

BISHOP ULLATHORNE CATHOLIC SCHOOL



Information Booklet

Teacher of Religious Education

September 2018

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Information about our school

Bishop Ullathorne Catholic School is a voluntary-aided school situated in a very pleasant residential area about three miles south of the centre of Coventry, adjacent to the Coventry – Kenilworth Road (A429). In January 2016, Ofsted judged that our school continues to be good and the Diocese Inspection Report in February 2016 said that our school was outstanding. The Local Education Authority judge our school as a 'light touch' school in terms of support needs.

Here at Bishop Ullathorne School, our vision of Catholic education is of educating the whole person to the fullness of life. Our school vision embodies inclusivity but goes further in identifying three key themes that crystallise this: our sense of calling to be someone special, living life to the full and love and service.



We are a truly comprehensive school that serves a very wide area of Coventry, including the most advantaged and disadvantaged wards in the city. Our 956 students are drawn mainly from six parishes and partner primary schools. 90% of all students rely on the school buses, therefore, our students are a very heterogeneous community; whose needs, aspirations and life experiences reflect the diversity of the city we serve. We work closely with our six partner primary schools in our cluster partnership.



At KS4, the large majority of key measures over the past three years show at least good progress and the majority show outstanding progress. There is no progress below national averages for any student group. At KS5 success rates, retention rates and achievement rates exceed national. Our school is consistently placed in the top 3 in the city in all performance measures.





Our Religious Education Department

Our Mission is to be an active Christian community of love and service, where all feel they belong and are valued.

We will help each other to recognise the gifts of God within us, to search for excellence and to foster the development of our true self.

Our Religious Education Department at Bishop Ullathorne is a happy flourishing team who are committed to working together to provide high standards and innovative and inspirational teaching in line with the Catholic Curriculum Directory across all three key stages.

We are a team of four full-time teaching staff and two part-time teacher of RE, who are all RE specialists. The team is well established and is at the forefront of teaching and learning within our school. The department approaches new initiatives with enthusiasm and are committed to rigorous self-evaluation.

We are a highly respected department both within the school and within the Diocese. In the last Section 48 inspection carried out February 2016 it was noted that "Bishop Ullathorne is an outstanding Catholic school in respect of both the outcomes for the students from the Catholic life and religious education and the quality of their provision"

The religious and spiritual life of our school is of the utmost importance. Pride of place is given to the liturgy. Mass is celebrated weekly and on Feast Days. Advent and Lent are marked in a very special way for our students. We are privileged to have our own school Chapel in which the Blessed Sacrament is reserved. All our students are offered a retreat experience, either residential or within school grounds.

Father Stephen is our popular and well respected Chaplain who makes an important contribution to the spiritual formation of our students and staff. He spends at least one day a week in school.

The religious and spiritual ethos of our school complements what goes on in RE lessons which are taught as part of the core curriculum.

Courses

Key Stage 3

Year 7

Topics New Beginnings
 Story of salvation
 Meaning of Life
 Discipleship
 Morality and Ethics

Year 8

Topic The Church in Britain
 Islam
 The Mass
 The person of Jesus
 Sex Education
 The Paschal Mystery

Year 9

Topic Vocation
 Conscience
 Preparation for Key Stage 4
 Judaism

Key Stage 4

EDUQAS Route B

Component 1 Foundational Catholic Theology
Component 2 Applied Catholic Theology
Component 3 Judaism

Key Stage 5

OCR

Paper1 Philosophy
Paper 2 Ethics
Paper 3 Christian thought and development

RE Examination Results for Summer 2016

RE examination results at both Key Stage 4 and 5 are consistently high in our school and above national averages. See attached sheets.

Standards over Time: Subject – RELIGIOUS EDUCATION

	2014			2015			2016			2017		
	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl	All	Boy	Girl
School % A*-C	80	75	84	77	73	81	74	70	77	73	57	82
National % A*-C	70	63	77	71	63	77	71	63	77	72	64	78
School % A*-A	33	26	39	32	21	42	26	19	27	30	16	40
National % A*-A	28	20	35	28	20	35	28	19	34	30	21	37
School % A*-G	99	98	99	97	96	98	99	99	100	98	98	98
National % A*-G	98	97	99	98	97	99	98	97	99	98	97	99
Ave Points	43.4	41.2	45.2	42.9	40.6	45	5.3	5.0	5.5	5.0	3.9	5.7
National Ave pts	41.2	38.6	43.4	41.4	39.0	43.5	5.3	4.8	5.6			
A* - C PPR	34	69	60	63	71	53	75	59	91	60	27	85
% A*-C Non PPR	86	78	93	82	74	88	74	77	71			

Subject Grade Breakdown:

		No. of Entries	A*	A	B	C	D	E	F	G	U	Total A*-C	Total A*-G
Overall		149	29	16	40	23	7	13	11	7	3	73	98
staff	L1	27	12	5	7	3	0	0	0	0	0	100	100
	L2	26	1	3	12	7	1	1	1	0	0	89	100
	L3	16	0	0	3	3	0	3	2	4	1	38	94
	L4	9	0	0	0	2	1	2	1	2	1	22	89
	R1	30	12	7	10	0	1	0	0	0	0	97	100
	R2	26	4	1	7	5	3	3	2	1	0	65	100
	R3	15	0	0	1	3	1	4	5	0	1	27	93

