



ST PATRICK'S
— Roman Catholic High School —



THE ST PATRICK'S CENTRE
— of Educational Excellence —

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Job Application Pack

Teacher of Religious Education (Including Head of Year Responsibilities)



Helping every child to be the very best version of themselves

Headteacher: Mrs A Byrne



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56 NEW LANE, ECCLES, MANCHESTER M30 7JJ T-0161 921 2300 E1: enquiries@stpatricksrchigh.co.uk
www.stpatricksrchigh.co.uk

WELCOME

FROM THE HEADTEACHER

Thank you for taking the time to consider applying for the post of Teacher of RE & Head of Year.

At St Patrick's, it is our mission to ensure that children experience a truly great Catholic education that enables them to flourish academically and shine personally, preparing them for a happy and successful adult life. We are committed to helping every child become the very best version of themselves.

Our school motto is, 'amazing things happen here' and you only have to spend five minutes in our school to realise that this is absolutely true. We have a strong and dedicated team of professionals who challenge and support students to achieve amazing things and they work hard to create an environment, built on mutual respect, whereby students rise to the challenges set for them. Our strength comes from our drive for excellence in all that we do and our consistent and persistent approach.

We are committed to providing an inclusive workplace where staff feel valued and trusted and where collaborative working is at the heart of everything we do. We also recognise the importance of supporting our staff to continuously develop in order for them to achieve their own professional career goals.

If you meet the role criteria and are an excellent practitioner and believe that a great education can transform a child's life and future, we would love to hear from you!

Mrs Alison Byrne
Headteacher



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Why St Patrick's?

Our People Values

Our core people values are at the heart of every decision that we make as an employer. Our aims are:

- To fulfil our Catholic mission, to ensure our children and staff **live life to the full**
- To **attract, recruit, develop and retain** high performing staff, to ensure that we allow pupils to become the best version of themselves.
- To provide a workplace where staff feel **valued and trusted**.
- To develop and support the growth of **leadership and management**.
- To promote a culture focused on **diversity, inclusivity and wellbeing** by creating a healthy work environment to enable staff to perform at their best.
- To provide **strong and consistent HR services** for all staff, across all school areas.
- To serve the wider education system and **provide opportunities** for our staff to lead across other schools

Our Benefits

We have a range of employee benefits available to all our staff. We are always looking at ways in which we can improve our offering to ensure the benefits are valued by our staff.

CPD

We have a strong focus on CPD for our employees, ensuring that learning and development opportunities are offered throughout the academic year. This includes exciting career opportunities to work across other schools.

Pension

An employee earning more than £10,000 and who is more than 22 years of age will automatically be enrolled into one of our workplace pension schemes with excellent employer contributions.

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Family Leave

Enhanced family leave is available to support our staff with family commitments and emergencies.

Flexible working

Where possible, we support staff with the ability to work flexibly and recognise the need to work/life balance.

Subsidised Gym Membership

Via our payroll provider, Salford City Council, we are able to offer discount on Salford Council run leisure facilities.

Wellbeing strategy

We are focused on bringing staff wellbeing to the forefront of our people agenda. With an annual wellbeing calendar place, we run events throughout the year to celebrate staff and our school.

We also have an independent Employee Assistance Programme and Occupational health provider in place to support staff with any wellbeing needs.

We are always looking for ways to improve our offering and staff feedback is at the heart of this.

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Job Summary

The Governors of St Patrick's RC High School are looking to appoint an excellent Teacher of RE and Head of Year, who is committed to ensuring pupil enjoyment and progress within our successful RE department and Pastoral leadership team. The position offers the opportunity for an experienced teacher to join established and hardworking teams.

The successful candidate will:

- Have a love of their subject; a sound and detailed knowledge of RE
- Have high regard for their learning environment and resources
- Be a talented and ambitious teacher, who will ensure outstanding attainment and progress for all students
- Have the ability to inspire, engage and enthuse students
- Be skilled at fostering independent and collaborative student-led learning
- Aspire to be a dynamic pastoral middle leader; driving forward the behaviour, attendance and welfare of pupils within a given year group

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be the very best version of themselves



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Job Title: Teacher of RE & Head of Year

Contract Details: Permanent, Full time

Salary/Grade: Main/Upper Scale plus TLR 2

Start date: April or September 2026

To arrange an informal visit, please contact

Cat Taylor, HR Assistant, by email at

taylor.c@stpatricksrchigh.co.uk.

