



Job Description

Job Title:	College Lay Chaplain
Salary Scale:	P02 Point 33-36 36 hours per week, 41 weeks per year £40,160 – £42,916
Start:	September 2024
Reporting to:	Headteacher

Job Purpose

This job description should be read alongside the Model for Jesuit School Chaplaincy and Catholic Education Service national standards for chaplains working in schools and academies. "Chaplain" refers to both ordained and lay Chaplains. The Chaplain, through his/her work and witness, will contribute to the spiritual and pastoral care of all members of the school community. He/she will have a central role in implementing the school vision statement and work with the Head Teacher in leading and developing the Catholic, Jesuit life of the College. He/she will nurture the faith formation and liturgical life of the school community. The Chaplain may also work to enhance the Religious Education curriculum where appropriate. St Ignatius College strives to ensure that each individual flourishes in a caring, Jesuit community, living their faith through their actions and with a readiness to make the world a better place. We are committed to improvement in living and learning for the greater glory of God and the common good. We value our staff and want to develop them to the full in a supportive environment. This job description outlines the ideal range of areas to address but it is recognised that these will be developed over time. Once appointed, priorities and key areas will be agreed with the Chaplain.

Duties and Responsibilities

To lead in a systematic and comprehensive way, there are different areas of activity that should be found in the chaplaincy of a Jesuit school. There are eight domains of chaplaincy activity and interest:

1. Encounter with the person of Jesus Christ
2. Personal philosophy of life
3. Prayer
4. Worship
5. Social outreach
6. Leadership
7. Involvement in the life of the Church
8. Pastoral care

Main Duties

Encounter with Christ

Ensure that

- The person of Jesus is represented around the school in many ways – in words, images, stories, symbols, teachings, parables, miracles, and in the telling of his birth, life and ministry, death and resurrection;
- Routine and strong proclamation of the Gospel is central to the life of the school;
- Pupils encounter Jesus through the Ignatian spiritual exercise of imaginative contemplation;
- Jesus is presented as the face [ikon] of God ("if you want to know what God is like, look at what Jesus does, listen to what he says, understand his values");
- The Spirit of the risen Christ, alive and at work among us, is talked about and proclaimed;
- Pupils are led to see Jesus in others (eg. the saints and other good and heroic people);
- There are regular retreats, celebrations of feast days, school missions, presentations, assemblies, etc. in which the whole school is open to encounter with the person of Jesus.

Personal Philosophy of Life

Ensure that

- The values of the Gospel (especially the Beatitudes) are presented as the source for developing a personal philosophy of life;
- Pupils are introduced to the practice of attentiveness and the art of discernment (especially in the Ignatian spiritual exercise of the *Examen*);
- Pupils are given opportunities to engage with the issues of our times (both locally and globally) – in particular:
 - A spiritual vision of the world in the face of materialism;
 - A concern for others in the face of egoism;
 - Simplicity in the face of consumerism;
- The cause of the poor in the face of social injustice [CJE 96]; pupils are introduced to and are familiar with the tradition of Catholic social teaching;
- The idea of being "men and women for others" (Pedro Arrupe SJ) is embedded in the culture of the College;
- The idea that every pupil has a vocation, called to build the kingdom of God, called to holiness, is talked about;
- The virtues of the **Jesuit Pupil Profile** are presented to pupils and embedded into the daily narrative of College life;
- Pupils are taught the art of discernment / reading the signs of the times, noticing which spirits are at work in the world.

Prayer

Ensure that

- Our Schools should not just be places where prayers are said but truly "schools of prayer" in the sense of living communities that teach their members how to pray and deepen and mature that prayer until they are no longer novices but masters;
- The Spiritual *Exercises* and spiritual tradition of St Ignatius are widely used but the school and chaplaincy are also open to other traditions that are helpful to the young people we serve;
- Chaplaincy is developing a sense that God is at work in the world for me;
- There are age- and experience-appropriate retreats, each year, for every member of the school community, including staff and parents;
- Times of prayer (and Examen) are built into the rhythm of the school day (e.g. grace before meals; responding to events, especially those affecting members of the school community);
- The patrimony of Catholic prayers is faithfully passed on (i.e. including an understanding of those prayers and the theology they express), e.g. the Divine Office, the rosary, etc.;
- Priority is given to creating 'spaces and places of prayer' which are accessible and inviting;
- There are pilgrimages – to special places of prayer, places of spiritual significance.

Worship

- Develop and lead appropriate liturgy;
- Ensure regular celebration of the Eucharist is central to the life of the College (the 'source and summit of Christian life') and is appropriately adapted for children and young people;
- Arrange for Mass and the sacraments to be celebrated regularly in College; if not, plan for the same to occur with local clergy
- The standard of liturgy is consistently high – with expressive/effective communication, celebration/joy and theologically informed;
- Pupils are regularly and deeply involved in preparing liturgy and community prayer and are active in a variety of ministries in liturgy;
- There is regular celebration of the sacrament of reconciliation;
- The seasons and feasts of the Church's year are prominently marked, known and celebrated in the College community;
- The Jesuit feasts are marked, known and celebrated in the College community;
- Suitable lay-led liturgy is well developed (eg. Christmas carol service, Ash Wednesday service, Passiontide Tenebrae service, Leavers' liturgy) and the Church's tradition of sacramentals (eg. holy water, votive lights, rosary) is appropriately used;
- Moments of prayer occur at College events (eg. Open Night, prize-giving, staff and governors; meetings, parents' briefings, etc.) – establishing a community that prays, often and everywhere;
- Making sure worship and community prayer are incorporated into College trips (especially residential);
- The sacred space of the College (chapel, shrines, etc.) is well cared for – accessible places of welcome and peace;
- Senior members of staff, including the Head Teacher, and senior pupils (eg. College Captaincy Team) regularly take high-profile roles in school liturgy and community prayer.

