

April 2025

Dear Colleague

Thank you for your interest in joining us at Myton School.

I am delighted that you have requested further information about this vacancy and hope that you will be sufficiently inspired to submit an application.

We warmly welcome informal enquiries to the Head of Department, or via our HR Team. The Deputy Heads, Liz Curtis and Neil Phipps, would also be very happy to talk to you about the culture and ethos at Myton and our plans and aspirations for the future.

In the interests of transparency, please note that Myton School Trust is joining Stowe Valley Multi Academy Trust from approximately 1st May 2025 and employment will transfer to Stowe Valley MAT at that point. The terms of this offer will not apply until the first day of employment.

We are immensely proud of our school and our place in the local community and can assure you of a warm welcome if you do come to join our staff in the near future.

Yours sincerely

Andy Perry Head Teacher

Head of RE (1.00FTE)

Closing date: 9.00am 6 May 2025

The following guidance is to help you to provide the necessary information we need to give your

application appropriate consideration and give you an insight into how your application will be handled.

Covering Letter

Please attach a covering letter to explain the reason for your application and outlining your suitability for the role. This will assist those who are short-listing the applications and enable them to assess quite quickly how closely your application meets the criteria for the post (i.e. the person specification).

Application Form

A Myton School Application Form must be completed for you to be considered for the role. Please complete the online application form which you can access from Home - Myton School. Alternatively you can request an application in Word format, or paper copy by emailing vacancies@myton.co.uk and making this request. You can include a CV as additional information if you wish. If you need to include more information on any section, please attach a continuation sheet to your application form.

Please note that, if your application for employment is unsuccessful, Myton School will hold your data for 6 months after the end of the relevant recruitment process. For further information on this, please refer to our Privacy Notice for Applicants on our school website

Employment History

Please provide a FULL history of your current and previous employment and record any gaps in employment with details of your activities during these periods.

Returning Your Application

Completed applications and any supporting information should be received by the advertised closing date. NB: This is usually by 9.00am unless stated otherwise.

Online applications via the school website (www.mytonschool.co.uk) are preferred and should be submitted by the closing date.

- **E-mailed applications** should be sent to <u>vacancies@myton.co.uk</u>
- Postal applications please address as "Job Application for the post of ..." to identify it more easily from the general post. Please ensure correct postage (e.g. Large Letter) is used as Royal Mail will withhold all insufficiently stamped mail until a fee is paid by the school which could mean missing the closing date.

References

Please contact your referees in advance and give them permission to provide a reference to us should we need to do so to abide by current Data Protection regulations.

Please provide details of two appropriate referees including your most recent employer and, if applicable, a reference from any previous educational employment you have had. We do not normally accept references from relatives, friends, work colleagues etc. or open references i.e. not written in relation to the specific post for which you are applying.

If your application is short-listed, references will be taken up before interview. This is to enable the panel to be aware of any information they may need to discuss with you at interview. If you don't want your referees to be contacted before interview, if your application is short-listed, please indicate this clearly on the application form



Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions, bind-overs, and warnings, including those otherwise regarded as "spent", must be declared. However, certain convictions and cautions are considered 'protected' meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974.

Should you have any record to declare please provide details on the Declaration form, which will be sent to short listed candidates, and bring this with you to interview in an envelope marked *Confidential FAO HR Manager*.

Short-listing

Short-listing normally takes place immediately after the closing date. The information you provide on the application form will be scrutinised and assessed against the criteria in the person specification, and the stated job requirements. This process will be carried out by more than one person to ensure objectivity. An online search of all shortlisted candidates will be performed prior to interview

Contacting You

We do endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive a communication from us within two weeks of the closing date, although on occasions it may take longer than this (for example, if we need to involve several people in the short-listing process or over school holiday periods).

