinker.

You will have a good range of hobbies and interests, including the Arts and sport, which you want to pursue. You will leave us with an excellent record of achievement for an academically-demanding course at university or employment which will lead to a stimulating career. You will have the ambition, motivation and staying power which will equip you to study independently and successfully at either. You will apply for internships, work experience and voluntary work in your holidays.

You will have grown as an individual who is happy, well-mannered and able to find fulfilment in your service to others. You will be thoughtful, open-minded and be able to lead. You will be conscious of the advantages you have enjoyed and of the opportunities and obligations such advantages should bring. You will want to have a positive impact on your community and the world.

You will have happy and lasting memories of your time at College and an admiration for those people who have nurtured and shaped your learning.



All our efforts and developments are dedicated to achieving this ambition.

# Jersey College for Girls

## Job Description

### Job Title

Head of Religious Studies

### Responsible to

Head of Humanities Faculty

### Remuneration

MPS plus SA2

### Time Allowance

0.05

The aim of all posts at JCG is to sustain and improve the quality of learning of the students in the College. Teachers work with the Principal, Vice Principal, Assistant Head teachers and other Senior Staff to promote educational opportunities, equality of opportunity and a quality working environment for both staff and students.

### Job Purpose

The prime responsibility of the Head of Religious Studies is to lead and give direction to the work of colleagues in their department and to assist the Head of Faculty by co-ordinating the following areas of the Religious Studies department to ensure high levels of student learning and success:

### Specific Responsibilities

- 1 Lead and manage colleagues within the department.
- 2 Provide a high quality curriculum.
- 3 Take responsibility for internal and external examinations including assessments.
- 4 Liaison with stakeholders.
- 5 Manage the departmental budget.

### Principal Accountabilities

## **1. Lead and manage colleagues in the department**

- 1.1 Provide educational leadership by demonstrating good practice in the classroom, expert knowledge about the curriculum and of evaluative processes and procedures and the theories that underpin students' learning.
- 1.2. Ensure that the expectations and values of JCG are communicated clearly.
- 1.3. Ensure that the work of the department supports the JCG development / management plans and is meeting the requirements of all current documents / systems / policies and examination syllabuses where appropriate.
- 1.4. Provide realistic priorities, timelines and deadlines for work within the department.
- 1.5. Hold regular departmental meetings and provide the Head of Faculty and line manager with minutes.
- 1.6. Create opportunities for the department to work as a team.
- 1.7. Seek and support professional development for self and colleagues.

## **2. Provide a high quality Curriculum**

- 2.1. Develop, review and maintain differentiated schemes of learning to promote strong skills and independent learning, leading to high levels of achievement.
- 2.2. Implement any changes to schemes of learning in light of curriculum change across key stage 3, 4 and 5.
- 2.3. Develop strategies and lead the sharing of practice to ensure high levels of student success and achievement.
- 2.4. Analyse student data to aid target setting.
- 2.5. Ensure cover work for absent colleagues.
- 2.6. Lead the development of cross-curricular links with other departments to ensure students see the connections between subjects and increase engagement and enjoyment of Religious Studies.
- 2.7. Organise and coordinate activities, events, competitions, trips and study days as appropriate.
- 2.8. Organise tailored support for all students intending to study Religious Studie at university.

## **3. Internal and External Examinations including Assessments**

- 3.1 Prepare a report on examination results by the end of September for the Results Analysis Report.
- 3.2. Analyse, monitor and report on the attainment and progression of students.
- 3.3. Organise all internal assessments and examinations.
- 3.4. In liaison with the Exams Officer, co-ordinate the administration of external examinations.
- 3.5. Co-ordinate the completion of coursework/internal assessments.
- 3.6. Organise all internal moderation where appropriate.

## **4. Liaison with Stakeholders**

- 4.1. Foster, enhance and promote the vision of Religious Studies across the College.
- 4.2. Ensure continuity and progression of curriculum, achievement and the development of skills across all key stages.
- 4.3. Ensure the Head of Faculty, the department and parents are fully aware of matters related to Religious Studies.
- 4.4. Liaise with the Head of Faculty to ensure strong and purposeful links with HE institutions to promote the study of Religious Studie at university.
- 4.5. Extend the opportunities for student feedback to enhance the enjoyment and learning of Religious Studies through the use of student surveys.
- 4.6. Develop links with outside agencies including local businesses and organisations to develop the learning experience for students.
- 4.7. Conduct all department meetings and where appropriate contribute to faculty meetings.
- 4.8. Attend relevant College and Island meetings as required.
- 4.9. Ensure all safeguarding procedures are in place in order to provide a safe and secure learning environment.

## **5. Manage the departmental budget**

- 5.1. Monitor and control budget expenditure aiming to achieve value for money.
- 5.2. Follows the specified procedure for ordering equipment, supplies, textbooks and other resources.
- 5.3. Co-ordinates textbook distribution and collection.
- 5.4. Maintain all departmental inventories of books and stock.
- 5.5. Undertake any other task as may be reasonably requested by the Head of Faculty and the Principal.

