



THE URSULINE ACADEMY ILFORD

A Catholic Secondary School for Girls Aged 11-19 in the Diocese of Brentwood



MISSION STATEMENT:

*We are a Catholic community of faith, love and service
rooted in the spirit of St Angela.*

*Through Christ and the Gospel and in our diverse community
we strive to provide an environment for young women
to flourish spiritually, academically and socially.
Together we are the Ursuline Academy Ilford.*

TEACHER OF RELIGIOUS EDUCATION

May 2019



WELCOME FROM THE HEADTEACHER



The Ursuline Academy Ilford is a four form entry Catholic comprehensive school for girls aged 11-19, serving students of primarily Catholic faith, but also other faith backgrounds who are supportive of and fully committed to the Catholic ethos of the school. Students who come here, join a community that is committed to success.

The school was founded by the Ursuline Order in 1903 and has been providing high quality education and pastoral care ever since. The school has a strong sense of community underpinned by Gospel values. Visitors regularly remark on the purposeful working atmosphere in which all are expected to do their best. We have an inclusive and community-focused ethos of which we are very proud. Our pupils are welcoming, engaging and articulate. They are ambitious for the school and for their own life beyond it.

The school gained Academy status in September 2011 and is currently embarking on a new and exciting phase in its development. Having been an independent school until 1999, the school had its fourth Ofsted Inspection in October 2016. The Report can be found both on the school and Ofsted website:

<http://www.uai.org.uk/about/ofsted>

As a vibrant faith community we are inspired by our founder Angela Merici, whose motto was “Serviam” – to SERVE. ‘Serviam’ lies at the heart of our daily routine and practice. We aim to empower our girls to learn, to lead and to serve. As Angela Merici faced new challenges by looking for new possibilities, so too are we committed and called to do things in new ways to ensure that the young women in our care are offered a nurturing and challenging educational environment in which they can learn and grow and develop the confidence to go out and make a difference in our world.

Our Mission: We are a Catholic community of faith, love and service rooted in the spirit of St Angela. Through Christ and the Gospel and in our diverse community we strive to provide an environment for young women to flourish, spiritually, academically and socially. Together we are The Ursuline Academy Ilford.

To help bring this about Governors and staff at the school commit themselves to:

- Recognising the value and uniqueness of every student we teach
- Ensuring that the school is a safe place to be and one where the interests of justice are served
- Creating a community which is inclusive, one whose basis is mutual respect and equality
- Maintaining the long tradition of trust, cooperation and courtesy
- Generating good order and discipline based on sound relationships between staff, students, parents and carers
- Nurturing the religious and intellectual lives of our students through curricular and extra-curricular activities
- Inviting parents and carers to play an active role in their daughter’s development, academically, spiritually and morally.

I am delighted you are interested in our school and hope this gives you some insight into who we are and what we stand for.

Ms Keran Reilly
Headteacher

THE URSULINE ACADEMY ILFORD

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From: September 2019

Salary Range: MPS (Outer London) - UPS (Outer London) available to the right candidate

We are looking to recruit a creative, enthusiastic, inspiring individual. S/he will be a key contributor to this hugely successful, popular and oversubscribed Academy whose ethos is underpinned by Gospel values and the Ursuline motto of 'Serviam'.

Applications are welcome from newly qualified/established teachers who have a proven track record of academic success and who are committed to comprehensive education. The person appointed will be expected to make a significant contribution to the academic, spiritual, moral and cultural well-being of young people and will support an already successful department along the next stage of its development. In addition, the post will provide an excellent opportunity for professional development.

What sets us apart?

The Ursuline Academy Ilford is committed to ensuring the recruitment and retention of high calibre, talented staff.

The successful applicant will:

- join a popular and successful all girls Catholic Comprehensive Academy;
- be part of a team of committed, highly professional teachers and support staff in a school which has an excellent academic record, as well as a tradition as a caring community;

The school is a short walk from the local shopping centre and Ilford Station where TFL Rail services are available; these connect to Stratford International and London Liverpool Street. The school is also a short drive from the M25, A12 and A13.

WHAT WE ASK IN RETURN:

Dedication, commitment, loyalty and a drive for excellence in all areas of school life evidenced by an enthusiasm for education both personally and professionally promoted by CPD.

The Academy is committed to safeguarding and promoting the welfare of children. To ensure that this is achieved we expect all employees to share this commitment and staff will be recruited and selected in line with safer recruitment policy and practice. The successful applicant will undertake an enhanced DBS check.

