

J O B
O P P O R T U N I T Y

Religious Education
Key Stage
Coordinator

Educating to truth, goodness and beauty.

Terling Road, Dagenham
RM8 1JT

Headteacher Ms Clare Cattle

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School Mission Statement

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness.

(1 Cor. 12-29)

Role	Religious Education Key Stage Coordinator
Closing Date for Application	Friday 24 th March
Required For	May half-term
Term	Permanent – Fixed term for one year in the first instance.
Salary	Main Scale 1 – 6 + TLR
Protected Post	All applicants are welcome however preference may be given to practising Catholic who can provide a suitable priest's reference.

All applicants must complete a CES application form for this post.

School Information

All Saints Catholic School is a large Catholic comprehensive school situated in the London Borough of Barking and Dagenham and within the Diocese of Brentwood, with good transport links to central London.

We are a high achieving 11 -18 mixed school with excellent examination results.

We have received an Educational Outcomes award for being in the top 12 percent of schools in the country for progress.

Our strength in teaching and learning has a positive impact on our students and the exam results for 2019 show that

Progress 8 is 0.55 (well above average), Attainment 8 was 55.85

The School provides excellent professional development opportunities for colleagues in a forward thinking and creative organisation.

Please watch our school videos available at <http://allsaintsschool.co.uk/> to get an insight into life at All Saints. Our core values of respect, understanding, affection and humour underpin all aspects of our pastoral and academic daily routines. Our learning is based on the transcendental values of truth, goodness and beauty. We encourage pupils to discover truth, development goodness and appreciate beauty.

Our Ofsted report can be found here <http://allsaintsschool.co.uk/ofsted.html> and our full Section 48 report can be found here <http://allsaintsschool.co.uk/section-48.html>

The report says 'All Saints is an inspirational, Christ-centred community with a strong moral purpose that underpins its life and work.'

The purpose and job description

We are seeking to appoint a dedicated professional to join our successful Religious Education department as our Key Stage Coordinator. The successful candidate will have the opportunity to teach a range of qualifications at Key Stages 3, 4 and 5.

- To support and uphold the Catholic ethos and values of the School.
- To positively contribute to fulfilling the mission of the School.
- To meet and maintain the professional teaching standards commensurate with their role.
- To work to raise expectations and standards within our community.
- To promote a positive image of the School.
- Be familiar with and implement the direction of the Religious Education Curriculum Directory
- Support, encourage and develop the ethos of Respect, Understanding, Affection and Humour

Teaching and learning

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- teach according to the Religious Education Curriculum Directory
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- keep up to date with developments in pedagogy, teaching resources and make relevant changes to instructional plans and activities.
- use relevant technology to support teaching and learning.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy,
- articulation and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well structured lessons

- plan, prepare, teach and evaluate lessons throughout the age and ability range

- impart knowledge and develop understanding through effective use of lesson time in accordance with statutory requirements, school aims and objectives, school policies and Departmental Schemes of Work.
- promote a love of learning and pupils intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired and ensure that homework is set and recorded in the student planner.
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s) which meets internal and external quality standards and develops independent learning.
- use a variety of teaching methods which will stimulate learning appropriate to student needs and demands of specifications
- maintain resources and create positive learning environments in order to support learning.
- take reasonable care of Department resources and to account for any equipment used.
- Establish and communicate clear objectives for all learning activities
- Set cover work when on leave or absence/known absence

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them ensuring targets outlined in a student's Individual Education Plan are pursued.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. To assess and monitor student work in accordance with statutory requirements and school and Departmental policies and to set realistic and challenging targets for improvement.
- To maintain teaching records, attendance and other pastoral records.
- To maintain accurate, transferable student registers and records.
- To complete student reports and reviews.
- To attend Parents' Report Evenings as appropriate.
- To assist in setting and marking internal examinations.
- To ensure that external examination requirements are satisfied

Manage behaviour effectively to ensure a good and safe learning environment

- maintain a tidy, safe and stimulating working environment.
- maintain good order and discipline ensuring health and safety including training students in the safe and appropriate use of equipment.
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- keep a record of student attendance at, and punctuality to, lessons and report any notable observations to the form tutor/Curriculum Co-Ordinator.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- refer any Child Protection concerns to the designated Child Protection Officer in the school.
- communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

All teachers have a responsibility to maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

GENERAL RESPONSIBILITIES :

- To be familiar with the content of and subsequently implement the whole school policies located in the staff handbook thus contributing to the realisation of a safe learning environment for all.
- To help implement and adhere to the school quality procedures and take part, as required, in the review, development and management of activities relating to the School Improvement Plan.
- To contribute to whole school planning and evaluation via the Departmental action plan and implementation.
- To work as a member of a designated team and contribute positively to effective working relations within the school.
- To play a full part in the life of the school community supporting its distinctive mission and ethos and actively promoting its policies and practices.
- To comply with School routines e.g. attend staff briefings check the daily In Class Support Information.
- To attend meetings identified in the School Calendar.
- To undertake supervision duties according to the published rota.
- To undertake the duties of a form tutor as required.
- Leading and/or supporting collective acts of worship as required.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- Contributing to the moral, spiritual, cultural and social development of each pupil.
- Making a positive contribution to the pastoral ethos, including specific pastoral duties.
- To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society as outlined in the school Single Equality Duty.

STANDARDS :

Effective performance of tasks will be evaluated in relation to the Professional Standards for Teachers (DfE September 2012) and the agreed criteria for the effective functioning of a Class Teacher at All Saints Catholic School. The monitoring of these standards will form part of the Staff Appraisal procedure.

EDUCATION AND TRAINING :

In accordance with the Continuing Professional Development policies the teacher will;

- Review overall performance in the previous year in relation to training received and the changing needs of the job.
- Identify training and education needs for the following year through a training needs analysis in order to ensure confidence in carrying out required duties.
- Participate in the prescribed framework for Teacher Appraisal.

This will be carried out within the framework of the school's Staff Development Policy current at the time.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore, employees will be expected to comply with any reasonable request from a manager including undertaking work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Skills and Qualification

Qualification or Experience	Essential or Desirable
Practicing Catholic with priest's reference	Desirable
Degree in (Theology/Philosophy) or equivalent qualification.	Essential
Qualified Teacher Status	Essential
Further relevant qualifications	Desirable
Teaching experience of a range of ages and abilities	Essential
Evidence of successful use of varied teaching styles	Essential
Evidence of good organisational skills	Essential
High level of professional communication skills	Essential
Evidence of leadership and team-building potential	Essential
Evidence of problem-solving capacity	Essential
Detailed knowledge of Religious Education Curriculum Directory	Desirable
Evidence of involvement in raising pupil achievement strategies	Essential