**The particular responsibilities and key tasks above are in addition to those set out in the teachers Task.**

**Person specification:**

1. An ideal candidate for this post will have:
2. The ability to teach Religious Studies throughout the school, including GCSE and A- Level courses.
3. Strong interpersonal skills which display high levels of sensitivity, tact and diplomacy in dealing with difficult situations.
4. Good organisational and administrative skills.
5. Strong leadership skills, an ability to take responsibility and a proactive approach to problem solving.
6. A keen interest in supporting student learning.
7. The ability to work collaboratively, to model good practice and maintain high levels of confidentiality.
8. Experience in actively supporting teaching staff and students in the completion of their work
9. High levels of skill in working with both individual students and large groups to support student involvement in the life of the school.
10. Energy, vision and enthusiasm to lead the department in the designated areas of responsibility.
11. High level presentational skills in addressing students, parents and teachers.
12. Ability to manage and motivate staff members to focus on what can be achieved.
13. The ability to work under pressure, prioritise and meet deadlines.
14. An ability to be able to demonstrate a strong understanding and commitment to the aims and ethos of Jersey College for Girls.

**This job description is subject to review to ensure it meets the needs of the College.**

Postholder: ..... Date: .....

Principal: ..... Date: .....

March 2021



### **The Teacher's Task**

The DfE (Department for Education) and the representatives of the Teacher's Unions (Jersey) have agreed the following statement of the Teacher's Task in order to define more clearly the nature of teachers' employment. It is their view that in this important work of educating Jersey's children it is imperative that both teachers and Headteachers recognise the duty they owe to those children and the community. To this end the teacher is expected to maintain a professional commitment to their task and the Headteacher is pledged to a responsible and humane interpretation of this agreement.

#### **The following provides a definition of the Teachers' Task:**

1. Teach effectively to meet the needs of all pupils and to ensure discipline and safety within the school community.
2. Plan, prepare, evaluate and modify as necessary personal teaching methods, work programmes and teaching materials in accordance with the DfE curricular policies and school schemes and standards.
3. Mark and maintain records of pupils' work in accordance with DfE and school policies.
4. Promote the general progress and welfare of pupils in classes or groups or individually as part of the school's pastoral and counselling arrangements.
5. Assess and record pupils' personal and social needs, development, progress and attainment.
6. Provide or contribute to oral or written assessments and report on individual pupils and groups; consult and inform parents, co-operate with appropriate outside agencies in accordance with DfE and school policies.
7. Contribute to and participate in corporate planning, self-evaluation, in-service training and professional development in assigned areas of the curriculum and pastoral arrangements; participate in related staff meetings and school events.
8. Advise colleagues, co-operate with them on teaching programmes, methods, equipment and materials within assigned areas of the curriculum ensuring that appropriate administrative tasks are undertaken.
9. Contribute and participate in the school's pastoral, tutorial and guidance arrangements and undertake an appropriate share of the organisation and conduct of parental consultation and staff meetings.
10. Contribute as required to the appointment, induction, professional development and assessment of junior colleagues, including new entrants to teaching.
11. Accept an appropriate share of the administrative and organisational tasks within the school, including providing support for teachers, undertaking additional curriculum or pastoral responsibilities or holding senior posts.
12. Ensure the safety and good order of pupils by carrying out an appropriate share of supervisions whenever pupils are authorised to be on school premises or elsewhere when the school is in session.
13. Undertaking an appropriate share of all collective responsibilities including substitution for an absent colleague subject to guaranteed non-teaching time.
14. Supervise support staff as required.
15. Order and allocate appropriate equipment and materials in accordance with DfE and school policies and schemes.
16. Co-operate as required with teachers in other schools and colleges on curricular, pastoral and administrative matters.

# Why be a Teacher at JCG?

The best testament about what it is like to be a teacher at JCG is the view of the teachers' themselves. The following quotes have been taken at random from the responses of individual staff to a question in a staff survey.

## Question: What do you most like about your current job?

'I feel that there is a genuine desire to allow everyone to reach their full potential.'

'Inspiring students to succeed when they thought that they could not. Giving confidence and knowledge to students. Working with similarly motivated colleagues.'

'Opportunities to try something different, be creative. Teaching. Working in a great department. Excellent relationships with staff and students. Seeing students succeed. Running a department, making decisions.'

'The students I am privileged to teach and colleagues I am privileged to work alongside.'

'The students are endlessly engaging and their motivation to learn is exciting. My job offers constantly changing challenges and is certainly never dull! I feel supported by senior staff.'

'The fact that we all work together well as a team and we all support each other.'

'The potential of the students and their ability to embrace innovative teaching ideas and impress you everyday with their ideas and knowledge.'

'Working with the students and being part of what I see as a great team at JCG.'

'The supportive nature of my department and the lovely students who we teach.'

'The feeling that I'm making a positive difference in the classroom and in my wider responsibilities. I also like being part of a large and successful team.'

'Working with such talented and inspirational students.'