APPLICATION REQUIREMENTS

Please submit a letter of application together with your application form.

Completed applications should be posted to:

HR, The Ursuline Academy Ilford, Morland Road, Ilford, Essex, IG1 4JU

You may also return your completed application form via email to our HR Officer: bbarnes@uai.org.uk

School visits can be arranged by appointment please contact Mrs Barnes for details.

Your letter should address the selection criteria and include your thoughts on what makes a good RE Teacher.

Short-listing for the position will take place following the closing date and references will be taken up prior to interview.

Please note we are unable to accept CVs.

Closing Date: 12 noon on Wednesday 22 May 2019

Interviews: TBC

Pupils' behaviour in lessons and conduct during unstructured times are a strength of the school. The Catholic ethos of the school is clearly evident and the overall approach is highly inclusive. The culture of the school is one which wants to care for the 'whole child' and parents and pupils alike recognise and value this approach highly. The strong relationships in the school underpin the positive attitudes to learning evident in the lessons we visited.

OFSTED - October 2016

DEPARTMENT INFORMATION

RELIGIOUS EDUCATION



The RE Department is at the heart of the school and is a core subject along with English, Maths and Science. In our Catholic school it is essential that the content and character of our Religious Studies curriculum is Christian and in particular Roman Catholic. We also try to ensure that the programme satisfies other legitimate needs in a multi-faith, multi-racial and multi-cultural society. Our programme represents our traditional faith, preparing our students for life in the real world. Our syllabus, like the mission of the school, seeks to develop the whole person.

All students follow the Catholic syllabus of The Way (Yr7), The Truth (Yr8) and The Life (Yr9).

Throughout all lessons in RE and particularly in Key Stage 3, students from other faiths are invited to share their experiences of faith with their peers. There will of course be similarities and differences but the sharing of these experiences is always undertaken in an environment of respect, care and consideration. In this respect, students are often the best teachers.

Staffing

The RE department is well resourced and staffed by 5 teachers who are qualified, subject specialists. The Head of RE is also a member of the Leadership Team.

The department works very closely with the Chaplaincy which is led by our lay chaplain.

Courses

The course aims to:

Give all students a deep knowledge and understanding of Catholicism.

Enable pupils to see Religious Education in the context of a wider body of knowledge and skills.

Bring the school mission statement to life for pupils and to foster the values of the gospel and the pursuit of lifelong learning.

Allow the pupils to develop informed opinions and to be able to support them by reasonable arguments.

Key Stage 3:

The Way – Year 7

It is our aim that by the end of Year 7 students will have a good overview of the some of the major parts of the Old Testament. Students will study key areas of scripture like Abraham, David and the Exodus. All students will have an understanding of the relevance and importance of the events leading up to and foreseeing the time of Christ. Students will also begin to study the Sacraments, their meaning, scriptural basis and the importance for their lives.

The Truth – Year 8

Year 8 seeks to build upon the scriptural foundations laid in Year 7 through the study of the Covenant. Students in Year 8 will also study the Sacraments in more depth, as well as take on a project about the mission and history of the Catholic Church in Britain. Students will also have the opportunity to study some aspects of Judaism.

The Life – Year 9

Year 9 seeks to deepen students understanding of important issues such as vocation, prayer and the human community. Students are encouraged to analyse and reflect on a number of issues. Students will also have the opportunity to study some aspects of Islam in Year 9.

Key Stage 4 (Year 10 and 11):

Roman Catholic Christianity (Edexcel syllabus A)

All students take Religious Education as a full GCSE. The course is a detailed and inspiring study of Catholic Christianity. Students will also undertake a study of church teaching including Trinity, incarnation and creation. Students will explore the role of Mary in the church, pilgrimage and Students will be challenged to look at the sacraments, life after death and prayer and how belief affects a person's practise of their faith. Students will need to be familiar with church documents such as 'dei verbum' and 'gaudium et spes'. Students will also undertake a comprehensive study of the salvific event of Christ's life, death, resurrection and ascension.

The examination of this component is worth 50% of a student's final grade of their GCSE.

Philosophy and Ethics (Edexcel syllabus A)

Section 1: Students undertake a study of a philosophical arguments to show both God's existence and the divine attributes (Omnipotence, Omniscience, Omni benevolence). As well as consider arguments about suffering and the problem of evil. Students will be expected to understand the sources of authority in Christianity including revelation and religious experiences.

