



De La Salle College



Teacher of Sociology with RS

Required for September 2023



Dear Applicant,

Thank you for your interest in the post of Teacher of Sociology with RS at De La Salle College, Jersey (DLS).

Sociology is delivered as a Sixth form subject only. Sociology sits within the larger RS/Social Science faculty. In addition to delivering A level Sociology, the successful candidate will be expected to teach RS through KS3 and support from an outstanding Head of Faculty will be provided. The successful candidate will work closely with our Head of Psychology who is eager to provide support.

Given our intake to the sixth form and the number of UCAS applications for law, socially based vocations etc., it is no surprise that A-level Sociology is a popular subject. This post provides an excellent first step for someone contemplating a teaching post in a very successful RS/Social Science faculty. The post would also suit a colleague who is already in charge of Sociology in their school; be that comprehensive or selective, state or independent. Both those who are experienced and those who may be open to further promotion opportunities are encouraged to apply.

I am in my twentieth year as Headteacher here and consider it a privilege and delight to lead a school with such enthusiastic, intelligent and caring boys and a truly dedicated and supportive staff. We are very much a family and a team at DLS; my colleagues work exceptionally hard to help each student to achieve their potential and they also support each other.

We take staff well-being extremely seriously and our Head of Psychology, with whom you will work closely, is also the school's well-being officer. DLS is an outstanding boys' Catholic school. We were very recently inspected by ISI in May 2022 and the school was judged to have no recommendations needed for improvement, an outstanding judgement for an independent school. Please read the report on our website and you will see why I am so proud of our staff and students. Our governing body is incredibly supportive and experienced and they are passionate about enhancing opportunities for all students.

We have, on average, 80 boys in each year group. Importantly, DLS believes in offering an all-round education and the successful applicant will be committed to extra-curricular opportunities. S/he will be expected to contribute to the school's varied programme within their subject or beyond. Opportunities like this do not arise very often, so I wish you every success with your application. I appreciate the time taken to assemble an application and thank you in advance for your interest in the post and our fantastic school

Kind regards

Jason Turner
Head of College.



Our Ethos is very important to us and we believe it makes us unique. The young men we nurture are outstanding ambassadors for the younger generation and invaluable contributors to the local community.

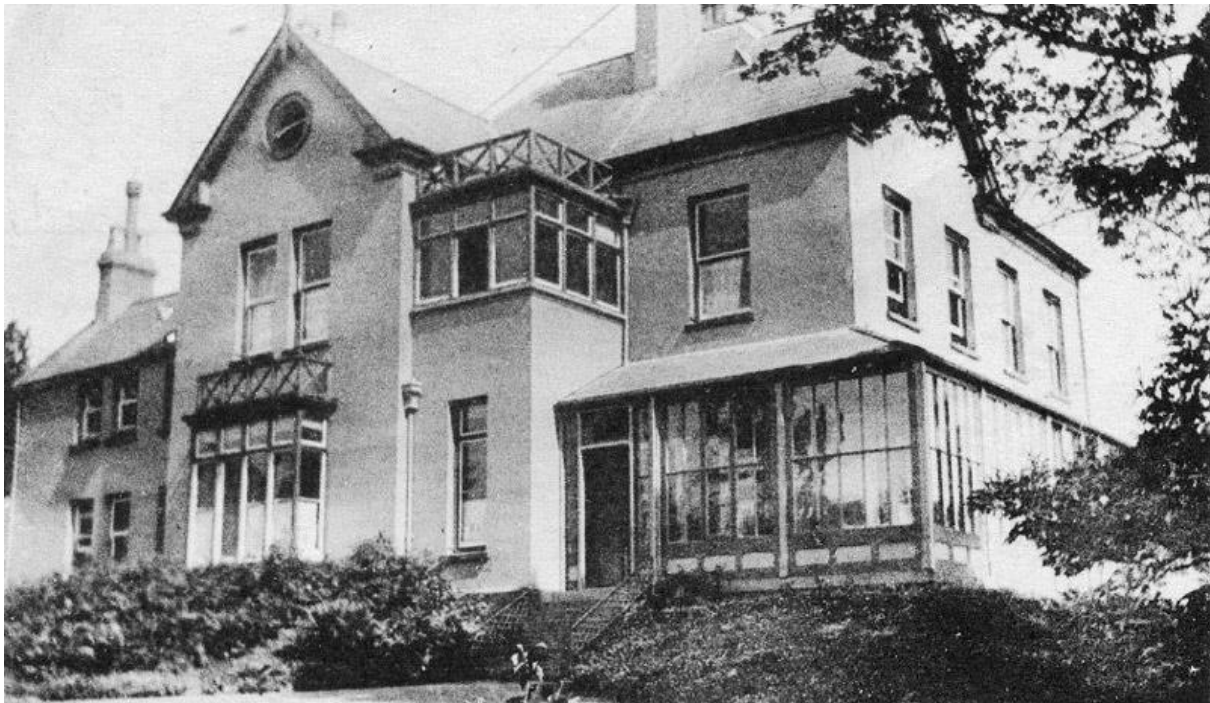
The Ethos of the school creates our strong sense of community:

- Our culture is one of caring for others;
- reaching for excellence by trying one's best;
- and recognising that success can be measured academically and in a wide variety of other ways.

De La Salle College is committed to safeguarding and promoting the welfare of the young people in our care and expects all staff to share in this commitment.

De La Salle College

The School Grounds are set on a hill overlooking the principal town of St Helier. Our College is centred around a beautiful Victorian villa "The Beeches" (see below), that now serves as the main administration block.



The campus has developed on the woodland and lawns of the original estate and comprise buildings from the 1930's to the very recent. Our classrooms are roomy, light and very well-equipped.



We are a very successful single sex boys' day school of 500 students with 100 in the Sixth Form and our own Primary School on the same site which currently has 250 students aged from 3 to 11. De La Salle College is a fee-paying private school. We take boys of all abilities. Although we are a fee-paying school we are part-funded by the States of Jersey, which provides an annual grant per student. This allows our fees to be significantly lower than an equivalent College in the UK.

About Jersey

The Bailiwick of Jersey is a self-governing dependency, and this has implications for its Education system. Schools here operate under Jersey Education Law, which differs from the UK. The College follows the Jersey Curriculum, which is based on the English National Curriculum but with adaptations that recognise Jersey's unique history, geography and political system.

London is only 30 minutes away by air and France is a mere 12 miles to the east. Jersey is a unique place to live and work, particularly if you and your family enjoy an outdoor lifestyle. To find out about living and working in the Island please visit the Locate Jersey website.

Learning

Our public examination results are outstanding, especially when you consider that we do not select on academic ability.

At GCSE 100% of our students gained a GCSE pass grade in at least five of their subjects. 93% of our students achieved 9-4 grades in at least five of their subjects. In the Gold standard (that is five 9-4 grades including English and Maths) our performance was 86%.

In terms of our Level 3 performance, 37% of all the grades gained are in the A* (Distinction*) and A (Distinction) range and 82% are in the A* (distinction*) to C (Merit) range.

At De La Salle we take boys of all abilities and our students take both A levels and BTEC qualifications.

The Curriculum

The curriculum is divided into 30 weekly periods of 55 minutes duration. As you might expect in a Catholic school, our curriculum is unashamedly focused on giving boys the best opportunities to achieve the highest attainment and have a broad subject experience. All boys have a weekly PSHE lesson, which is taught through RS and two further lessons of dedicated RS. GCSEs are chosen in Year 8 with a three-year KS4 in operation. This was scrutinised by ISI in 2022 and they agreed with our view that this model best suited our students. KS4 students' study five options. We teach GCSE courses thoroughly with a particular focus on greater depth



and preparation for A-level. Students are taught skills and knowledge beyond the requirements of the GCSE specifications. In the Sixth Form, we have about 80-85% student retention. There are 18 A-level choices. All students have a lesson of PSHE and RE in the sixth form which is targeted at our Lasallian outreach programme, designed to encourage our boys to become actively involved in charitable work and social action. Most boys take 3 A-levels but some take 4 subjects. Students have 5 weekly hours of tuition per A-level subject.

