

# Trinity Church of England School, Lewisham

## Application Pack



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## Welcome to Trinity all through school.

Thank you for your enquiry about the post of Director of Christian Life, Religious Education and School Chaplain at Trinity all through School, Lewisham. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions please do not hesitate to contact us straight away.

Trinity all through school is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. We are very proud of our school and are seeking likeminded people to join us with our vision and ethos of making all pupils succeed in a happy and caring environment. The successful candidate will help support our inclusive vision in providing the very best education for all children and help us to achieve the next level of success. We are a two form intake primary school at one site (Leahurst Road, London, SE13 5HZ) and a four form intake secondary school down the road (Taunton Road, Lee, London SE12 8PD). The primary phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well. The secondary site is a modern purpose built building that has all the latest facilities. The building has a sense of space for all the school community. The primary and secondary phase operate as one school to enable all pupils to gain the benefits from the through school ethos. Transition, curriculum and assessment is shared across the phases, as well as staff expertise. Students from both phases benefit from being part of a through school as well as our staff. The two sites are geographically apart but with our 1000 pupils work together as one school whilst keeping distinctive characteristics. We have a strong Character Education that ties us together from early years through to year 11. This way we are developing from the start young people who are skilled, nurtured and supported through a family structure.

We have a strong Christian community in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them to make good life choices, to uphold British Values, and to take their place as citizens of the wider world. Our ethos says:

- We are a Learning Community
- We are a Loving family
- We are Living good lives

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To find out more about our school please do visit our website, where you can look at the through-school elements or the distinctiveness of each of the two phases as well. [www.trinitylewisham.org](http://www.trinitylewisham.org). The specific job description and person specification gives the details for the job, which does have distinctive roles that overlap hugely. The second page in this booklet has our strategic document which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested please do complete the application form. The details of the deadline can be found in the job advert attached here, as well as on our website.

Thank you

David Lucas BSc (hons) MA NPQH, Executive Headteacher



# Trinity Strategy Document 2018/19

## Our vision

The Trinity community will live “life in all its fullness” by:

- ✓ Establishing a unique and personalised learning journey through Trinity and beyond
- ✓ Continuing to nurture our warm and caring family environment to support all to flourish
- ✓ Inspiring all to achieve and celebrate ongoing and future successes.



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<b>Ethos – Trinity’s set of guiding beliefs about the social behaviour and relationships of all our community</b>		We have high expectations of ourselves and one another in every area of school life – we aspire to excel and we never give up. The Christian Story is central and informs our learning. We are committed to restorative justice and discipline that is exercised with love; where all have the opportunity to learn through mistakes.	We belong to a loving family which includes, pupils, staff, parents and governors – of all faiths and none; which extends to our local churches and our community. We recognise and celebrate our equal worth, and seek to be inclusive of all.	We are living good lives, as Jesus commanded us to love our neighbour, we seek to serve those in need within our community. We are committed to pursuing social justice preventing discrimination and improving outcomes for all. We are all encouraged to exercise leadership, and to take responsibility for ourselves and one another.	
<b>Distinctive characteristics we are instilling across our community</b>		<p><b>Open minded.</b> We develop natural curiosity. We acquire the skills necessary to conduct enquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.</p> <p><b>Knowledgeable.</b> We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p> <p><b>Insightful.</b> We exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.</p>	<p><b>Caring.</b> We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p> <p><b>Principled.</b> We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.</p> <p><b>Resilient.</b> We understand the importance of physical, spiritual and emotional balance to achieve personal well-being for ourselves and others.</p>	<p><b>Reflective.</b> We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p> <p><b>Courageous.</b> We inspire the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.</p> <p><b>Independent.</b> We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p>	
<b>Priority work streams</b>	<b>Improve the Attainment and Progress</b>	Enhancing the Quality of Teaching and Learning	Stretch and challenge Knowledge acquisition	A skilled workforce: CPD	Clear accountability
		Further Develop the Curriculum	Depth and breadth	Enrichment and Trips	Character
		Embed the use of Data	Assessment for learning	Impact driven Intervention: <ul style="list-style-type: none"> <li>• PP Performance</li> <li>• Academically Able</li> <li>• Gender inequalities</li> </ul>	Transparent Data
		Behaviour for learning	Active engagement	Rewards	Graduated support
<b>Evaluation process</b>		<b>System measures</b> Regular School Improvement Plan reviews; Staff Appraisal Process; Central data tracking system to provide feedback on progress throughout the year (see assessment cycle); Quality Assurance of Teaching, Learning and Assessment (learning walks, lesson observations, book looks); Governors reports and meetings.		<b>Accountability measures</b> Staff Appraisal Targets set for each staff member. Governors will hold the school to account through the scheduled meeting cycle.	

