



EMMANUEL COLLEGE

Emmanuel Schools Foundation



WE ARE RECRUITING A

TEACHER OF RELIGIOUS

EDUCATION

CHARACTER, EXCELLENCE, LEADERSHIP

TEACHER OF RELIGIOUS EDUCATION

Salary – competitive depending on experience
Required to start September 2021

ABOUT EMMANUEL COLLEGE



Emmanuel College is a large vibrant comprehensive school in the heart of Tyneside serving 1400 students aged 11 and 19. Emmanuel College exists to impart wisdom to the next generation by educating young men and women in a culture which prioritises the pursuit of truth and the development of character. We are a school with a distinctive Christian ethos but our community is made up of students, staff and parents who hold many different religious and ideological positions and unite around our core beliefs and core values. One of the few remaining City Technology Colleges, Emmanuel College retains a strong commitment to providing opportunities for the most disadvantaged in our communities in a culture of high expectations and entrepreneurship.

We value academic excellence and each year see many of our students leave to take up places at some of the world's top universities, but we hold personal best to be of far greater importance. It is our experience that by developing a strong work ethic, holding a growth rather than fixed mind-set, and being provided with outstanding tuition, students may go on to achieve considerably more than they might have imagined possible.

We seek to be intentional about character education, our aim being that our students will, in the future, become servant-hearted leaders. Students starting here encounter consistent rules, role models and traditions, which help them feel part of the Emmanuel family and to begin to take responsibility for others. As students grow older we expect more of them and in the Sixth Form expect our students to take on at least one formal leadership role in College as well as beginning to serve in the wider community. All Emmanuel students and staff members can expect to be involved in at least one co-curricular activity. A professional approach to management, accountability, appraisal and financial control is expected of every member of staff.

The College GCSE results place us amongst the very best non-selective, co-educational, comprehensive schools in the country with an estimated 2019 progress 8 figure of +0.49, 83% of students achieving grade 4 or higher in English and mathematics, 64% of students achieving grade 5 or higher in English and mathematics and average points in the English Baccalaureate of 5.25. At A Level Emmanuel has also been ranked amongst the top comprehensive schools, with 64% of all grades at grade A* to B, and a 100% pass rate.

In the 30-year history of Emmanuel College we have received five full OfSTED inspections and three additional OfSTED survey visits. Each time College has been graded 'Outstanding'. The full text of the most recent inspection reports can be found on our website and that of OfSTED.

Emmanuel College is one of six schools within the Emmanuel Schools Foundation and benefits from the opportunities and support that belonging to a flourishing Multi Academy Trust. In April 2014 the College was designated as a National Teaching School in recognition of its outstanding performance and its track record of raising standards through supporting other schools and in the areas of ITT and leadership development.



THE RELIGIOUS EDUCATION DEPARTMENT

As one might expect in a school with a non-denominational Christian Foundation, Religious Education has a central part to play in the life of the school. Given that College has no religious test on entry, our student population is very mixed in terms of religious outlook and, although still small, the percentage of Muslim children is higher than the Tyneside average, reflecting the respect in which the College is held by members of all faith communities locally.

Students in all years at Emmanuel have either two or three periods of RE per week, and are taught in sets with students of a similar ability to themselves. Our primary aim is to help our students develop an informed understanding of biblical Christianity – the religion which has shaped our nation, and arguably the entire Western world. This provides the starting point for students to develop their understanding of other worldviews as they move through College. They are encouraged to critique faith positions, to identify similarities and differences between alternative religious views and to articulate their own emerging worldview coherently. This is done in an atmosphere of openness and honesty, and with mutual respect.

The RE syllabus in Years 7 and 8, therefore, begins with an introduction to the Christian faith. Through systematic study of biblical passages, students are encouraged to consider the personal and social relevance of Christianity before developing a historical understanding of the development of other major religions and world views such as Judaism, Islam, and atheism.

The study of moral issues and debates about the world's 'great questions' – Who am I? Where did I come from? What is the purpose of my life? What happens when I die? How then should I live? – are looked at directly, and the individual's right to come to their own personal educated view is respected. Students are not expected to receive or reject any faith position simply because they are told to; proper debate is expected, not simply encouraged, and all such discussion held in an atmosphere of clarity and mutual respect. Students are challenged to think through the implications of their beliefs for their everyday life and outlook, and vice-versa.