Attending Interview

If you are invited for interview, you will be asked to bring certain documents with you including proof of identity (preferably photo-ID), a DBS Disclosure if you have one, the Criminal Record Declaration Form (in a confidential envelope) and any relevant qualifications. We may also conduct remote interviews via a video link where appropriate.

If you are an Overseas applicant, the recruitment process if short listed for an interview will include providing a video portfolio of your teaching practice, lesson plans, and the opportunity for your referees to be contacted via video conferencing.

Enquiries

If you have any queries regarding your application or the information sent to you, or to confirm that your application has been received, please contact <u>vacancies@myton.co.uk</u> or 01926 493805 ext. 209/237. Please use email only during school holiday periods.

Thank y	ou for y	our interest	and we loc	k forward	to receiving y	our application	by the closing date	e.
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Kind regards

Lisa Taylor HR Manager



Departmental Information

The Religion, Ethics and Philosophy /PSHE Department

The Department and Our Philosophy

This is a Religion, Ethics, and Philosophy (REP) / PSHE department that builds on a highly successful, well-established, and supportive ethos, with a clear vision of the importance of REP, PSHE, and quality learning and teaching. The department consists of a mix of specialists and non-specialists who have experience in delivering Religion, Ethics, and Philosophy.

It is an exciting time to join and lead the department, as the Warwickshire Agreed Syllabus has changed. Under your direction, there is an opportunity to gradually redesign the KS3 curriculum in line with a worldviews approach. This new direction has been briefly introduced this academic year but needs to be fully embedded within all Schemes of Learning and assessment.

The core Myton CARE value that the department embodies most is a strong sense of being community-minded, using RE as a tool to help students understand the community around them while also developing their own worldview.

Students have access to a range of extracurricular experiences, including a KS4 trip to Shrewsbury Prison. In the past, visits have included a trip to Auschwitz concentration camp in Poland, which we would love to reinstate, as well as the possibility of a KS5 trip to Rome. We have a strong relationship with the local Gurdwara.

Last academic year, within the sixth form, we trialled an Ambassadors of Culture group, which led events educating pupils about Ramadan, Interfaith Week, and various festivals. They also supported our 'Be Real' event for Black History Month and our Canvas of Culture event, where pupils expressed their cultural identity through performances and workshops.

Facilities and Resources

We have a wealth of resources, including interactive whiteboards and visualisers in all departmental rooms, which are used to engage, motivate, and cater to all students' learning needs. Annual memberships and subscriptions to NATRE and Exampro help staff stay up to date with resources and exam question practice.

The Curriculum

RE is an important part of our broad and balanced curriculum, offering pupils opportunities for personal development while also fostering critical thinking skills and the ability to articulate their understanding of the world around them.

Due to the change in approach to RE through the Warwickshire Agreed Syllabus, we changed the name of the subject to **Religion and Worldviews** this academic year, which has been a real positive change.

Key Stage 3 (Years 7-9) and Year 10 Core

We follow mainly the Warwickshire Agreed Syllabus, and in Year 9, we teach a unit similar to *Religion, Crime, and Punishment* to give pupils a taster of the GCSE course they may choose to opt for.

We also deliver Core Religion and Philosophy to all Year 10 students once a fortnight. This course explores the theme of difference and serves as a platform for discussing real-world events in a safe and neutral environment. As a result, the Schemes of Learning are continuously evolving and being reactive to the world in which we live in to enable our pupils to become global citizens.

Key Stage 4 (Years 10-11) - opted

The full **AQA Religious Studies A GCSE** is an option for all students at KS4. From the next academic year onwards, our chosen religions will be **Christianity and Islam**, taught over five hours per fortnight.



Key Stage 5 (Post-16)

Students study the OCR Religious Studies course, which covers three strands:

- Philosophy of Religion
- Religious Ethics
- Developments in Christian Thought

This course is taught over nine hours per fortnight.

Why Join Us?

If you join our team, you will be part of a supportive teaching community and can be assured of excellent professional development (CPD) and career support throughout your time with us.



