

TEACHER OF RELIGIOUS EDUCATION



St Mary's School
CAMBRIDGE

APRIL 2025

St Mary's School
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Welcome from the Head

Thank you for showing interest in this role at St Mary's School, Cambridge.

We are an independent day and boarding school for girls aged 3 to 18. We have a school roll of around 600 students. Approximately 15% of the students are boarders. Reflecting the cosmopolitan community of Cambridge, on average 25% of students originate from overseas, from around 30 countries.

The School offers a secure and welcoming learning environment for girls: we are delightfully situated in the heart of the academically renowned and culturally vibrant city of Cambridge. The Junior School is adjacent to the famous backdrop of Coe Fen, and the Senior School and Boarding House overlook the University of Cambridge Botanic Gardens.

Cambridge is an outstanding place to live and work. As a university city, Cambridge has the cultural advantages of a much larger settlement but with a population of approximately 145,000, it is a safe, clean and attractive location. The city has an international reputation owing to its world ranking university and the school benefits from its proximity to the digital and enterprise communities in the various high-tech science parks and enterprise hubs. We are within easy travelling distance of London, less than an hour by train and a short hop from London Stansted Airport.

There has been major investment in new facilities at the School over the past decade: a new Junior School; a new Sixth Form Centre; new provision of Art & Photography; the creation of our Science Hub; and our new boarding facility, Mary Ward House. We have developed our sporting facilities through an ambitious collaboration with Homerton College, University of Cambridge and have invested in a new boat house in a joint partnership with City of Cambridge Rowing Club and Homerton College. We are proud to have opened our Mary Ward Educational Suite in January 2024 which provides new state of the art teaching spaces.

High quality facilities are only as good as the people who work in them, so we invest heavily in our staff, who we know are our greatest asset. We encourage staff to develop themselves through training and facilitate bespoke CPD opportunities for all.

St Mary's School promotes equal opportunity for all staff and pupils and is committed to its culture of diversity and inclusion. We encourage applications from candidates from a wide range of backgrounds.

Above all, St Mary's School, Cambridge is a very happy place. We have an excellent local reputation for being very friendly and nurturing, and yet ambitious, for the young women in our care, enabling strong progress to next steps at university, the world of work or a gap year. Our girls are genuinely delightful, the teachers and support staff are exceptionally dedicated; we are a very close-knit, loving, joyful and purposeful community.

St Mary's really is a warm and welcoming environment for all staff, whatever their role, and we look forward to receiving your application.

Hannah Helliard

The St Mary's Approach

We are proud to be a Christian school in the Catholic tradition and founded on the principles of our 17th century foundress, Mary Ward, our vision is that 'By God's grace, women in time will do much' (Mary Ward 1585-1645). The challenge for women is not over, and whilst there are now more opportunities for 'women to do much' there are still considerable barriers and so our work continues via our mission to develop curious, creative and compassionate young women with the aspiration, confidence and integrity to shape a better world for the common good. Our approach is based on the core values of Freedom, Joy, Justice, Love and Truth and we live these values in school through our HEART habits of

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| H – Hard work | We show perseverance and sustain focus. |
| E – Empathy | We are kind, joyful, generous, value friendship and celebrate diversity. |
| A – Adaptability | We adjust to difficult situations, are open minded, discerning and take calculated risks. |
| R – Responsibility | We act justly and strive to uphold truth and lead by example. |
| T – Thoughtfulness | We are creative, reflective, attentive, show gratitude, hear others and disagree well. |

Our unique approach to education fosters a love of life and of learning, while growing the academic curiosity and spiritual wellbeing of each individual girl so that they can look beyond themselves and enter adulthood aspiring to be more and to give more, not just to have more. We warmly welcome girls, and staff, of all Christian denominations and other faith and secular backgrounds to join our thriving community.

Last year the school celebrated its 125th anniversary. Building on our 400-year tradition, St Mary's School, Cambridge belongs to an international network of approximately two hundred Mary Ward schools.