Closing Date: Monday 2nd February 2026,
12pm

Interview Date: w/c 9th February 2026

All applications must be submitted via the Greater Jobs website.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be required to complete an enhanced DBS check.



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Job Description

The job description below gives an insight into the responsibilities of Teacher of RE & Head of Year and, while this is not an exhaustive list, it should allow candidates to have an understanding of what this role entails, and for what the successful candidate will be held accountable for. The person specification provides an indication of the skills and experience that we are seeking.

Head of Year

Aim and main purpose of the job

- To support, hold accountable and develop a team of form tutors; focusing on high standards of social, personal and academic development of students so that each student can become the best version of themselves
- To be responsible for the proactive tracking, monitoring and intervention of your year group's attendance, behaviour, punctuality and safeguarding and strive for excellence in these key performance indicators
- To work with key stakeholders (e.g. pupils, staff, parents, SLT Links, and external agencies) to ensure we have an accurate picture of pupils, can intervene appropriately and positively and can ensure the best possible education for pupils.
- To ensure that whole school improvement priorities are embedded within year group strategies and that pupils are consistently dealt with in line with the school's approach by all members of your team

General responsibilities:

- Ensuring the safeguarding of all pupils is of paramount importance; that safeguarding procedures are followed and any information is logged on our safeguarding platform

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- To lead both the team of tutors and cohort of students. This involves giving a clear vision and direction to work, identifying key areas for improvement and planning appropriate actions to meet them
- Build strong relationships with all key stakeholders to undertake a child-centred approach to achievement, wellbeing and progress.
- To ensure that pupils' successes are celebrated consistently, in line with a clear rewards strategy
- To monitor the quality of learning experienced by the year group; identifying and removing barriers to this learning, liaising with heads of departments and offering support and guidance where necessary.
- To promote the ethos of the school through leading high quality assemblies. These assemblies should be well prepared, relevant to the year group and have key messaging for both pupils and staff.
- To respond appropriately to pastoral issues that occur during the school day, ensuring that all relevant stakeholders are communicated with and issues have been fully resolved
- To report to the line manager on the progress of the year group and individuals; with a particular focus on safeguarding, behaviour, attendance and punctuality.

Leadership and Management

- To act as a role model for tutors by demonstrating high quality pastoral care and academic monitoring of students, continuous professional development and professional presence in the year team.
- To lead and manage a team of tutors and maintain regular formal and informal contact with tutors, including leading year team meetings, assemblies and regular form-time visits.

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- To ensure all form tutors understand, and are actively implementing the key aspects of the school's policies including those for behaviour, attendance, uniform and safeguarding.
- To ensure that year team meetings are planned for and develop form tutor teams
- To make a significant contribution to the induction of tutors referring any individual training needs to the member of SLT with responsibility for staff INSET.
- To have an overview of all the different care and guidance for students' e.g. pastoral lead, SENDCO, teaching assistants, external agencies etc.
- To provide a link for parents, tutors, SENCO, teachers, Heads of Department, SLT and external agencies.
- To initiate and/or respond to communications with parents ensuring that they are kept fully informed and involved in the progress of their children.
- To contribute to the organisation of any parent information evenings by encouraging and monitoring parent attendance to such events.
- To monitor student attendance and punctuality on a weekly basis and to take all the appropriate steps to ensure that attendance and punctuality of students in the year group are at the highest levels.
- To monitor student behaviour, attendance and achievement using the school's MIS and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards.
- To ensure students' are escalated appropriately up the attendance, punctuality and behaviour policy, by form tutors in the first instance.
- To play the leading role in the disciplining of students referring situations to the appropriate member of SLT when appropriate.

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- To contribute to the management of key school events; for example induction, transfer arrangements, outings, co-curricular and social events.
- To be involved in policy development and decision making across the school.

Administration

- To organise and, through a team of tutors, implement a framework for daily tutorial activities.
- To ensure that all tutors have access to relevant materials in order to deliver high quality tutorial activities.
- To maintain individual student records as necessary and ensure that they are kept up to date.
- To ensure that the attendance spreadsheet is updated weekly and is used to guide pupils escalating through the attendance policy
- To ensure that behaviour data is looked at weekly to guide whether a student needs to escalate up the behaviour for learning policy
- To ensure any pertinent conversations (e.g. meetings, phone calls) with stakeholders is recorded for evidence and future reference
- To oversee 'in year' admissions for new students. This will include liaising with the member of staff responsible for admissions, meeting potential students and parents and in conjunction with key staff organising timetables and setting.
- To monitor the settling in of new students.
- To oversee the completion of progress checks as appropriate.
- To work with form tutors to ensure appropriate follow-up to reporting procedures and to play an important part in the evaluation of reporting procedures.