Person Specification HEAD OF RE

*A = Application I = Interview

Knowledge and Experience	Essential	Desirable	P How Assessed
Qualified Teacher status (by employment start date) with specialisation in RE	E		Α̈́
Thorough knowledge and understanding of the National Curriculum and exam board requirements for RE and PSHE	E		I
Knowledge and understanding of the learning process	E		I
A clear philosophy for the teaching of RE	E		A/I
Experience of delivering the KS3 and KS4 RE and PSHE curriculum	E		A/I
Previous experience as a HoD		D	
Experience of effectively leading and managing a department or team of staff		D	A/I
Knowledge of current whole school developments in education		D	1
Evidence of recent In-Service Training relevant to post		D	A/I
Skills and Abilities The vision and capacity to drive the department to be at the forefront of the school's success	E		A/I
Able to lead, motivate and support staff effectively	E		1
Excellent classroom practitioner with success in teaching PE	Ε		I
Evidence of creative and imaginative approaches to teaching RE and PSHE	E		A/I
Able to work effectively under pressure, meet tight deadlines and pay attention to detail	E		A/I
Ability to use ICT in the classroom to achieve improvement	E		A/I
High level of interpersonal, organisational and administrative skills	Ε		A/I
Able to manage students effectively	Ε		A/I
Ability to coordinate, and participate in, exciting and innovative extra-curricular opportunities	E		A/I
Decreased Add the day			
Personal Attributes High level of enthusiasm for RE and PSHE	E		A/I
Suitable to work with children and safeguard their welfare	E		A/I
Personal attributes: motivational, approachable, enthusiastic, sympathetic understanding of the needs of students	E		A/I
Commitment to promote positive behaviour strategies	E		A/I
Willingness to demonstrate flexibility in the role	E		A/I
Willingness to be part of extra-curricular activities	E		A/I
Demonstrate professionalism, loyalty and integrity	E		A/I

JOB DESCRIPTION

Post: Head of Department

Reporting to: Head Teacher

Staff responsible for: Teachers of RE

Date of Issue: Jan 2025

This job description consists of a maximum of four parts. Parts 1, 2, and 3 apply to all teachers.

Part I: General

Part 2 : Responsibilities of all Teachers

Part 3 : Responsibilities of Form Tutors

Part 4 : Additional Responsibilities (TLR Holders)

The parts which apply to this post are as follows: 1, 2, 3, 4

PART ONE: GENERAL

You are required to carry out the duties of a Schoolteacher as set out in the School Teachers' Pay and Conditions Document and policies of the Academy Trust as amended from time to time.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's published Directed Time allocation and have regard to the School Teachers' Pay and Conditions Document on the Conditions of Employment of Teachers other than Head Teachers.

This job description is not necessarily a comprehensive definition of the post. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed approximately once every two years and may be subject to modification or amendment at any time after consultation with the post-holder and agreement of the Head Teacher.

All employees are expected to:

- > safeguard and promote the welfare of children
- comply with legislation
- > be courteous to colleagues
- > provide a welcoming environment to visitors and telephone callers.

(End of Part I)



PART TWO: RESPONSIBILITIES OF ALL TEACHERS

All teachers are responsible to the Subject Leader/Head of Department in which their teaching takes place, and to the Head of Year in which the students are placed.