Relative Performance Indicator / Value Added over time: RE

	2014	2015	2016	2017
RPI	0.5	1.4	0.89	0.22
VA/P8	0.79	0.41	0.79	0.56

Relative Performance Indicator/ Value Added by teaching group:

Group	L1	L2	L3	L4	R1	R2	R3	Ave
Staff								
P8	1.48	0.35	-0.79	-0.32	0.98	1.21	-0.78	0.56



Job Description

Teaching and Learning

- To manage student learning through effective teaching, in accordance with the department's schemes of learning and policies
- To ensure continuity, progression and cohesiveness in all teaching
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students
- To set homework regularly, in order to consolidate and extend learning and to encourage students to take responsibility for their own learning
- To work with Special Educational Needs (SEN) and Gifted and Talented (G&T) staff, and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons
- To work effectively as a subject team member to improve the quality of teaching and learning
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement
- To use positive management of behaviour in an environment of mutual respect, which allows students to feel safe and secure and promotes their self-esteem.
- To register the attendance of students in class
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials.

Monitoring, Assessment, Recording, Reporting, and Accountability

- To be responsible for the processes of monitoring, assessment, recording and reporting for students in your charge
- To contribute toward the implementation of Individual Support Plans, particularly the planning and recording of appropriate actions and outcomes related to set targets
- To mark students' work and give appropriate and constructive feedback
- To systematically assess students' work and use the results to inform future planning, teaching and curricular development
- To be familiar with statutory assessment and reporting procedures, and prepare and present informative, helpful and accurate reports
- To communicate with parents and carers students' progress and participate in departmental meetings, parents' evenings and whole school training events
- To undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)

Subject Knowledge and Understanding

- To have a thorough and up-to-date knowledge and understanding of the national curriculum and specifications for examination courses
- To comply with all Examination Board regulations in regard to the teaching of examination subjects and the completion of coursework/controlled assessments
- To keep up-to-date with research and developments in teaching and learning

Professional Standards and Development

- To be a role model to students, through personal presentation and professional conduct
- To establish effective working relationships with colleagues
- To manage the work of support staff to enhance students learning
- To liaise effectively with parents/carers and with other agencies with responsibility for students' education and welfare
- To strive for personal and professional development through active involvement in the appraisal system and performance management procedures
- Contribute positively to the extra curricular life of the school and to be aware of the need for the school to play a full part in the local community.
- To maintain a working knowledge and understanding of teachers' professional duties, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
- To contribute to the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.



Person Specification

Factors	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status - Degree or equivalent. • Good honours degree (First or Second Class). 	<ul style="list-style-type: none"> • Higher professional qualification.
Experience	<ul style="list-style-type: none"> • Relevant teaching experience or teaching practice in the subject. • Experience of teaching a wide range of abilities. • This role would be suitable for an NQT or an experienced teacher. 	<ul style="list-style-type: none"> • Experience of tutor role.
Skills/ Knowledge	<ul style="list-style-type: none"> • Support for the distinctive ethos of this Catholic School • The ability to contribute to the creation of our positive school ethos, in which every individual is treated with dignity and respect and where students feel safe, secure and confident • Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments. • A clear understanding of the characteristics of high quality teaching and learning and achievement for all students • Knowledge of current issues and recent developments in the curriculum area • Use of current pedagogical tools • Use of behaviour management strategies • Use of data to inform practice • Use of differentiation techniques • Reflective and/or innovative practice • Thorough knowledge of the National Curriculum requirements for the subject • Ability to operate as a team member within a consultative structure • Ability to maintain order and discipline in a positive learning environment • An awareness and understanding of the strategies required to motivate and enthuse all students • Proficiency in the use of ICT for 	<ul style="list-style-type: none"> • Understanding of particular needs of students with SEND. • Awareness of factors affecting language and learning across the curriculum. • Knowledge/involvement in other cross curricular initiatives/projects or whole school developments.

	<p>planning, delivery and record keeping</p> <ul style="list-style-type: none"> • Attention to detail • Literacy and numeracy skills to an advanced level • Well-developed communication skills and ability to communicate in a style that is appropriate to the receiver • Ability to lead initiatives, support the process of change and work effectively in a team. • Secure commitment to a clear aim and direction for the subject. • Understanding of equal opportunities issues and their application to work. 	
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm for the subject. • Ability to use own initiative. • A commitment to the vision of our school. • A commitment to inclusive education. • Ability to form good working relationships with students and staff. • High standards and expectations • Ability to use student assessment data to raise achievement. • Outstanding communication skills. • Reliability and integrity. • A commitment to safeguarding and promoting the welfare of children. 	<ul style="list-style-type: none"> • A willingness to contribute extra-curricular activities. • A commitment to personal and professional development.