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Specific Accountabilities

There will be additional responsibilities that will be required dependent on year group that is being lead. For example:

Year 7

- Supporting Y6 into Y7 transition, in conjunction with the AHT responsible. This will include: making visits to primary schools, supporting with Y6 taster days and overseeing any settling in events that occur in Autumn Term.

Year 8

- Ensuring a smooth transition from Y7 into Y8, analysing any problematic classes/groups of pupils and dispersing them accordingly.

Year 9

- Support with the preparation of students transitioning into Y10, with a particular focus on options choices and the impact.

Year 10

- To oversee student progress at GCSE in order to identify underachievement with a view to establishing and co-ordinating improvement strategies in conjunction with teachers and Heads of Department.

Year 11

- Supporting with the transition to life after St. Patrick's, managing the prefect team and the planning for the Y11 prom.

Line Management

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Heads of Year are line managed by the Senior Leadership Team. They may also be asked to complete relevant tasks not outlined in the above.

Teacher of Religious Education

Purpose of the role

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable. The job description should be read alongside the range of professional duties in the current Teachers' Pay and Conditions document.

The post holder will be expected to undertake duties in line with the professional standards for qualified teachers.

Duties and Responsibilities:

1. Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students' in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.

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- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to RE and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for RE and make recommendations in order to maintain and develop curriculum provision.

2. Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.

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- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

3. Teaching and Class Management

- To have high expectations of students and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range.

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- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.

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- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- 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.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

General Information and Working Arrangements

- The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- 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.

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- To take responsibility for the implementation of, and compliance 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

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Experience/Qualifications/Training etc.		
1.1	Qualified Teacher Status	Application form/Interview
1.2	To hold an Honours Degree or equivalent in relevant subject area	Application form/Interview
1.3	Ability to teach RE effectively	Application form/Interview
1.4	Proven record of raising achievement for students through quality first teaching and / or intervention	Application form/Interview
1.5	Experience of participation in whole school policies	Application form/Interview
1.6	Proven skills and a positive impact of working with a wide range of students at KS3 and KS4	Application form/Interview
1.7	The ability to promote the social, moral, spiritual and cultural development of students through teaching	Application form/Interview
1.8	Experience of pastoral care (e.g. As a Form Teacher, Head of Year, Head of Key Stage, Head of House etc.)	Application form/Interview

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2. Skills, Competency and Knowledge		
2.1	Knowledge and understanding of the RE curriculum and GCSE specifications	Application Form/Interview
2.2	Understanding of monitoring, review and evaluation to inform strategic planning and development	Application Form/Interview
2.3	Knowledge and understanding of intervention strategies that have a positive impact on student progress and raise standards	Application Form/Interview
2.4	Awareness and understanding of narrowing the 'achievement gap'	Application Form/Interview
2.5	Excellent interpersonal and communication skills	Application Form/Interview
2.6	Good level of personal organisation skills	Application Form/Interview
2.7	Ability to deliver training sessions to staff	Application Form/Interview
2.8	Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage	Application Form/Interview

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2.9	Developing Self and Others - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others' learning and share learning with others	Application Form/Interview
2.10	Health and Safety - The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk	Interview
2.11	Confidentiality - To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information	Interview

3.	Personal Qualities	
3.1	Clear dedication to teaching as a career and a belief that all students can achieve no matter who they are or where they come from	Application form/Interview
3.2	Energy, enthusiasm and dedication for work with young people	Application form/Interview
3.3	Creative and innovative in their approach to raising standards	Application form /Interview
3.4	Flexibility and an ability to respond creatively to changing circumstances	Application form/Interview
3.5	Can demonstrate humility and uses this to reflect and improve their own and others performance	Application form / Interview
3.5	Works effectively as part of a team and is positive even in the face of adversity	Interview
3.6	Ability to relate well with colleagues and students	Interview and interaction with others whilst visiting school

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3.7	Constant and consistent expectations of high standards	Interview
3.8	Commitment to involving parents/carers as partners in the education process	Interview
3.9	Appropriate professional dress and appearance	Interview
3.10	Commitment to extra-curricular activities	Application Form/Interview

Note to Applicants: **Please try to show in your application form how best you meet these requirements.**

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