

Cardinal Langley RC High School



'An Outstanding Catholic School'

Diocese of Salford, March 2017

Subject Leader: Religious Education



"I have come that they may have life and have it to the full" John 10:10

Cardinal Langley RC High School Mission Statement



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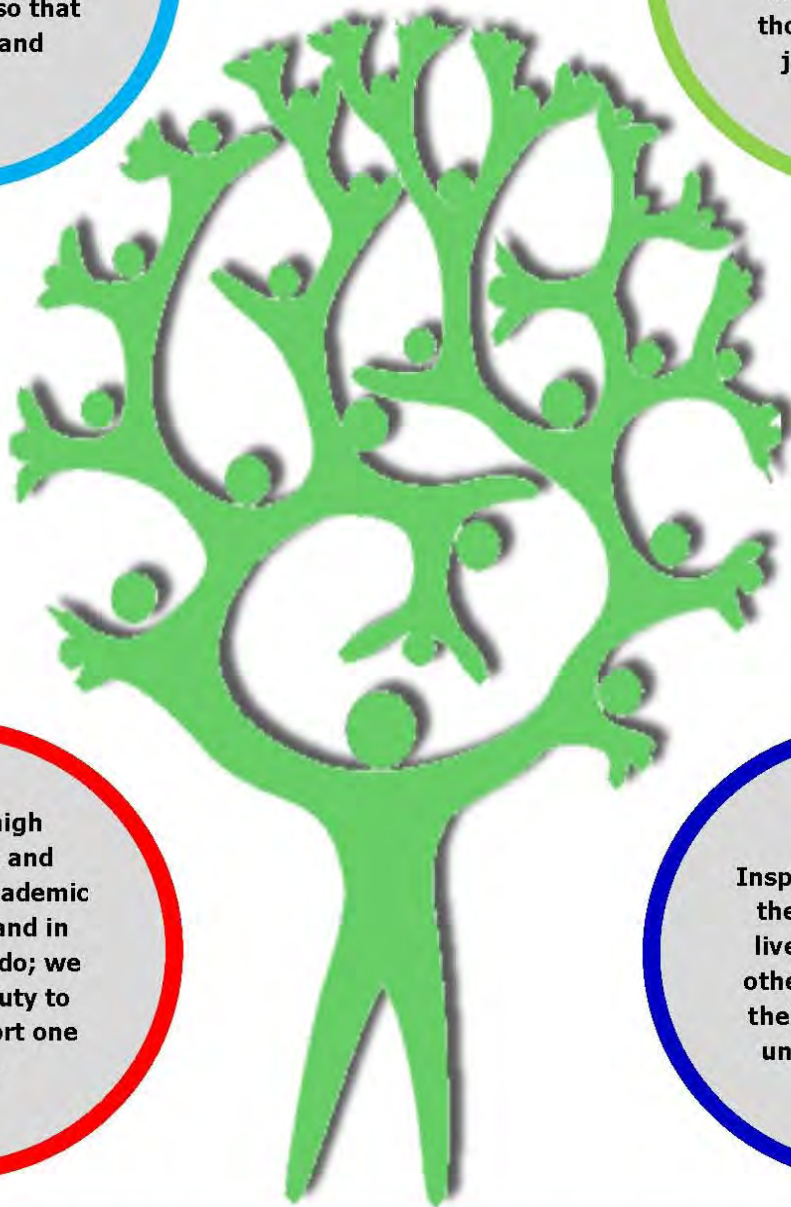
Living the values of:
love, respect,
forgiveness,
compassion, honesty,
fairness and
responsibility, so that
all feel safe and
valued.

Striving to recognise,
value and respond to
the needs of all, so that
they may take their
place in modern society,
acting justly, loving
tenderly and walking
humbly with God.

Celebrating the
presence of God, the
talents and abilities of
all and supporting
those in need as we
journey in faith.

Promoting high
expectations and
excellence in academic
achievement and in
everything we do; we
see it as our duty to
care and support one
another.

Inspiring children with
the Word of God, to
live in the service of
others and to develop
their full potential as
unique individuals.