Staff Development

Our colleagues are our most valued resource. The majority of DLS staff have been in post for 5-15 years, but there is a small turnover each year; usually colleagues leave to take up promoted posts or retire. Internal promotions also occur. Morale is high and staff work in department or faculty groups with similar subjects grouped together (e.g. RS & Social Sciences). Most staff are House tutors. Recent appointments have included two early career teachers and a teacher with 25 years' experience.

Opportunities for professional development have been largely exam-board specific in recent years, but the school utilises a range of providers to offer different forms of training. In-house training is also offered where appropriate and the school has four INSET days per year plus twilight sessions in Professional Learning Groups, led by staff for staff. Calendared 'Good Practice Weeks' enable staff to learn new ideas and skills from each other through training sessions and classroom observations. There is a real camaraderie among colleagues. Support staff are equally valued and part of the team. We work hard together and celebrate our successes together.

Pastoral Care / Student Leadership

Often identified as the jewel in our school's crown. House tutors are the first port of call unless the matter relates to safeguarding or a more complex case. Heads of House lead a team of tutors and our House groups are based around our fabulous House system. Attendance settles annually at around 97% across DLS and staff work together to ensure absences are challenged in line with our attendance policy. There are many opportunities for pupils to support each other through mentoring (academic and pastoral) and to lead activities within our House system. Positions of responsibility exist in all years. Outside of lessons, students engage in a wide range of extra-curricular activities and a Curriculum Enrichment Week runs in June. The Duke of Edinburgh Award is also popular.

This is a full-time permanent position from 1st September 2023

The Department:

The RS/Social Science faculty at De La Salle College have worked very hard to create a learning environment that caters for all abilities. The Faculty comprises five teaching staff, one of whom is the Headteacher and two full time non-teachers, the School Chaplain and Faith mentor. There are two dedicated RS classrooms plus a chapel and



Sociology and Psychology each have their own dedicated classrooms. Since 2018, considerable investment has been made in facilities with a full refit of the two social science classrooms. All classrooms have the provision of interactive TVs and cameras for practical demonstrations. Visitors to the school often comment on the excellent facilities and their upkeep. In KS3, all students have three weekly hours of RS/PSHE teaching. Students join DLS with a variety of RS/faith experiences at KS2 and, as you might expect, there is an emphasis on lessons to instil excitement and curiosity in the world. All Year 7 students take part in a RS retreat visit in our Curriculum Enrichment Week. KS4 begins in Year 9 with all students taking RS (Edexcel). Students are taught in broad ability classes with the significant majority attaining grades 9-6 from four weekly periods of teaching in RS. In 2022, 93% of students achieved a Grade 9-4 in RS.

A-level Sociology is one of the most popular at DLS. In 2022 a cohort of 12 students in the Sixth form took Sociology and they achieved around 83% A*-C. A significant number of students apply to study social science-related disciplines at university. The RS Faculty looks forward to welcoming a new member of the team in September. S/he will be encouraged to review our current practice and provision before then implementing any improvements they feel are necessary with the support of the Faculty Leader and Faculty SLT link. A smooth handover will also be possible in the summer term. Further details about the faculty, can be found on our school website.