The general responsibilities are as follows:

- I. Promote and safeguard the welfare of children and young persons that s/he is responsible for and those that s/he comes into contact with both within the school and outside the school in an educational setting.
- 2. Prepare, deliver, review and evaluate the aspects of the curriculum for which responsibility as a class teacher has been agreed in accordance with the scheme of work and other curriculum documentation and as required by the appropriate senior members of the subject or department in which that teaching takes place.
- 3. Collaborate with colleagues to develop appropriate syllabuses, teaching materials and schemes of work.
- 4. Maintain records of the progress, attendance and achievement of assigned students in accordance with the agreed assessment policies.
- 5. Provide reports on individual students as required.
- 6. Attend departmental and other staff meetings as may reasonably be required by school policies and within directed time.
- 7. Maintain good order and an attractive environment in teaching spaces used, and to report any defects or problems concerning buildings, fittings and equipment, or Health and Safety matters.
- 8. Undertake organisational and administrative functions in the subject departments in which classes have been allocated as agreed with the head of department after consultation.
- 9. Act as a form tutor when required, and to undertake the tasks assigned to that role or such equivalent tasks as may be required.
- 10. Participate in meetings with parents related to the responsibilities of a teacher as may reasonably be required within directed time.
- 11. Take a reasonable part in the cover system of the school in line with the National Workload Agreement.
- 12. As an aid to good discipline and a gesture of good will, teaching staff are requested to carry out duties which require the skills and professional judgement of a teacher, including break-time duties, after-school duties, bus duty, detentions and registration.
- 13. Carry out an equitable share of supervisory duties in accordance with published rosters under the direction of the duty team leaders.
- 14. Take part in staff development and in-service training programmes.
- 15. Participate in the agreed process for appraisal and performance management

(End of Part 2)



PART THREE: RESPONSIBILITIES OF FORM TUTORS

Most staff will be Form Tutors or will be required to cover for absent Form Tutors. The role is a most responsible one and vital both to the efficient running of the school and successful pastoral care. For this aspect of work, a teacher is accountable to the Head of Year.

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Head of Year, the Asst Head (Care, Guidance and Support), a Deputy Head or, through them, even to an outside agency. It is through daily contact that unobtrusive care is exercised.

The main functions and responsibilities of the Form Tutor are:

I. Registration and routine business

Responsible for the accurate daily completion of the Register (an important legal document) and for seeing that all information kept in the Register is maintained up to date. Other returns of a routine nature should be dealt with as required, as well as the distribution of information to parents. All absence must be accounted for by notes and any not so covered should be reported to the Head of Year, in accordance with the Attendance Policy.

2. Reports and records

Referring any information of a confidential nature to the Head of Year, Asst Head (Care, Guidance and Support) or Deputy Heads. Commenting on Reports and Tutor trackers and covering aspects of achievement and personality which are not covered by academic reports. Participate in arrangements for completing Progress Files for students in your group.

3. References and special reports

Prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.

4. Personal appearance, uniform and conduct

Monitor the personal appearance, uniform and behaviour of your students and ensure that high standards are maintained.

5. Student planners/diaries

Check and initial Student Planners/Diaries regularly and discuss their contents with students.

6. Tutor group time

This time should be used purposefully and profitably. The periods may be used for a variety of purposes including the above points and in addition: individual discussions, target-setting, appropriate activities as per flow of the year, group discussions around the suggested themes, appropriate advice and guidance.

7. Assemblies

Attend assemblies with your Form, sit with your Form and supervise their movement from base to the place of assembly.

8. Pastoral team meetings

In accordance with the calendar, attend meetings chaired by the Head of Year.

9. Relations with parents/carers

It is hoped that parents/carers would see Form Tutors at Parents' Evenings, Target Setting Day, and, whenever possible, Form Tutors will be involved when parents/carers visit the school at other times. Form Tutors are encouraged to foster good home-school relationships but are advised not to contact parents/carers without prior reference to the Head of Year.

(End of Part 3)



PART FOUR: ADDITIONAL RESPONSIBILITIES

Title/Role (for these responsibilities): Head of Department for RE

Reporting to: Leadership Team Link

Staff responsible for: Teachers of RE

TLR payment level: TLR 1.1

Summary:

- Lead, manage and develop the subject/curriculum area.
- The post-holder has overall responsibility for the development and standards of teaching and learning at Key Stages 3, 4 and 5 within the department, ensuring that students are positively encouraged to develop their potential to the full.
- Drive continuous improvement in teaching within the subject, raising standards and producing the highest levels of student achievement where each student is motivated to reach his/her full potential.
- Lead, manage and deploy teaching/support staff and financial resources within the department.
- Foster a lively, enthusiastic and collaborative atmosphere within the department for both students and staff.
- Contribute to the formulation of the school's aims and policies and ensure that they are translated into action in the classroom.