Innovative Learning at St Mary's

We empower all our students to aim high. As an accredited High Performance Learning World Class School there has never been a more exciting time to join our team.

High Performance Learning (HPL) is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It sees all students as potential high performers who are not limited by 'ability'. HPL makes the goal of high performance the expectation for all students and uses a unique teaching and learning framework to systematically grow minds and develop the cognitive skills, values, attitudes and attributes needed to reach success.

Here at St Mary's, we are proud to be developing our own approach to HPL and welcome applications from like-minded colleagues who are ambitious for their students and committed to research-based approaches to teaching and learning.

For further information please visit <https://www.highperformancelearning.co.uk/>

Digital St Mary's

St Mary's is a digital school. The goals of the School are supported through

- developing a community of staff and students which learns in, responds to and engages with an ever-changing digital world;
- preparing students for their future by giving them the confidence to work in a digital environment;
- establishing creative teaching and learning environments;
- employing teaching staff who are trained and supported to be technologically and digitally skilled.

All members of St Mary's work digitally using Microsoft 365 as a platform. All students in the Senior School and Sixth Form have access to an individual device (Microsoft Surface Pro) which are used extensively in lessons and for home learning.

Job Description: TEACHER OF RELIGIOUS EDUCATION

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| Reporting to: | Head of Religious Education, ultimately to the Head |
| Hours of Work: | Full-time |
| Salary: | £30,965 - £43,671 FTE (dependent on experience) |
| Direct reports: | n/a |
| Start Date: | 1 September 2025 |

Please note that any applicant **must be a practising Catholic**, as the role of Teacher of Religious Education is reserved role in a Catholic school. This role would be suitable for an Early Career Teacher or one with more experience.

Religious Education Department: Department Summary

"Love truth, seek knowledge, not for themselves but for the end they bring to you which is God." – Mary Ward

Teaching in Religious Education is inclusive in approach and the Department nurtures principally an academic, as well as a devotional, response to the study of religion. We try to create a climate within which pupils feel it is normal to be spiritual and moral, and within which they can feel sufficiently secure to explore the relevance of religion in their own lives and the lives of others.

At present, students are taught in form groups in Year 7 and 8 and in broad and often overlapping sets in Years 9-11. All students sit the GCSE Religious Studies full course qualification (AQA A).

The compulsory teaching of GCSE RS and the weekly Sixth Form PER (Philosophy, Ethics, Religion) session place the RE Department in the unique position of teaching every student in the Senior School every week.

The Department aims to foster an enthusiasm for the study of religion leading to academic excellence, a high quality of moral debate, critical thinking about religious belief and practice and opportunities for personal reflection on the meaning of religious truth and spirituality.

The teaching staff in the RE department share a common ethos and the atmosphere is positive, supportive and good humoured. Colleagues willingly share expertise and resources. Approaches and ideas are discussed and exchanged formally and informally, but our schemes of work and way of working have encouraged flexibility so that our variety of individual interests, styles and approaches are incorporated within a structured course and as part of a collective enterprise.

The RE Department is held in high regard by students, staff, parents and former students. In June 2022 the Department led the school to a very successful Diocesan Inspection (Graded 1 – Outstanding). The successful candidate will help us to maintain this position but will also bring skills and expertise that will encourage the future development of the department, with new ideas that will reinvigorate our teaching and learning.

The RE Department is physically situated in the new Mary Ward Suite, in three purpose-built classrooms, opened in January 2024. These are modern and innovative educational spaces with teaching and learning woven into their DNA.

The department has links with a number of groups and individuals, for example from the university, local faith communities and charities, who supplement its teaching from time to time. There is the potential to develop further links of this kind, for example, with the inter-faith dialogue in the university, the Faraday Institute for the study of Science and Religion and other organisations.

As well as pastoral roles outlined below, it is expected that members of the RE Department will contribute to the preparation of school liturgy, give support to assembly preparation, prepare and participate in annual year group Days of Reflection and support the charitable work of the school.