The role of the Sociology Teacher

Core Role

- ⇒ To support the Head of Faculty (HOF) in leading and developing a team of staff with due regard to their performance and well-being
- ⇒ To deliver Sociology with due regard to curriculum intent, implementation and impact including assessment and evaluation
- ⇒ To promote the development of the school

Responsible To:

Head of Faculty

Leadership & Management

- ⇒ To help the HOF to foster a positive culture through engagement, innovation & enthusiasm.
- ⇒ To oversee aspects of teaching and learning across the faculty in line with the School's T&L policy and model best practice.
- ⇒ To support the HOF to implement a range of self-evaluation strategies, in line with school policy, to ensure the consistency of / sharing of best practice and evaluation of progress and student outcomes.
- ⇒ To help to prepare and maintain reasonable documentation ahead of ISI inspection in conjunction with the senior leadership team.



⇒ To keep up to date with research and developments in pedagogy and the subject area.

Teaching & Learning

⇒ To support the HOF in monitoring standards of professional practice within the faculty.

⇒ To manage and facilitate student learning through effective teaching in accordance with the faculty's schemes of work and policies.

⇒ To work with the HOF to apply the school's T&L focus within the faculty.

⇒ To support the HOF in setting high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement and manage any behavioural incidents within the faculty to enable all students and staff to feel safe and secure.

⇒ To enhance the learning environment by ensuring displays are updated at least annually in conjunction with support staff

Monitoring, Assessing & Reporting

⇒ To support the HoF with all aspects of subject/ faculty.

⇒ To take a keen interest in tracking student progress to inform future teaching and curricular development.

Curriculum Intent & Subject Knowledge

⇒ To take responsibility for the development of Sociology with the aim of ensuring high standards of student progress and attainment.

⇒ To have a thorough knowledge and understanding of A-level Sociology courses.

⇒ To understand how appropriate transition can occur between KS4 and KS5.

⇒ To fully uphold the national expectations for school staff in safeguarding the students in your care; including attending all relevant training.

⇒ To meet all aspects of the job description for teachers at the school.

⇒ To model professional standards such as punctuality, attendance, dress and respect to students and staff at all times.

⇒ To cover for absent colleagues as is reasonable, fair and equitable within national limits.

⇒ To co-operate with the employer in all matters concerning Health and Safety.

⇒ To support all the School's policies.

⇒ To establish effective working relationships with colleagues irrespective of their/your role.

⇒ To be involved in extra-curricular activities such as contributing to clubs and visits.

⇒ To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, Teachers' Standards and Keeping Children Safe in Education.



- ⇒ To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare, when required.
- ⇒ To be aware of the role of the Governing Body of and to support it in executing its duties.
- ⇒ To consider the needs of all students within lessons (and to implement specialist advice) especially those in targeted groups.
- ⇒ To undertake the role of House Tutor
- ⇒ Any other reasonable task as directed by the Headteacher.

Moving to Jersey:

To facilitate your move to the Island we offer a £2500 relocation package*. This can be used for any items that will support your relocation such as ferry travel etc, however, please keep your receipts so that we can refund you gross of tax. Any sums left after your relocation expenses have been refunded will be paid to you in your first pay point at the end of September 2023 but this will be subject to income tax and social security deductions. If any residue is paid with your salary, then it will be subject to the following - 100% refundable if departure is in the first year, 50% refundable if departure is in the second year and 25% if in the third year of employment.

Accommodation in Jersey

For those not already resident on the Island, we provide either

1. Accommodation in an apartment owned by the College, in the first year the rent will be set at £750 pcm, in the second year £1000 pcm and in the third year it will be £1250 pcm or if this is not possible,
2. a three-year tapering accommodation grant to support the transition to renting in Jersey (£750 pcm in the first academic year, £500 pcm in the second academic year & £250 pcm in the third academic year).

There is an excellent public transport service available to use if you do not have your own vehicle.

We will offer you support and advice as you move through the process of letting or purchasing property on the Island.