Key responsibilities

- Establish a shared vision for the department and work with staff to ensure that teaching reflects the school's ethos and aims;
- Lead and oversee all teaching and learning within the Department;
- Ensure teaching in the Department is excellent, implementing clear and supportive plans to make improvements where necessary;
- Ensure behaviour of students is good or better, supporting staff to implement the Relationships Policy, acting as an escalation point where behaviour in the department falls below school expectations;
- Liaise with Heads of Year and SENCO to ensure a coordinated approach to learning support for each student;
- Organise A level, GCSE and other examination entries with the Exams Officer, analysing and presenting trends and patterns or results to leaders;
- Keep up to date with national developments in the subject including teaching methodologies
- Lead departmental self-evaluation, reviews, health checks and improvement planning;
- Monitor and review standards and achievement of all students at all Key Stages within the department, taking actions and leading initiatives to raise achievements across the department.

 Provide induction, support and training for staff into the department and trainee teachers, monitoring the work of newly qualified teachers and supervision of students on teaching practice;

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- Represent the department in all matters within the school related to the curriculum within Middle Leader meetings and through attendance at other meetings such as Data Summits;
- Liaise and work with partner schools, Examination Boards and other relevant external agencies and disseminate best practice to staff;
- Liaise with partner primary schools to ensure continuity and progression from KS2 to KS3;
- Present the work of the department and inform and engage parents, governors, visitors and the community in Parents' Evenings, Open Evenings and other events;
- Ensure the effective management of accommodation and learning resources including ICT;
- Deploy staff effectively and appropriately;
- Set priorities for expenditure and manage budgets in line with improvement plans. Requisition resources within the department's allocation and keep an accurate record of expenditure.
- Support the Personal Development Lead and PSHE Coordinator in ensuring the high quality delivery of PSHE, Lifeskills and other wider personal development opportunities;

This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job role.

(End of Part 4)



SUPPORT PROGRAMME FOR NEW STAFF

Staff Welfare

Promoting staff wellbeing is considered highly important at Myton; the school has a very proactive Wellbeing group that is involved in ensuring the welfare of staff through activities such as Well Being events, offering Flu- vaccinations on site and liaising with the senior leadership team on matters such as the school calendar to ensure workload is managed.

There is also a team of trained staff listeners, who can be available at a mutually convenient time, to have non-judgmental and supportive conversations on a one to one basis to support colleagues.

We also subscribe to an Employee Assistance Programme providing staff with free information, support and advice, including telephone or face to face counselling.

Mentors and Buddies

All new staff will be 'buddied' with a friendly face in school. This person will be a carefully selected volunteer who will have your interests at heart. They will be a point of contact within your department or area in school and will be able to take you through some of the school systems and procedures on a one-to-one basis. They will also ensure that you are able to access the right training and people to ensure your induction is completed.

Early Career Teachers (ECTs):

You will have access to professional dedicated support throughout your first two years of teaching through the ECF. The school and our approving body (Warwickshire LA) have drawn up a detailed policy outlining your entitlement and have ensured that procedures exist at all levels to provide appropriate and effective support where and when needed.

ECTs will have an ECT Mentor to guide them through the programme of professional development through the two years and department buddies and subject specialists will provide subject support in their areas of specialism. Our Induction Tutor will also work closely with your Subject Mentor to ensure you are receiving the support you require.

