

# Briefing Pack for Applicants Curriculum Leader for Religious Education



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

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



# Contents

|   |    |
|---|----|
| Section 1: Post Advertisement.....                                      | 1  |
| Section 2: Letter from the Chief Executive – Bev Matthews.....          | 3  |
| Section 3: Letter from the Headteacher .....                            | 4  |
| Section 4: About Handsworth Grange Community Sports College .....       | 5  |
| Section 5: Job Description.....   | 6  |
| Section 6: Person Specification.....                                    | 11 |
| Section 7: The Appointment Process.....                                 | 13 |
| Section 8: Visitors to Handsworth Grange Community Sports College ..... | 15 |

**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## **Section 1: Post Advertisement**

**Post: Curriculum Leader for Religious Education**  
**Location: Handsworth Grange Community Sports College**  
**Pay Scale: Teachers Main Pay Range MPR/UPR plus TLR2A - £3,391 gross per annum**  
**Contract: Permanent, full time**  
**Start date: 01 September 2025**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the south-east of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We are looking to recruit a Curriculum Leader for Religious Education who can lead a committed and experience staff team. We are keen to appoint someone who can sustain and drive our existing provision. The development of Religious Education is a key focus for our school, and we welcome application from existing middle leaders as well as candidates seeking their first subject leadership role.

Religious Education is fundamental to the development of our school culture and supports harmony amongst our student body. Religious Education is delivered through timetabled lessons at both Key Stage 3 and 4 and is popular at GCSE. The successful candidate will have the experience and passion to drive this provision forward, working closely with our leadership team, Enrichment Coordinator and other key middle leaders to ensure it remains a positive aspect of our wider Personal Development offer.

The successful candidate will:

- Have very high expectations of all students at all times.
- Pay a full part in the life of the school community, support the Trust and school mission and ethos and encourage staff and students to follow this example.
- Ensure the consistent delivery of good achievement and progress for all students.
- Contribute significantly to the continued development and success of the Personal Development strategy.
- Be a positive team player with a strong commitment to professional development.

**The closing date is at 9am on Wednesday 16 April 2025 with interviews schedules to take place on Monday 21 April 2025.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child

protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school website [www.hgcsc.co.uk](http://www.hgcsc.co.uk). **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

Together we:

- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



**Suzy Mattock**  
**Headteacher**

## Section 4: About Handsworth Grange Community Sports College

### Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.



Suzy Mattock  
**Headteacher**

## Section 5: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

|                           |   |
|---------------------------|---|
| <b>POST TITLE</b>         | Curriculum Leader for Religious Education   |
| <b>GRADE/SALARY</b>       | Teachers Main Pay Range MPR/UPR plus TLR2A  |
| <b>HOURS/WEEKS</b>        | Full time, term time  |
| <b>LOCATION</b>           | Handsworth Grange Community Sports College  |
| <b>RESPONSIBLE TO</b>     | Leadership Team link for Personal Development   |
| <b>RESPONSIBLE FOR</b>    | Strategic leadership for the development and management of the Religious Education department.  |
| <b>PURPOSE OF THE JOB</b> | <p>As a Curriculum Leader of Religious Education, you will be responsible for the strategic development and day-to-day running of the department.</p> <p>This will include teaching and learning; the process and attainment of pupil; the curriculum and leadership and management of the department.</p> <ul style="list-style-type: none"> <li>• To implement and delivery an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> <li>• To enhance and embed the existing Religious Education curriculum at wider school level.</li> <li>• To monitor and support the overall progress and development of students as a teacher and group tutor.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student attainment and outcomes.</li> </ul> |



|                                |   |
|--------------------------------|---|
|                                | <ul style="list-style-type: none"> <li>To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.</li> </ul> |
| <b>RELEVANT QUALIFICATIONS</b> | <ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>A degree in relevant field</li> </ul>  |

## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

## **MAIN DUTIES**

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

You will, in particular:

- inspire trust and confidence in students and colleagues.
- support the vision, ethos and policies of Handsworth Grange Community Sports College.
- lead and manage the department and build team commitment with colleagues.
- ensure that students make progress in relation to appropriately challenging targets using local, national and international data sets.
- work with a commitment to improving students' communication skills, particularly in reading writing, confident use of number and ICT.