Whilst it is not possible to cover all aspects of every biblical passage, the most significant focus is upon the claims and person of Jesus Christ. In comparing Christianity with other religions, attention is given primarily to those faiths' truth claims, as opposed to simply their traditions and rites of passage.

Students in years 9, 10 and 11 are taught towards the AQA Religious Studies Specification A (8062). Within Paper 1 students will study the beliefs, teachings and practices of Christianity and Judaism. Within Paper 2 students will complete two textual studies themes based in Mark's Gospel, as well as two ethical themes exploring the religious and ethical response to issues presented by life in the world today. Again, all students will complete

this qualification and the development of effective resources to best deliver this new course is at the heart of the work of the department. All students are entered for the GCSE, and in 2019 87% of Year 11 achieved a grade 4 or above. It is important to stress that this has been achieved with a full year group of ordinary inner-city students across the full range of ability.

In the sixth form all students study Philosophy, Theology and Ethics, an in-house course which examines a number of differing world views alongside a range of moral and ethical issues, encouraging logical argument from first principles. Students are challenged throughout to formulate and articulate their own view of the world and consider the implications of their beliefs for the way they should live.

Students approaching the A2 Level are working towards the new Edexcel A Level Religious Studies specification (9RS0), studying Philosophy of Religion, Religion and Ethics and New Testament Studies. Candidates who can offer some specialist knowledge and/or experience in these fields will be especially welcome, although we recognise that this can be learned, and the predominant academic quality sought is therefore the ability to engage students of all ages and abilities with the serious study of religious faith.

College assemblies are organised daily, and follow the national expectation that they are predominantly Christian in nature. Assemblies involves the singing of a hymn (accompanied by student musicians), a Bible reading followed by simple teaching on the issues raised, and a concluding prayer.



CURRICULUM SUMMARY

The department team are proud of their examination results. GCSE examination results in 2019 were as follows. It is important to stress that this has been achieved with students representing the full range of ability, and grades are a tribute to the extremely high work ethic amongst students, modelled and maintained by the Religious Education team.

GCSE	No. of Entries	9	8	7	6	5	4	3	2	1	U
Religious Studies	207	50	24	21	34	31	20	18	5	4	0

At A Level results were as follows:

A Level (Year 13)	No. of Entries	A*	A	B	C	D	E	U
Religious Studies	21	1	3	9	6	2	0	0

THE PERSON

Your vision for the Religious Education Department will resonate with that of the whole College: to provide a character-first education that equips Emmanuel students to be world-changers, using their gifts and opportunities to serve others. Your leadership style will be characterised by gentleness and humility; you will lead by example, making decisions on the basis of what is best for students. Furthermore, you will recognise the unique role that the Religious Education department plays in the life of the College in fulfilling this vision; challenging students to consider their place in the College community and the wider world.

There may be the opportunity for the post holder to take on the additional responsibility of Curriculum Lead, the details of which are included at the end of the job description. Whilst it is not essential for the successful candidate to take on this additional role, it may appeal to applicants seeking an opportunity to develop their career and contribute strategically to the development of the department. This role may attract 2 ESF management points (£4,222).

Emmanuel College is a Christian ethos school with a religious designation and as such this role is reserved for an individual who is able to demonstrate that they are a practising Christian and that their life should be consistent with their profession, being characterised by a high level of personal integrity.

We seek someone with a love for, and deep knowledge of, scripture for this post. The current team are enthusiasts for their subject, as indeed are all our departmental teams. You will passionately believe that human beings are created to glorify God and to enjoy him for ever, and that true wisdom consists in a knowledge of oneself

allied with a knowledge of one's Creator. However, you will understand the mental and spiritual blocks that prevent people making progress in knowing God, and the intellectual and motivational factors that stunt academic development. You will take immense satisfaction in building the knowledge, skills and understanding of all students, regardless of whether they share your faith. You will not require your students to think as you do, but will accept responsibility for leading their academic progress, and seek to help each to develop a personal response to the material studied. Through meaningful personal relationship, inspiring biblical teaching and your own personal example, you will help students to see the relevance of religious education to their lives and develop a love for the subject in their own right.