Religious Education Department: Topics & Curriculum

- *Year 7:* Jesus and the gospels; Jesus' role as teacher, healer, Suffering Servant/Messiah; sacraments. Hinduism – origins, beliefs, practices
- *Year 8:* Islam – foundation, beliefs, central practices. Foundation and development of the Christian Church; relationship with Judaism and Roman authorities; the sacrament of Confirmation; the role of the Church in the world – discipleship and vocation
- *Year 9:* Torah/Old Testament – types of literature, traditions, covenant; the basis of biblical criticism. Judaism – beliefs, practices and forms of contemporary Judaism
- *Years 10 & 11:* GCSE (AQA A 8062)
 - Christian Beliefs, Teachings and Practices + Jewish Beliefs, Teachings and Practices
 - Thematic Studies: A – Relationships and Families, B – Religion and Life, D – Religion, Peace and Conflict, F – Religion, Human Rights and Social Justice
- *Years 12 & 13:* A Level (Eduqas RS A Level)
 - Option A: Christianity; Component 2: Philosophy of Religion; Component 3: Religion and Ethics
- *Sixth Form PER (Philosophy, Ethics & Religion):* All 6th Form have one period a week in which a variety of courses are presented to large or small groups and guest speakers also make presentations or lead sessions.



Key Responsibilities for a teacher

| KEY AREAS | PROFESSIONAL DUTIES AND RESPONSIBILITIES |
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| Teaching & Learning | <ul style="list-style-type: none"> • Planning and preparing courses and lessons • Teaching, according to the needs of each student • Assessing, recording and reporting on the development, progress and attainment of students • Setting high educational standards for every student within the classroom • Promotion of the general wellbeing of classes and the individual students within these • Provision of specific subject related guidance and advice to students on further education and future careers, including information about sources of more expert advice on specific questions and university/work experience interview practice • On school systems, keeping records of and writing reports on the academic progress and needs of students • Ongoing self-review of your methods of teaching and programmes of work • Where appropriate, moderation of non-examinable assessments, including Extended Project Qualification or other project based qualifications • Setting of cover work when absent, when appropriate to do so |
| Safeguarding & Pastoral | <ul style="list-style-type: none"> • To promote and safeguard the welfare of students at all times • To comply with the Safeguarding and Child Protection Policy of the School, and ensure that any concerns relating to the safety or welfare of children are reported to the appropriate person • Maintaining good order and discipline among the students when they are engaged in authorised school activities elsewhere • Maintaining student health and safety • Liaising with the Head of Boarding, the Heads of Year, tutors and the nurses regarding the welfare of students • Keeping records of and writing reports on the personal and social needs of students • Tutor duties including one-to-one meetings with tutees, attendance at assemblies, registration of the attendance of students and supervision of their attendance, organising form prayers and delivery of PSHEE, whether these duties are to be performed before, during or after school sessions |
| Enrichment & Extra Curricular | <ul style="list-style-type: none"> • Participation in the enrichment programme as part of timetabled lessons • Participation in the extra-curricular programme, both within the department and for the whole School, outside of timetabled lessons |
| Professional Responsibilities | <ul style="list-style-type: none"> • Adherence to the Staff Behaviour Policy of the School at all times • Participation in an induction programme • Attendance of all INSET meetings and completion of relevant training • Communication and consultation with parents • Communication and cooperation with persons or professional bodies outside the school • Participation in meetings arranged for any of the purposes described above • Attendance at Briefings, Parent Evenings, and Open Events, or any other events reasonably required by the School • Participation in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements • Participation in reviews and appraisal of your performance and that of other teachers, where appropriate • Participation in arrangements for further training and professional development including those aimed at meeting the needs identified in performance objectives or in appraisal statements • Teachers will be required to be available for cover as indicated on the reserve list but also at other non-contact times as the need arises • Assistance with invigilation, as required • Participation in administrative/organisational tasks related to duties around the school • Other related duties as directed by Head, senior leaders or line-manager |