## **RESPONSIBILITIES**

### **1. Lead, manage and develop RE across the curriculum**

- To provide strategic leadership for the development and management of RE.
- Have a clear understanding of the aims and purposes of RE, of how it contributes to school improvement and the personal development, well-being and achievement of pupils.
- To develop and lead a team of committed RE teachers with the expertise to provide a high-quality programme, with regular meetings and delegation of roles, responsibilities and tasks.
- To keep abreast of local and national developments in RE.
- To manage the department's capitation, resources, development and staff deployment in line with the School and Department Development Plans and national and local initiatives.
- To have an overview of, and contribute towards, the planning and delivery of continuous professional development and training related to teaching and learning across the school as it relates to knowledge, understanding and skills of RE.
- Work closely with the Subject Leader for PSHE and Citizenship, as well as the Enrichment Coordinator, Personal Development lead and other subject leaders to ensure a comprehensive and sequenced curriculum offer

## **2. Managing teaching & learning**

- Demonstrate and evidence good teaching ability; to be able and willing to share with, support and motivate colleagues.
- Create a safe and supportive classroom environment through the development of ground rules with each group of pupils.
- Discuss, develop and disseminate best practice in teaching & learning.
- Ensure teaching programmes include a wide range of approaches and activities for pupils and that staff have the skills and experience to lead them effectively.
- Help staff to select activities and resources that meet the intended learning outcomes of the programme and the needs of the pupils.
- Ensure lessons reflect all aspects of difference and diversity within the classroom and community.
- Provide a range of assessment activities that teachers can use to assess achievement of different outcomes, taking account of skills development, as well as gaining knowledge.
- Place an emphasis on pupil reflection and self-assessment as the foundation of learning in RE.

## **3. Impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils**

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated RE curriculum for pupils.
- To identify clear, appropriate targets for attainment and/or achievement in RE.
- To monitor, assess, evaluate and record pupil progress and achievement against agreed targets.
- To ensure the planning and delivery of appropriate and timely interventions for pupils.
- To develop evaluation strategies that contribute and link to overall school self-evaluation procedures.

## **4. Leading, developing and enhancing the teaching practice of other staff**

- To establish and maintain common standards of practice across RE teaching and develop the effectiveness of teaching and learning styles.
- To plan and implement strategies to improve teaching where needs are identified.
- To provide induction, support and monitoring of new staff.
- To act as a performance management team leader for identified staff.
- To ensure all staff in school are familiar with the aims and objectives of RE

## **5. Transition**

To liaise, where appropriate and possible, with primary partner schools to:

- Co-ordinate, develop and monitor progress in RE throughout transition.
- Plan, coordinate & develop shared teaching & learning across the schools throughout transition.
- Liaise with outside agencies and other post-16 providers e.g. Sheffield College, to facilitate effective progression

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**




- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.
- To liaise with other appropriate colleagues to ensure that authorised RE activities both on and off the premises meet all health and safety requirements.
- To develop and support partnerships with parents e.g. ensuring appropriate and early contact and liaison, facilitating parental support and involvement, re-enforcing school expectations, homework policy and examination requirements.
- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To act as a role model of good practice for other teachers within the department and across the school e.g. in professional conduct, in teaching and learning, in management of pupil behaviour, in relationship with colleagues both in and outside of school etc.
- To lead or contribute towards additional tasks or strategies related to the School Development Plan and school improvement as agreed with the LT Line Manager e.g. leading or participating in a Working Group, reviewing/creating policies and procedures, leading or contributing to in-school CPD activities.
- To participate in school quality assurance procedures e.g. lesson observations.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. 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 Headteacher and Local Governing Body.