Section 2: Students will study marriage and family life in depth, examine the purposes of marriage, Christian teaching about contraception and debates around the issue of same sex marriages. Students will need to be familiar with a range of church documents such as 'Familiaris Consortio' and the Family Group Movement.

The examination of this component is worth 25% of a student's final grade of their GCSE.

Judaism (Edexcel syllabus A)

Students undertake a study of a variety of aspects of Jewish beliefs and practises. This includes teachings about the Torah and synagogue ('shekinah') the concepts of covenant and messiah as well as how Jewish moral teaching (mitzvot) would apply to issues relating to the sanctity of life. Students will also be challenged to look at different Jewish festivals and the relationship between belief and practise.

The examination of this component is worth 25% of a student's final grade of their GCSE. All exams are taken at the end of year 11. There is no course-work.

Key Stage 5 (Year 12 and 13):

Sixth Form

Philosophy and Ethics (OCR): This course is very popular at A-Level. Students will need to critically assess and analyse issues within Philosophy and Religious Ethics. Students will study the work of some of the greatest minds in history such as Plato, Aristotle, Aquinas, Augustine and many others. Students will be faced with some of the oldest questions of human meaning, such as 'What do we mean by good?' and 'bad', 'right' and 'wrong'?

Religious Ethics will focus on the study on various ethical issues such as Medical Ethics, Aquinas, Natural Law and Utilitarianism. Students will need to draw conclusions about particular ethical issues from the ethical theories they have studied.

Extended Provision

The RE provision for Gifted and Talented students is something which the department continually reviews and reflects upon. Achievement is sought through challenging academic assessment stimulus and a culture of encouraging students to develop questions and answers to the most testing questions of human meaning. The department seeks to stretch students academically and encourage them to articulate answers to profound questions of meaning.

School Prayer

*Show us, Lord, what we should do
And help us as we do it
So that our prayer and work may begin from you
And through you, meet success*



JOB DESCRIPTION

TEACHER OF RELIGIOUS EDUCATION

REPORTING TO: Head of Department
LIAISING WITH: Department, Teaching and Support Staff and others as required

Expectations

All Teachers at The Ursuline Academy Ilford are expected to:

- ◆ be fully supportive of the Academy's Catholic ethos;
- ◆ value and accept every student as an individual;
- ◆ encourage and support each student to realise her potential through the Academy's rewards systems;
- ◆ encourage students to think and learn independently;
- ◆ celebrate the achievements of all of students at appropriate times;
- ◆ provide a student friendly learning environment;
- ◆ lay the foundations for 'lifelong learning';
- ◆ strive for academic excellence;
- ◆ respect and value our partnership with parents and the community;
- ◆ assess, monitor, review and report upon student progress in line with Academy policy;
- ◆ participate in the Academy's programme of continuing professional development;
- ◆ use technology to actively improve teaching and learning;
- ◆ help prepare students for their responsibilities as active citizens.

Key Responsibilities

- ◆ work within/alongside a team or teams of teachers to teach a specific curriculum subject;
- ◆ implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate;
- ◆ monitor and support the overall progress and development of students as a teacher and where required as a Form Tutor;
- ◆ facilitate and encourage a learning experience which provides students with the opportunity to achieve their personal best;
- ◆ contribute to raising standards of student attainment;
- ◆ share and support the Academy's responsibility to provide and monitor student opportunities for personal and academic growth;
- ◆ fulfil the professional responsibilities as outlined in the Staff Handbook.

MAIN CORE DUTIES

Operational/Strategic Planning

- ◆ assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department;
- ◆ contribute to the department's development plan and its implementation;
- ◆ plan for, prepare and teach courses;
- ◆ contribute to the whole Academy's planning activities.

Curriculum Provision

- ◆ assist the Head of Department and senior management in ensuring that the curriculum area provides a quality of teaching which complements the Academy's strategic objectives.

Staff Development

- ◆ take part in the Academy's staff development programme by participating in arrangements for further training and professional development;
- ◆ continue personal development in the relevant areas including subject knowledge and teaching methods;
- ◆ engage actively in the Performance Management Review process;
- ◆ ensure the effective/efficient deployment of classroom support where appropriate;
- ◆ work as a member of a designated team and to contribute positively to effective working relations within the Academy.