Some comments from teachers ranging from those new to the College and those who have progressed their careers here:

**Sally Welburn, Teacher of Geography, joined the College in the Summer Term 2019 and had this to say about JCG:**



From the day of the interview to my first day teaching at JCG, the process has been very efficient and smooth sailing. Moving from the UK to an island I knew relatively little about could have been daunting, however the warmth and depth of knowledge provided by the staff at JCG made it feel like coming home. I have been fortunate to meet some incredibly lovely people who I now call friends and have just moved in with.

Achieving a balance between work and life is encouraged and achieved by staff more so than I have experienced in any other school. It's no wonder people find it hard to leave Jersey, there's just so much to see and do! If you appreciate the simple things in life; fresh air, being in the ocean and spending time with good people - you will certainly enjoy what Jersey has to offer.

The school has a 'can-do' attitude which translates into an astonishing array of opportunities for the students who fully-embrace what comes their way with both style and grace. I look forward to going to work on Monday mornings, something I am hugely grateful for. JCG allows me to share my love of learning and the world around me. I'm able to exercise my creativity and share my passion for my subject with full support of my colleagues.

Moving to Jersey and starting my career at such a highly achieving school was the biggest move of my life so far. There hasn't been a day I've questioned my decision.



**Ed Palfreyman**  
**Head of Lower School**  
**Joined the College in the Summer Term 2016**

I arrived at JCG having taught at other schools across the UK and Jersey, both single-sex and co-educational. I have been impressed by the high levels of motivation in the girls' approach to their learning. Amongst the staff there is a wide range of expertise and experience, but I can honestly say that I have never been part of such a supportive group of people. Expectations of staff and students are high, but there are structures and support in place to enable every member of the JCG community to reach their potential and to develop their studies and their careers, from tutors and counsellors to co-curricular and extension activities as well as professional development training.

I am also a parent of a Year 9 student and I have been delighted by the ease with which she has made the transition from Primary to Secondary school. This has been facilitated by a friendly and well-structured transition programme involving both staff and older pupils. The variety of extra-curricular activities on offer has been impressive and she has been made to feel very welcome in clubs from climbing to orchestra, hockey and 'The Sound of Music'.

**Danielle Mynes, Teacher of English**  
**Joined JCG in 2017**

I joined JCG in January 2017 having taught in Guernsey for five years. Before that, I trained and taught in Ireland. The moment I stepped into the classroom, the welcome the students gave me was heart-warming. It is not always easy for a class to accept a teacher mid-way through the year and I wasn't sure how the students would receive me. However, the JCG girls welcomed me with open arms and whilst settling into a new school and starting again brings its own challenges, the students' willingness to learn, commitment to progress, and wanting to always do better and improve, is truly the life blood of the school. Their attitude to their

studies reminds me of own journey as a student and continues to encourage me in my teaching and learning progression and personal development.

Not only do the students here strive towards being their best selves and whilst we set the bar and expectations high, the students you will encounter are some of the most grounded and down to earth people you will ever meet. Their kindness and wider sense of the world and their place in it, in conjunction with their recognition of the privileges and opportunities they enjoy as a result of attending JCG, results in these students being the level headed, resilient, conscientious and compassionate individuals they are today.

The challenges and expectations of JCG are not just limited to the students, but as teachers and role models, we aim to show students that learning can be difficult and requires time and dedication. I believe, especially at A Level, that it is crucial for students to witness the learning journeys of their own teachers, demystifying the barriers to success and revealing in real time how we approach complex tasks. Simply, excellence requires time, effort, and practice, and we, as a college, demonstrate this to our students daily and hold them to that same accountability and rigour that we hold ourselves to. In doing so, our students relate and connect to their teachers in a much more profound way, allowing us all to tap into our best selves and real potential.

It is a privilege to nurture and teach these young people and to be part of their journey towards adulthood. Our learning should never cease and JCG truly embodies this belief.

**Jacque Rutter, Head of Creativity.**

**Joined JCG in May 2020**

JCG is special, I've taught in many schools but never one quite like it. I arrived during the height of the Pandemic to an empty school, a very surreal experience, but I was helped and supported from the very beginning. When you ask the students what JCG feels like they talk about it as family. That's the joy of working here, you feel part of a community and part of the JCG family. The teaching is extraordinary, young women here are empowered to have a voice. I have no doubt that pupils in my classes will go on to actively change the world. The Principal and Senior team have an ambitious vision for the future of JCG. They care about the whole child. There are so many opportunities offered here from the early morning fitness clubs to the webinars to experts from all over the world. The House system is proactive and a conduit for the girls to fundraise and campaign. Students lead weekly assemblies, organise events and celebrate each other's achievements. I am so happy I moved to JCG, they have invested in me personally and the ethos of support, challenge and extension is for every member of the college community. If you have the opportunity to work here, you will work hard but you will also enjoy every day. It's a privilege to work here and I don't say that lightly.



# Information on Jersey College for Girls

[www.jcg.je](http://www.jcg.je)

Please take a look at our website where you should find all the information you need on the College.