3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification

|    |                             |
|--|-----------------------------|
| <b>Post title: Curriculum Leader for Religious Education</b>   |                             |
| <b>Minimum Essential Requirements</b>  | <b>Method of Assessment</b> |
| <b>QUALIFICATIONS AND TRAINING</b>   |                             |
| Qualified Teacher Status   | AF/I                        |
| Degree in related Subject  | AF/I                        |
| Ability to teach RE at Key stage 3 and 4   | AF/I                        |
| <b>KNOWLEDGE AND EXPERIENCE</b>  |                             |
| Recent teaching of RE and/or relevant subjects   | AF/I/R                      |
| Experience of raising standards for students of all abilities  | AF/I/R                      |
| Experience of leading or contributing towards a successful department or whole school initiative   | AF/I/R                      |
| A good understanding of strategies to raise student attainment at all levels   | AF/I                        |
| Knowledge and understanding of the contribution their subject specialism makes to meeting the present/future needs of young people   | AF/I                        |
| <b>PROFESSIONAL DEVELOPMENT</b>  |                             |
| Evidence of a commitment to continuing professional development  | AF/I                        |
| Willingness to actively participate in professional learning   | AF/I                        |
| Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape  | AF/I                        |
| <b>SKILLS</b>  |                             |
| A range of effective behaviour management techniques   | AF/I/R                      |
| Ability and commitment to supporting both literacy and numeracy strategies alongside their specialism/s  | AF/I                        |
| Capacity to motivate, inspire and challenge young people and colleagues  | AF/I/R                      |
| Ability to lead and manage an effective team   | AF/I/R                      |
| Ability to interpret performance data across the department  | AF/I                        |
| Ability to effectively use ICT in the classroom and as a management tool   | AF/I/R                      |
| <b>QUALITIES AND ATTRIBUTES</b>  |                             |
| High expectations of self  | AF/I                        |
| The ability to act on advice and be open to coaching   | AF/I                        |
| The ability to motivate others   | AF/I                        |
| The ability to remain calm and diffuse situations  | AF/I                        |
| A commitment to support the Trust and the school's aims, vision and ethos  | AF/I                        |

|  |      |
|--|------|
| Adaptability and resilience, with the ability to cope with periods of work pressure with a sense of proportion | AF/I |
| Energy and commitment to professional responsibilities and to the betterment of all pupils                     | AF/I |
| A willingness to contribute to the wider life of the school  | AF/I |
| <b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>  |      |
| An understanding of safeguarding issues and promoting the welfare of children and young people.                | AF/I |
| A commitment to safeguarding students.   | AF/I |
| Suitability to work with children.   | AF/I |
| A commitment to equal opportunities.   | AF/I |
| Ability to recognise discrimination and willingness to put Equality Policies into practice.                    | AF/I |

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA [akeeton@handsworth-mlt.co.uk](mailto:akeeton@handsworth-mlt.co.uk).

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [akeeton@handsworth-mlt.co.uk](mailto:akeeton@handsworth-mlt.co.uk) by the closing date.



## **Section 8: Visitors to Handsworth Grange Community Sports College**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 31 and follow the signs for Sheffield. At the next roundabout, take the second exit towards A57. Follow the A57 until you reach the roundabout and take the second exit. At the next roundabout, take the first exit following the signs to Woodhouse/Handsworth. Continue to follow Retford Road until you reach Beaver Hill Road. Turn left onto Beaver Hill Road and then turn right onto Handsworth Grange Road. The school is situated on the left-hand side of the road.

#### ***By Train***

Woodhouse station is the closest station to Handsworth Grange Community Sports College and is served by services from Leeds, Wakefield, Barnsley, Sheffield and Lincoln. Upon leaving the station head north-west toward Retford Road. Turn left onto Retford Road, until you reach Old Retford Road and then turn left. Continue to follow Old Retford Road, at the T-junction, turn left and then take the next right-hand turn onto Handsworth Grange Road. The school is situated on the left-hand side of the road.

### **Approaching from Sheffield**

#### ***By Car***

Head towards Sheffield Parkway/A57 and follow Sheffield Parkway/A57 for approximately 2.5 miles. Exit Sheffield Parkway/A57 following signs for Worksop/Mosborough/A57/Ring Road/A6102. As you approach Handsworth Roundabout, take the third exit towards Handsworth. Follow Handsworth Road for approximately 0.8 miles, then turn right onto Handsworth Grange Road. Follow the road round, and the school is situated at the end of the road on the right-hand side.

#### ***By Train***

Woodhouse station is the closest station to Handsworth Grange Community Sports College and is served by services from Leeds, Wakefield, Barnsley, Sheffield and Lincoln. Upon leaving the station head north-west toward Retford Road. Turn left onto Retford Road, until you reach Old Retford Road and then turn left. Continue to follow Old Retford Road, at the T-junction, turn left and then take the next right-hand turn onto Handsworth Grange Road. The school is situated on the left-hand side of the road.