Quality Assurance

- ◆ help implement Academy quality control procedures;
- ◆ contribute to the process of monitoring and evaluation of the department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria;
- ◆ seek and implement modification and improvement where required;
- ◆ review from time to time methods of teaching and schemes of work;
- ◆ take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Management Information

- ◆ maintain appropriate records and to provide relevant accurate and up-to-date information for whole school data and reports;
- ◆ complete relevant documentation to assist in the tracking of students;
- ◆ track student progress and use relevant data to inform teaching and learning;
- ◆ safeguard private/confidential information.

Communication

- ◆ write reports on student progress to parents in accordance with Academy policy and practice;
- ◆ communicate effectively with the parents at parents consultation evenings;
- ◆ follow agreed policies for communications in the Academy.

Marketing and Liaison

- ◆ attend all scheduled and relevant Academy events;
- ◆ contribute to the development of effective subject links with external agencies if appropriate;
- ◆ attend celebratory events associated with students personally taught including Prize giving.

Management of Resources

- ◆ contribute to the process of the ordering and allocation of equipment and materials;
- ◆ assist the Head of Department in identifying resource needs and to contribute to the efficient/effective use of physical resources;
- ◆ co-operate with other staff to ensure a sharing and effective use of resources for the benefit of the Academy, department and the students.

Pastoral System

- ◆ act as a Form Tutor if required;
- ◆ promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- ◆ liaise and work with a Head of Year to ensure the implementation of the Academy's guidance and support system;
- ◆ register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life;
- ◆ evaluate and monitor the progress of students and keep up-to-date student records as may be required;
- ◆ contribute to the preparation of Action Plans and progress files and other reports as appropriate;
- ◆ alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- ◆ communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff;
- ◆ contribute to citizenship and enterprise activities according to Academy policy;
- ◆ follow Academy policies on behaviour management.

Teaching

- ◆ teach students according to their educational needs;
- ◆ assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required;
- ◆ provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students;
- ◆ ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students;
- ◆ ensure a high quality learning experience for students which meets internal and external quality standards;
- ◆ use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.



- ◆ maintain discipline in accordance with the Academy's procedures, and to encourage excellent practice with regard to punctuality, behaviour, standards of work and homework;
- ◆ undertake assessment of students as requested by external examination bodies, departmental and Academy procedures;
- ◆ mark, grade and give written/verbal and diagnostic feedback as required.

Other Specific Duties

- ◆ play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example;
- ◆ support the Academy in meeting its legal requirements for worship;
- ◆ maintain relevant development;
- ◆ comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a Senior Manager to undertake work of a similar level that is not specified in this job description.

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

DECLARATION

I have read the job description and agree to all the terms and conditions set out. I also agree to comply with all Academy Policies, Child Protection /Safeguarding and Health & Safety regulations. I further understand that the above does not constitute an exhaustive list and I agree to undertake any reasonable request made of me by the Headteacher or Deputy Headteacher acting on his/her behalf.

Name:

Signature:

Date:

PERSON SPECIFICATION

TEACHER OF RELIGIOUS EDUCATION



L = Assessed by Application	I = Assessed at Interview	R = Assessed by Reference	E = Essential D = Desirable
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QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE:

Relevant good Degree and teaching qualification	L			E
Evidence of continuing professional development	L			D
Familiarity with the RE curriculum in KS3 and KS4	L	I	R	E
Familiarity with the RE curriculum in KS5	L	I	R	D

TEACHING AND LEARNING

High quality teaching and learning skills		I	R	E
A commitment to and evidence of high expectations and standards for students work	L	I	R	E
Evidence of very good examination outcomes for classes taught	L	I		D
A clear understanding and use of Assessment for Learning	L	I		E
Understanding of self-review for improvement		I	R	E
The ability to use data effectively to evaluate student teaching, group progress and achievement	L	I	R	D

PERSONAL QUALITIES AND SKILLS

High level interpersonal skills with the ability to communicate effectively both orally and in writing with a variety of audiences		I	R	E
The ability to build productive relationships with students, staff and parents	L	I	R	E
An ability and willingness to empathise and listen, and to be self-critical and reflective		I	R	E
Enthusiasm, hard work, integrity, creativity, flexibility and resilience		I	R	E
An understanding of and commitment to equal opportunities in its widest sense and a commitment to inclusive education	L	I	R	E

SAFEGUARDING

Motivation to work with students/young people		I	R	E
The ability to form and maintain appropriate relationships and observe personal and professional boundaries with students/young people		I	R	E