They will discuss your training needs with you regularly with dedicated weekly support with regular drop-in/surgery slots for discussion and support with aspects of teaching and learning, for example marking and feedback. Additional peer support sessions in school will aim to provide additional guidance/support to complete your weekly training activities as part of the ECF as you progress through the ECT programme. You will receive regular feedback through observations of your classroom teaching and learning walks to facilitate development of your pedagogy and professional practices, both through department and mentor guidance. As part of the assessment process, required by the Warwickshire LA, a statutory online report to the Local Authority is managed by the work of the Induction Tutor at the end of each term.

Training, support and assessment

Your Induction training will include the important basics including Safeguarding and Child Protection, Health and Safety, Data Protection and if appropriate, relevant software. In addition, there is a comprehensive annual programme of Twilight training sessions and all staff are invited to participate in any whole school training activities that they feel are appropriate to their needs.

All staff participate in an annual review process which provides an opportunity for an in-depth discussion with the line manager to agree work objectives and areas for future support as well as appropriate training and development.

The school is committed to providing the best possible professional support for <u>all newly appointed</u> <u>colleagues</u> Including regular monitoring, feedback and support.



Benefits for Staff at Myton

We offer a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our employees make to our success and growth.

Staff Health and Wellbeing

At Myton, we understand the importance of a healthy and happy workforce. We have invested in wellbeing support for all staff since 2012. From 2022, we are increasing the Wellbeing support for our staff through Westfield Health. The Healthy Extras provision includes an Employee Assistance Programme, Doctor line, self-help guides and courses, along with rewards and discounts for online and Highstreet shopping.

In addition, we regularly survey our staff to help us understand and tackle wellbeing at work via Staff Pulse. A staff forum for Employee Voice and Wellbeing, including Staff Listeners, help monitor these results, gain feedback and decide on what we can do for the Myton Staff Community.

Time off Work when needed

Myton offers a number of supportive time off approaches to help support work life balance, including paid time off in a number of circumstances.

Family Friendly

Myton is fully committed to helping working parents balance work and family life wherever this is operationally and financially possible through our Flexible Working scheme. We operate a maternity, paternity and adoption leave package which is significantly more favourable than statutory entitlements and covers areas such as shared parental leave and parental leave.

Annual Leave (Support Staff)

Support staff have an annual leave allowance starting at 23 days plus an additional 12 days for bank and additional holidays. After 5 years' service this increases to 26 days plus the additional 12 days. The additional days are the bank holidays and four additional days at Christmas, Easter, Spring and Summer. All leave is pro-rata for part time employees.

Duty break/lunch allowances

All staff are asked to support with supervision of students on a rota at break and lunch times, and as a thank will be given a free Meal-Deal lunch on their Duty Day.

Occupational Pension Scheme

Whether a teacher or support staff employee, you will automatically become an active member of an occupational pension scheme from the start date of your employment (Local Government Pension Scheme for Support Staff and Teachers' Pension Scheme for teachers). As your employer, the school contributes approximately 23% to your pension.

Incremental Progression and Inflationary increases to Pay scales

Staff usually benefit from two pay increases each year. Annual incremental progression to the top of their pay scale, subject to performance review, and an annual inflationary increase to the pay spine (cost of living increase) based on national negotiations and government policy. These take place in September for Teaching staff and April for Support staff.



Long Service Recognition

We recognise and value the contribution of all our employees, some who have stayed with us for many years through loyalty and affinity to Myton, our staff and students, and offer small tokens of gratitude through gift vouchers and personalised certificates for commitment and service to our students.

Equality, Diversity and Inclusion (E, D&I)

We are committed to supporting diversity and equality in the whole employee life cycle and want our staff to be role models to the diverse communities that we serve. We are fully committed to creating a stimulating and supportive learning and working environment based on mutual respect and trust, and supporting staff and students to reach their potential, regardless of their individual characteristics.

Training and Development

As an education provider we also offer a range of training and development/CPD opportunities and encourage our staff to participate in learning activities and courses to keep them fresh and up to date.