**This job has different elements that complement and work well together. To ensure you have more detail we have tried to explain the different parts. If you wish to discuss any aspect please do contact us.**



## **RE Department**

As a through school RE is taught across the Primary and Secondary Phase. All pupils take the GCSE Religious Education at the end of year 11 with amazing results. All teachers at the primary phase teach RE, and use our knowledge organisers we have created to ensure the content is progressive and transparent for all pupils and staff. The secondary phase has a team of innovative practitioners committed to maximising student attainment through personalised learning. The team comprises of 3 enthusiastic, passionate, hardworking and dedicated teachers. We aim to create a positive attitude to RE and develop, maintain and stimulate students' curiosity, interest and enjoyment in the subject. The subject has been part of our Humanities department within the Secondary phase and the responsibility of a member of staff at the primary, but this year we want to develop the subject to ensure the success continues and that we have a clear progression of curriculum through both the primary and secondary phases. The successful candidate will have to support and plan alongside the primary and secondary phase as well as teach one of phases. They will need to develop our clear curriculum and assessment route as indicated in the new SIAMs document.

The department has had huge success over the last 4 years with attainment achieving higher than the National Average throughout. All our pupils are entered for the GCSE RE. Pupils are taught in broad ability groups, including groups of more able pupils who are given a stretching and challenging philosophical curriculum to help them develop their religious understanding and achieve grade 9's. We currently study for the edexcel GCSE with the Christianity and Islam papers.

This is an extremely exciting time to be joining Trinity as the successful candidate will be able to create a distinctive and highly successful department as part of their role. Overseeing the subject across both the Primary and Secondary phases creates many opportunities to develop leadership and management skills.

## **School Chaplain**

We are excited to welcome the successful applicant to engage us in all aspects of our spiritual life as a through school.

We are looking for someone who can competently lead on all aspects of our Church of England ethos. The successful applicant will develop our collective worship program as our community grows and changes. In addition they will provide extra opportunities for the development of our spirituality across the school. We are looking for someone who will foster fresh opportunities for us to put our faith in action. The pastoral aspect of the role is important and may need a creative approach to support these needs.



Trinity's current Chaplain is the Vicar of St Swithun's, Hither Green which is our Primary Parish Church. She currently does the role on two days a week and has worked closely with us to develop the job description to fulfil our needs as a growing community. The Secondary Parish Church is the Good Shepherd, Lee and the Vicar is one of our school governors and chairs our Faith committee. The successful applicant will need to work closely with our parishes and our clergy and be able to understand the diversity of traditions in our school parishes.

The school has been through various changes in regards to its ethos and we are particularly keen to appoint someone who understands our ethos, who can further embed our vision, who can excite others to explore this further, and who can expand on its impact in all areas of school life.

This new role looks at bringing the work of a Chaplain together with the development of Religious Education and all aspects of Christian Life for Trinity School. The successful candidate will be part of the whole school extended leadership team and will attend the Faith Governors Committee, the Through School SLT board and a mixture of the primary and secondary phase leadership meetings. As this is a new post the successful candidate will be able to work with us in developing the role to ensure it has an impact on the lives of all within the school community.

The continuing professional development of all staff at Trinity is a priority and we are devoted to providing opportunities for staff to further their career. Please visit us if you wish to see us before applying for a job at Trinity – or send us your application to be considered for shortlisting.

**We look forward to hearing from you.**



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## Trinity All Through School, Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH  
Secondary Phase: Taunton Road, Lee, London, SE12 8PD  
Primary Phase: Leahurst Road, London SE13 5HZ



Trinity is a successful 4-16 co-educational Church of England school with a passion for learning.

### **Director of Christian Life, Religious Education and School Chaplain (Inner London L8-L14)**

Required for April 2019 (or September 2019)

Trinity has a vacancy for a talented and enthusiastic Senior Leader to join our flourishing family. Trinity is a fantastic place to work with motivated and well behaved pupils, a committed and experienced governing body, dedicated staff and supportive parents. Children of all abilities thrive.

We are Outstanding from our SIAMs inspection and Ofsted rated Good with Outstanding features.

If you think you can contribute to the future success of Trinity, please contact our Office Manager (Uloma) on 0208 852 3191 or email [u.ezirim@trinity.lewisham.sch.uk](mailto:u.ezirim@trinity.lewisham.sch.uk) or visit our website for more information. [www.trinitylewisham.org](http://www.trinitylewisham.org)

**Closing date: 12 noon on Wednesday 20<sup>th</sup> March 2019**

**Interview: week beginning Monday 25<sup>th</sup> March**

**We encourage early applications and reserve the right to close this vacancy at any time should the right candidate be found.**

Trinity is committed to safeguarding and promoting the welfare of children and young people

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