Social outreach

Ensure that

- Pupils are provided with 'windows on the world', highlighting injustice, and opportunities to act ("think globally, act locally") – but always with hope (don't crush them before they can respond or simply leave them feeling guilty or hopeless);
- Pupils are given opportunities to deepen their understanding of the virtues of compassion and love – through exemplars and opportunities to act;
- The social imperative of the gospel is effectively communicated;
- Catholic social teaching is well-known and put into practice;
- The College community and individual pupils are regularly engaged, in an age-appropriate way, in doing the seven corporal works of mercy:¹
 - To feed the hungry
 - To give water to the thirsty
 - To clothe the naked
 - To shelter the homeless
 - To visit the sick
 - To visit the imprisoned or ransom the captive
 - To bury the dead
- Pupils and staff are aware of the Society's commitment to accompany migrants, displaced persons, refugees, and victims of wars and human trafficking, and indigenous peoples (cf. UAPs);
- The Christian faith is understood as 'a faith that does justice';
- 'Care for our common home' and education in environmental justice is prominent;
- There is frequent and structured dialogue with culture, science, atheism, and consumerism – asking 'how can we build a better world?'
- Pupils learn how to do charity in a *Magis* way (e.g. the less glamorous, well-known, or least supported causes) – informing oneself, living intentionally, being prophetic through advocacy.

¹ the Corporal works of mercy are from Matthew 25, Isaiah 58, the 7th is from Tobit 1:16-22

Leadership

To ensure that we are

- Forming people of competence, conscience and compassionate commitment;
- Forming “agents of change” (Pedro Arrupe SJ) - people who will transform the world locally or globally;
- Understanding leadership as being “leaders in service” (CJE 110);
- Creating many opportunities for leadership at all levels of the college;
- Supporting staff and pupils in their planning, preparation and leading of liturgies and collective worship;
- Helping with the provision of suitable resources for the prayer life and worship of the College

The Chaplain will also

- Have significant input into the school improvement plans, its operation and review;
- Have significant input in preparation for Section 48 Diocesan Inspections;
- Attend where possible staff meetings, parents' meetings and any other meeting as appropriate;
- Make arrangements for the celebration of Mass and the sacraments to occur regularly with the priests of the deanery and elsewhere;
- Help with the provision of suitable resources for the prayer life, worship and assemblies;
- Challenge and support on standards, morals and values of the Christian life;
- Contribute to the website and update the chaplaincy page when there is news;
- Improve and nurture links with parishes;
- Help with sensitive issues, advising on the Church's position;
- Be a link in our Catholic community;
- Advise the Senior Leadership Team if needed
- Deliver and be involved in in-service training.

Through termly reports for Governors, the Chaplain will advise on:

- The Catholic ethos of the College;
- The College's distinctive nature;
- The spiritual development of pupils
- Appropriate liturgy and celebration;
- Ways of putting our aims into practice.

Involvement with the life of the Church

Ensure that

- The College promotes Catholic Christian heritage and culture, faithfully passing on the *traditio* of faith and practice;
- The Jesuit identity and mission of the College is widely known, understood and celebrated;
- There are programmes of induction for new pupils, staff and parents;
- Key people in the wider community of the Church, locally and globally, are well known (eg. the Pope, the Cardinal, the Bishop, the Parish Priest, the Provincial and the local Jesuit community), and are invited into the school;
- Key places of significance to Christians and Catholics, both local and global, are well known;
- The story of Christianity and Catholicism, local and global, is well-known and celebrated;
- Pupils are encouraged to become involved in, and trained for, ministry: liturgical, service, hospitality
- There is regular engagement with Church agencies (eg. CAFOD, JM, JRS, Caritas, etc.);
- The College particularly engages with missions entrusted to the Society of Jesus by the Popes: ecumenism, inter-faith dialogue, and dialogue with atheism;
- controversial issues facing the church are, in an age-appropriate way, openly and constructively discussed.

Pastoral care
Ensure that

- There are specific practices and awareness around welcoming and belonging (making pupils feel welcomed each day and that they belong to the community of the school);
- 'Accompaniment' is understood as the principal 'way of proceeding' in a Jesuit school (making sure pupils have someone to turn to, adults, older pupils or peers, who will be there for them);
- There are opportunities to talk and share lives;
- Someone notices when things are not right;
- Advice and counselling are widely available (including specialist counselling);
- There are many established ways of reconciliation and fresh start ("ways back" to the school community from pupils who have acted against the interests of the community, or who simply feel alienated or excluded).

Additional Specific Responsibilities

Other duties will be as directed by the Headteacher.

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

All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.

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