Person Specification

| SPECIFICATION | DETAIL |
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| Qualifications | <ul style="list-style-type: none"> Undergraduate Degree in relevant area PGCE, QTS or equivalent desirable Practising Catholic (Teaching in the RE Department is a reserved role in a Catholic school) |
| Qualities and Attributes | <ul style="list-style-type: none"> Ecumenical in outlook and respectful of the spirituality of all faiths Someone who is clearly spiritual but also grounded Ability and motivation to keep abreast of developments in scholarship in Theology/Religion/Ethics and related debates and disputes within the Church/religious communities and society Commitment to academic excellence Ability to work effectively in a team Excellent organisational skills and attention to detail Ability to communicate articulately and confidently with all stakeholders High levels of personal and professional responsibility and integrity Resilient, flexible and responsive to challenge Prioritise deadlines and work under pressure Self-motivation, enthusiasm and approachability Good rapport with students, colleagues and parents Appropriate levels of personal presentation |
| Experience, Knowledge and Skills | <ul style="list-style-type: none"> Excellent secondary school classroom practice Confident use of ICT Effective planning, teaching and class management Preparing and sharing teaching resources Motivating and inspiring students Creative and innovative in teaching and learning Commitment to improve, monitor and self-evaluate teaching and learning Involvement in all elements of school life including enrichment activities Commitment to best practice in pastoral support and student welfare Promotion of safety and wellbeing of students |
| Personal Values | <ul style="list-style-type: none"> Commitment to the ethos of the school High expectations for student attainment and conduct Sensitivity to different moral and religious views Commitment to own personal development Commitment to support the spiritual development of students and the spiritual life of the school community Commitment to a culture of continuous improvement Readiness to contribute to the whole school when required |

Benefits

At St Mary's you will enjoy an exceptional career and comprehensive benefits including a defined contribution workplace pension scheme offered through APTIS (Aviva Pensions Trust for Independent Schools) at a flexible employer contribution level up to 22%, BUPA cash plan, 33% discount (pro rata for part-time staff) on school fees, a work laptop, an occupational sickness scheme, free lunches and refreshments, a season ticket discount, access to the Cambridge University Botanic Gardens and much more.

Equality, Diversity and Inclusion

St Mary's School is committed to ensuring equal opportunities in all aspects of employment and selects staff on merit irrespective of race, religion or belief, pregnancy and maternity, marital status, sex, sexuality/gender preference, disability or age. You are not obliged to complete the Equal Opportunities Form, but any information given will help us monitor the effectiveness of our policies and procedures.

If you have a disability, you are invited to request any special arrangements that you may require for interview or any adjustments that you would consider necessary to your working arrangements by contacting our Human Resources department (hr@stmaryscambridge.co.uk, 01223 353253).

Process

Application is welcomed by completing the Application Form and Equal Opportunities Form which can be found on the Vacancies page of our website. This may be accompanied by a covering letter and a curriculum vitae. We are unable to accept applications supported by a CV alone.

Interviews will be conducted in person, and they will explore candidates' suitability to work with children. Candidates are required to bring with them the necessary ID documentation and any relevant qualification certificate(s), all of which must be originals. Further information of the interview format will be provided if you are shortlisted for interview.

If you have any question, please contact the HR Team by email: hr@stmaryscambridge.co.uk or call: 01223 353253.

Closing date: 8.00am Wednesday 23 April 2025

Interview date: week beginning Monday 28 April 2025

We will review applications on receipt. Suitable candidates may be interviewed before the closing date, and we reserve the right to withdraw the position if an early appointment is made.

Child Welfare and Child Protection Issues

The interview for this post will include exploring issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to the use of authority and maintaining discipline.

Any relevant issues arising from the take up of references will be discussed at interview. The school is an equal opportunities employer. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an Enhanced Disclosure and Barring Check.