Your motivation as a leader will be the positive care and development of young lives, seeing all children as individuals gifted with unique abilities and potential, regardless of socio-economic background, ability or behaviour. Our code of discipline is not built upon personality but upon each teacher's ability to demonstrate genuine care and concern for all students, including through praise and sanction.

A high level of commitment to achieving excellent standards is a pre-requisite for this post. Essentially, the Department seeks extended professionalism from colleagues that are able to motivate students, generate ideas and translate them into effective and enjoyable practice within a warm and encouraging environment. You will take a keen interest in developments in both the subject and in pedagogy and will continue to build on the reputation of the department as a leading team within College, where all students regardless of background or ability make rapid progress.

STANDARD RESPONSIBILITIES FOR ALL TEACHERS

All teachers are responsible, through their head of department, to the Principal for:

Creating the very best opportunities for learning and the pursuit with a particular emphasis on:

- Carrying out effective planning and instruction ensuring that teaching and learning is differentiated and thus suitable to stretch all students in every teaching group.
- Providing appropriate homework and class work tasks for students that will promote effective learning and ensure rapid progress.
- Marking work, providing honest but motivational feedback to students and ensuring that feedback is acted upon.

Striving for the personal best achievement of every child with a particular emphasis on:

- Supporting students effectively in their preparation for internal and external examinations.
- Communicating effectively with parents by providing clear, accurate and informative information to through the College reporting system, and at other times as necessary.
- Providing timely, accurate information regarding any concerns regarding academic progress to their Head of Department.

Developing students' character with a particular emphasis on:

- Cultivating responsibility for learning and intellectual discipline.
- Promoting exemplary standards of discipline, deportment and dress within and beyond the classroom in line with the College discipline policy.
- Providing students with quality opportunities for servant hearted leadership.

RE CURRICULUM LEAD

Responsible to the head of department for:

Ensuring that the RE curriculum intent is exemplary, with a particular emphasis on:

- Planning a curriculum that is ambitious, knowledge-rich, embraces the College ethos, and is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Providing for all students, including the most disadvantaged and those with SEND, the knowledge, expertise, and cultural capital they need to succeed in life.
- Leading the construction, curation and reviewing of all relevant curriculum mapping documents, knowledge organisers and intent statements that develop a shared intent between staff, students and parents.

Ensuring an exemplary implementation of the RE curriculum, with a particular emphasis on:

- Leading the construction, curation and reviewing of relevant curricula resource that support the teachers' expert teaching (instruction, practice and feedback) of RE, and align with RE's ambitious curriculum intent.
- Leading the construction, curation, analysis and reviewing of formative and summative assessments that are reliable, valid for the purpose they are designed for and generate high quality information on which decisions can be made about student learning; this includes working closely with the Head of RE and other relevant staff on exam analysis and post-exam action plans, particularly in relation to GCSE and A Level courses.
- Working closely with the Head of RE, and other relevant staff on quality assuring the teaching of RE via learning walks, observations and contributing to curriculum and learning reviews.

Inculcating a commitment to continued professional learning (CPL) in RE with a particular emphasis on:

- Ensuring that all work on the curriculum, including all elements of its intent and implementation, align absolutely with the College ethos and quality of education policies; and is research driven and evidence based.
- Working closely with the Head of RE to ensure the continued professional curriculum development of colleagues to improve their subject, pedagogical and pedagogical content knowledge that enhances their teaching of the curriculum and the appropriate use of assessment.
- Leading whole College, departmental and select staff CPL on curriculum intent and implementation as part of the staff development cycle.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

APPLICATION DETAILS

Closing date: **Thursday 20 May 2021 at 9am**

Interviews will be held on **Wednesday 26 May 2021**

For an application pack and further information, please visit www.emmanuelcollege.org.uk or call HR on 0191 461 4156 or email hr@emmanuelctc.org.uk. A CV may be submitted to supplement your application but will not be accepted in replacement of a completed application form.

APPLICATION PACK

EQUAL OPPORTUNITIES MONITORING FORM

Emmanuel Schools Foundation is committed to the safeguarding of children and all staff are expected to ensure that the Emmanuel Schools Foundation is a safe and secure environment for our students. All applicants are referred to the current Child Protection Policy Statement which is to be found within the [Policy section](#) of the Emmanuel College website.



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**EMMANUEL SCHOOLS
FOUNDATION**