Attributes we seek

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> i. Strong A-level results ii. Degree in Sociology or related subject. iii. QTS/PGCE or other route into teaching 	<ul style="list-style-type: none"> iv. First/2:1 degree result v. Additional qualifications relevant to post
Experience	<ul style="list-style-type: none"> i. Successful teaching in current school/teaching practise. ii. Teaching/teaching practise Sociology at A-level iii. Experience teaching/teaching practise RS to at least KS3 level iv. Recent CPD or relevant training v. Involvement in extra-curricular activities and/or wider school life 	<ul style="list-style-type: none"> vi. Teaching in a high achieving school vii. Teaching in an good/outstanding school viii. Teaching RS to GCSE or beyond. ix. Interest in leading trips/visits to revision conferences / places of interest etc.
Knowledge & Skills	<ul style="list-style-type: none"> i. Knowledge of current A-level Sociology specifications, outcome trends, past papers and examiner reports. ii. Knowledge of best practice in assessment iii. Ability to stretch and challenge boys. iv. Well-read with awareness of recent academic research (e.g. for higher education) 	<ul style="list-style-type: none"> v. Knowledge of EDEXEL RS GCSE specifications
Qualities	<ul style="list-style-type: none"> i. Belief in sustaining high standards of excellence. ii. Team player within a faculty and house/year pastoral team. iii. Ability to prioritise, plan, organise well and work as part of team to achieve objectives. iv. Willingness to support students as House tutor. v. High standards in dress, attendance and punctuality. vi. Suitability to work with children and satisfactory Enhanced Disclosure with DBS. vii. Sense of Humour 	<ul style="list-style-type: none"> viii. Knowledge of issues facing boys in a single-sex, high achieving environment ix. Understanding of working and teaching RS in a Catholic school. x. Understanding and experience of the Lasallian vision of education would be an advantage but is not essential so long as the candidate is willing to be committed to it.



What next?

Please complete the DLS application form including the supporting statement (section 5), which should not exceed two pages (font size 11). Please share your career to date and how you feel this experience meets the advertised person specification. We anticipate a strong response and we will score applications fairly against these criteria alone. A personal supporting statement showing an understanding of our school is preferable to a generic letter of application. DLS is an equal opportunities employer.

We are committed to the equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy/maternity, race or religion. The successful applicant will be subject to an enhanced DBS, Barred List check and other recruitment checks in line with Keeping Children Safe in Education Safer Recruitment practices. This includes sourcing police checks for any period of time spent abroad and online name/profile searches for shortlisted candidates.

Informal discussions about the post can be arranged. Email headofcollege@dls-jersey.co.uk to arrange. These can be in-person or online via Teams. Visits to the school may be possible.

Completed Application Forms should be returned to the College for the attention of the Head of College at headofcollege@dls-jersey.co.uk by **noon on Wednesday 22nd March 2023**. Interviews will take place shortly after this deadline. Referees must include your current or most recent Headteacher.

CVs are unnecessary and will not be accepted.

We wish you every success and thank you for your application

APPENDIX A

STAFF DUTIES

Teachers duties

The following provides a definition of the Teachers' Task and are in addition to the specific duties of the Head of Department:

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.
3. Mark and maintain records of pupils' work.
4. Promote the general progress and welfare of pupils in classes and 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 outside agencies in accordance with school policies
7. Contribute to and participate in corporate planning, self-evaluation, INSET 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.
14. Supervise support staff as required.
15. Order and allocate appropriate equipment and materials in accordance with school policies and schemes.

For the MPS teacher, the programme of formal meetings must not exceed 90 hours in a school year outside of times when the school is in session. Teachers on the MPS will not normally be expected to attend such activities in excess of 2.5 hours per week. The programme of meetings shall be arranged in order that a member of staff is not required to attend more than one activity on any one evening.

All teachers are required to undertake supervision duties immediately prior to or following the school day and during breaks, but not at lunch times. These duties must not exceed 80 hours in the school year

All teachers are entitled to non-contact time equivalent to 10% of the school week or a minimum of 3 lessons each week.