Rooted in Christ and in the tradition of St Jean Baptiste De La Salle, Cardinal Langley is a school community in the Diocese of Salford where the Catholic faith is taught, lived and celebrated, so that all may have life and have it in abundance. It is our mission to educate the whole person in the footsteps of Jesus Christ.

Dear Applicant,

Thank you for your interest in joining our community at Cardinal Langley RC High School. An application form and further information are available to download from our website at www.clrchs.co.uk.

Cardinal Langley RC High School is a popular and over-subscribed 11-18 mixed comprehensive serving the Catholic communities of Middleton and North Manchester. The school has 1200+ children on roll (including 150+ in the sixth form). We were judged 'Good' in all areas by Ofsted in May 2017 and again in May 2022, and 'Outstanding' in all areas by the Diocese of Salford in March 2017.

The school is named after Thomas Langley, Bishop of Durham, and later Cardinal. He was a member of the Langley family of Middleton, where he was born in 1360 and promoted education in the area. The school was formed in 1959 under the direction of the De La Salle Brothers and the Diocese of Salford. The Trusteeship is now held by the Diocese alone although the school continues to retain strong links with the Lasallian Schools' Network, which places particular emphasis on the needs of the most vulnerable members of society.

All that we do as a school is informed by our Mission and our fundamental aim is to 'educate the whole person with Jesus Christ as our model'.

The school has benefitted from a £14 million investment through the Building Schools for the Future programme and a further expansion programme was completed in summer 2016. This major investment has created a high-quality learning environment, with all subject areas benefitting from either a new building or refurbishment.

We are honoured to serve the Catholic community of Middleton and are proud of the achievements of many of our past students, some of whom include Manchester United & England Footballer, Paul Scholes, Open-Water Swimming Olympic Silver Medallist, Keri-Anne Payne, Actor & Comedian, Steve Coogan, Actress, Suranne Jones and members of the band The Courteeners.

Information about the school can be found in the application pack and on the website or you can contact the school at admin@clrchs.co.uk or 0161 643 4009.

I look forward to receiving your application.

Mr A Bridson
Headteacher





About Us

“At Cardinal Langley, you enter as a student and leave as part of a family”

Year 7 student

Cardinal Langley RC High School is a special place to work. Our 1200 students are supported by a dedicated team of over a hundred staff, including teachers, specialist mentors, learning progress assistants, learning supervisors, administrators, librarians, technicians and premises staff.

Our staff and students are proud to be part of our community.

At GCSE in 2023, Cardinal Langley had the highest Attainment 8 score in the borough, and a positive Progress 8 score. In Sixth Form, our results are consistently in the top 25% in the country.

Religious Education is at the core of our curriculum.

In Key Stage 3, we are a pilot school for the Diocese of Salford and have introduced the new Curriculum Directory across Years 7 to 9.

In 2023, 68% of our Year 11 students achieved a grade 4+ in GCSE RE, with 26% achieving grade 7+.

In Sixth Form, we offer A-level Religious Studies and all students in Years 12 and 13 follow a compulsory General RE course. Sixth Form students take an active role in our charity and fundraising activities and are involved in the liturgical life of the school.

As Head of RE, there is a significant amount of support available to help you excel in the role. The De La Salle Brothers hold their annual induction for new staff in Malta and have a subject network, with regular meetings for Heads of RE throughout the year. As a pilot school for the Diocese of Salford, we work closely with the secondary RE advisor and access training programmes for leadership and the new curriculum.

Our Faith

“God inspires us to walk in the footsteps of His Son.”

St Jean Baptiste De La Salle



The spiritual development of students is at the centre of our purpose as a Catholic school. As part of the Salford Diocese family of schools, we express our Welcome, Word, Worship, Welfare and Witness in all that we do.

- All Year 7 students take part in a residential retreat at Savio House to explore their faith and cement new friendships. Retreats take place for students in other year groups at St Cassian’s Centre in Kintbury.
- The Ethos Leaders and Genesis groups are at the heart of the spiritual life of our school, and are a model of collaborative ministry where staff and students will work together as ‘People of God’.
- Our fundraising and community activities reflect the high priority we place on the vulnerable and disadvantaged in society. We work closely with Caritas Salford, Middleton Foodbank, The Red Door Homeless Project in Bury, and many other charities.





Lasallian Links

Cardinal Langley's success is built upon the philosophy of St Jean Baptiste De La Salle, where emphasis is placed on community, relationships and the value of each individual. All that we do is rooted in Gospel Values and is designed to enable each individual to grow in maturity, faith and love.

"Pupils are exceptionally well cared for, especially the most vulnerable"

Diocese of Salford, 2017

St Jean Baptiste De La Salle was a visionary in education and for the church. He was a pioneer of education pedagogy and in founding training colleges for teachers. He opened his first school in Reims, France, in 1689 and his work quickly spread throughout France and, after his death, continued to spread across the globe. Today there are over a million students in 80 countries who are educated by schools, colleges and universities that owe their foundation to his work.

In 1900 John Baptist De La Salle was declared a Saint and 1950 he was made Patron Saint of Teachers.



Ten Key Goals in our 'Journey to Outstanding'

1. The spiritual and faith development of staff and students is outstanding.
2. Outstanding provision for vulnerable students leading to positive Progress 8 outcomes.
3. Close the achievement gap for disadvantaged students to ensure equality of achievement for all.
4. All students will achieve their aspirational targets across all subjects.
5. All students will enter appropriate education, training or employment.
6. All students will demonstrate pride in their work and a love of learning.
7. Everyone in our community shows respect to each other and the environment at all times.
8. The quality of professional development for all staff is outstanding.
9. High expectations ensure teaching is good or outstanding in all lessons.
10. Quality assurance is embedded in all aspects of our work resulting in outstanding practice.

Extra-Curricular

Our extensive range of extra-curricular activities extends learning beyond the classroom and is an essential element of the school experience. We have a national reputation for excellence in sporting activities with regular national and regional honours in football, netball, athletics and cross country. Our chaplaincy team organises regular retreat experiences and students are encouraged to be witnesses to their faith through community and fundraising activities. Duke of Edinburgh Award, ski trip and adventure holidays provide outdoor education opportunities and annual visits to France and Spain enhance the study of foreign languages. Students cultural development is encouraged through regular music tours, drama performances and theatre, museum and art gallery visits.

All staff are expected to play an active role in the extra curricular life of the school and if you have a particular interest we are always exploring new opportunities for student experiences.



Safeguarding:

Cardinal Langley RC High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our Child Protection and Safeguarding Policy and Procedures can be found on the following page of the school website: <https://www.clrchs.co.uk/school-information/policies/>

This post is classed as regulated activity (RA) and is subject to an enhanced Disclosure & Barring Service (DBS) and background check (including children's barred list check for the child workforce). A criminal conviction will not necessarily be a bar to obtaining employment but it is an offence to knowingly apply for, offer to do, accept, or do any work in a regulated position if you have been disqualified from working with children.

This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 by virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. As such, you will be required to self-disclose any relevant criminal history if shortlisted (Rehabilitation of Offenders Declaration). Guidance on the filtering of cautions and convictions can be found [here](#)

Appointment to this position is subject to the above, along with verification of identity (official photo id, birth certificate and documents relating to any name changes since), recent evidence of current address, satisfactory references (one of which must be from your current employer or most recent employer if not currently employed), evidence of any essential qualifications, and proof of right to work in the UK. Please refer to the List of Valid Identity Documents for DBS check and Right to work in the UK. If you cannot produce the required documentation within the given timescale, it may result in any offer of employment being withdrawn.

We will take up references prior to interview if your application is shortlisted. Please contact your referees in advance to inform them of this and to give them your permission to provide the reference. In a school or college, your named referee should be the Headteacher/Principal. If you have worked outside of the UK, you will be asked to provide references to cover this period, if appointed, along with any DBS equivalent issued by the relevant authority. As part of due-diligence in line with Keeping Children Safe in Education 2023 (para 221), the school will carry out an online search for all shortlisted candidates.



Visit Us

You are most welcome to visit us by appointment, to see the school for yourself. The school is blessed with excellent transport links, together with free, secure parking.

Career Development

Whether you are an ECT or an experienced teacher, you will receive an outstanding induction package which involves collaborating with school staff as well as partnerships across the Lasallian and Salford Diocese networks.

A wide range of professional development activities form our leadership ladder which provides clear routes for future career progression. A high proportion of middle and senior leaders have been promoted internally due to the high quality development opportunities that they have received.



Person Specification - Subject Leader for RE

When considering applications for the above post, the Governors will use the criteria below to inform decisions about shortlisting candidates for interview. Applicants should show how they meet the person specification in their application / supporting statement.

Essential	Source
Committed and practising Catholic	Application / Interview / Reference
Qualified Teacher Status	Application / Certificate
Degree appropriate to post	Application / Certificate
Secondary trained	Application
A minimum of 3 years' teaching experience (at the time of appointment)	Application / Reference
Knowledge of the requirements for teaching RE in a Catholic school	Application / Interview
Experience of effective curriculum planning	Application / Reference
Evidence of excellent / broad subject knowledge	Application / Interview / Reference
Ability to teach across the full age and ability range (KS3 - 5)	Application / Interview / Reference
Confident about using data to improve levels of achievement	Application / Interview / Reference
Competent use of ICT	Application
Commitment to the Catholic ethos of the school	Application / Interview
Commitment towards achieving the school's 'Ten Key Goals'	Application / Interview
Enthusiasm for teaching, learning and the achievement of every student	Application / Interview / Reference
A willingness to lead by example in the extra-curricular life of the school	Application / Interview / Reference
Highly effective classroom teacher who has a good rapport with students of all abilities	Interview / Reference
High professional standards	Interview / Reference
Good personal and interpersonal skills	Reference / Interview
Good oral and written communication	Application / Interview
Good time management and personal organisation	Application / Reference
Commitment to continued personal and professional development	Application / Interview
Evidence from current practice of commitment to excellent attendance and punctuality	Post-Appointment Reference
Desirable	Source
Recent experience in an 11 - 18 school	Application / Interview / Reference
Experience of RE leadership and management	Application / Interview / Reference
Evidence of involvement in the wider mission of the Church	Application / Interview / Reference

Job Description - Subject Leader

This Job Description reflects the national standards which set out the professional knowledge, understanding, skills and attributes necessary to carry out effectively the key tasks of the role of Subject Leader.

This school is Catholic and is based upon Lasallian principles. Each and every member of staff must accept and acknowledge their role in contributing to, and helping to generate, the overall ethos of the school as outlined in the Mission Statement.

A. Strategic direction and development of the subject

Within the context of the school's aims and policies, subject leaders develop and implement subject policies, plans, targets and practices. They:

- i. develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning;
- ii. create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- iii. establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- iv. use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
- v. analyse and interpret the relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- vi. establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the subject;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success;
- vii. monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

B. Teaching and Learning

Subject leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. They:

- i. ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- ii. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- iii. provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- iv. ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- v. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- vi. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- vii. set expectations and targets for staff and pupils in relation to standards of pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;

- viii. evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ix. ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- x. ensure that teachers of the subject know how to recognise and deal with discrimination of any kind;
- xii. establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- xiii. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

C. Leading and Managing Staff

Subject leaders provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. They:

- i. help staff to achieve constructive working relationships with pupils;
- ii. establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate;
- iii. sustain their own motivation and, where possible, that of other staff involved in the subject;
- iv. appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- v. audit training needs of subject staff;
- vi. lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LAs, subject associations;
- vii. ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- viii. enable teachers to achieve expertise in their subject teaching;
- ix. work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs;
- x. ensure that the Headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

D. Efficient and effective deployment of staff and resources

Subject leaders identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. They:

- i. establish staff and resource needs for the subject and advise the Headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
- ii. deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
- iii. ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- iv. maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- v. use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- vi. ensure that there is a safe working and learning environment in which risks are properly assessed.

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