Information for candidates

**Head of RE and PSHCE**

Salary Range

MPS 1 – UPS 3

£28,000 - £43,685

TLR 2B - £5057

Ralph Thoresby School

Holtdale Approach

Leeds

LS16 7RX

Telephone: 0113 3979911

Email: [recruitment@ralphthoresby.](mailto:recruitment@ralphthoresby.)com

Headteacher: Mr Will Carr





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Description automatically generatedJanuary 2023

Dear Candidate,

Thank you for expressing an interest in applying for the post of Head of RE and PSHCE at Ralph Thoresby School.

This is an exciting time to be joining Ralph Thoresby School. We are proud to be a successful, truly comprehensive school serving a diverse local community. RTS is a fantastic environment in which to work and study. Our innovative curriculum is implemented by a talented and cohesive group of staff. The calm and purposeful atmosphere around school is underpinned by an emphasis on restorative practice and a clear focus on staff and student well-being.

The school has repeatedly been judged good by Ofsted and we have a strong record of academic achievement, whilst ensuring that all students are well supported. Students make good progress here because, ‘the working atmosphere in classrooms is positive’ and ‘pupils take pride in their work’ (Ofsted).

The School is a mixed community school with over 1,000 students on role. Approximately 30% of our students come from ethnic minority backgrounds and we have a resource provision for physically impaired students which really adds to the positive and harmonious atmosphere around school. Our superb, modern school building further enhances the atmosphere and supports students’ learning. ‘This is a school where staff and pupils celebrate diversity and promote values of tolerance, mutual respect and care for others’ (Ofsted).

We have an excellent 6th form partnership arrangement with Lawnswood School (another good local school) and together we offer post-16 provision to rival the best in the city – ‘The quality of provision for post-16 students remains good. Students make consistently good progress over time’ (Ofsted). We are a Trust school in partnership with several of our local partner Primary schools. We have a strong relationship with the Local Authority and are also part of the highly regarded Red Kite Alliance teaching school hub, ‘Partnership working is strong’ (Ofsted).

Our school motto is ‘ambition and achievement for all’. We firmly believe in giving all students the opportunity to achieve their very best regardless of the circumstances in which they find themselves. We also have a strong emphasis on staff well-being with a professional staff coach, a staff well-being committee and a range of well attended social, sporting and fun activities. Our staff are proud to be at RTS and the team spirit is second to none.

We are excited about the future here at Ralph Thoresby and, having read the information included in this pack, I hope you feel you can play an important part and submit an application. Please also ensure that you visit our website which will give you an insight into the work of the school. I look forward to welcoming you to the school as a candidate in the near future.

Yours faithfully,



Mr Will Carr (Headteacher)

**THE SELECTION PROCESS**

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of Head of RE and PSHCE at Ralph Thoresby School then you should:

* Complete fully the enclosed application form, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
* Support your application with a covering letter detailing how your experience and qualifications fit the role of Head of RE and PSHCE.
* Submit your letter and application form to be received by Tuesday 31st January 2023 by 12noon at the latest.

Please address all return mail to;

Mrs L Hodgson - Resources Manager

Ralph Thoresby School

Holtdale Approach

Leeds

LS16 7RX

Or by email: recruitment@ralphthoresby.com

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**Timetable for the selection process**

* Post advertised in Leeds CC Bulletin: Week commencing 16th January 2023
* Closing date for applications: Tuesday 31st January 2023
* Short listing: 1st February 2023
* Invitation to interview by telephone: 2nd February 2023
* Confirmation by email: 3rd February 2023
* Reference requested: Upon shortlisting
* Selection day scheduled: Week commencing 6th February 2023

**Information for Candidates for the Post of Head of Department for RE and PSHCE**

We are looking for an outstanding teacher with drive and vision to lead a successful department in meeting the demands of GCSE and A-Level RE and ensuring our PSHCE curriculum meets and exceeds the statutory framework.

We offer RE as an option subject at Key Stage 4, so the ideal candidate will be experienced in delivering GCSE RE and A Level and have a proven track record of success. They will also have experience teaching or leading PSHCE within schools.

RE is a well-liked and enjoyable subject at all key stages which benefits from excellent staff-pupil relationships. The RE and PSHCE department has 3 members of staff and dedicated rooms across school. We serve a diverse range of students which represents the make-up of Leeds.

At Key Stage 3, pupils are taught two hours of RE per fortnight. Our GCSE RE groups have 5 hours per fortnight over 3 years. A level RE is taught across our partnership with another local secondary school on a rotation basis.

PSHCE is taught once per fortnight to all students by a dedicated team.

The position of Head of RE and PSHCE at Ralph Thoresby School offers an excellent opportunity for an enthusiastic, passionate and diligent person to lead a supportive, thoroughly dedicated and highly professional team.

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| **Ralph Thoresby School**  **Job Description**  **Job Title: Head of RE and PSHCE** |  |

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the students in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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| **Accountable to:** | Leadership Team | **Line Managing:** | Subject teachers |
| **Post type:** | Permanent | **Salary/Grade:** | MPS1-UPS3 TLR2b |
| **Liaising with:** | Leadership Team, Subject Leaders/Teachers, Support/Administration staff, Parents/Carers. | | |

**Safer Recruitment Statement:**

*We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS).*

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| **Every member of staff is required to:** |
| * Work towards and promote the vision, beliefs, aims and expectations outlined in the School Improvement Plan * Support and contribute to the achievement of every child’s outcomes * Support and contribute to the safeguarding of all students * Undertake professional development activities to enhance personal development and performance * Maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff. * To have responsibility for a coaching group * To participate in 'meet the coach events' and build positive relationships with families of your coaching group * To participate in whole school development training for coaches |

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| **All teaching staff are required to:** |
| * Plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continuously enhance teaching and learning. * Monitor student progress, keeping records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential. * Work consistently at and beyond the professional standards set out in the *'School Teachers’ Pay and Conditions Documents'* for the level at which you are employed i.e. Core, Post Threshold or Excellent. * Implement relevant policies, procedures and improvement plans. * Fully participate, as requested, in the processes of self-evaluation and improvement planning. * Fully implement all policies in relation to effective learning, student rewards and managing behaviour to ensure there is a well ordered and disciplined teaching and learning environment within their own specific learning space and across the whole school * Contribute to the safeguarding and promotion of the welfare and personal care of all students with regard to the Safeguarding and Child Protection Procedures. |
| **Teaching and Learning** |
| * Manage student learning through effective teaching in accordance with the Department’s schemes of work. * Ensure continuity, progression and cohesiveness in all teaching. * Use a variety of methods and approaches (including differentiation) to match the needs of each student to ensure that all students are able to access the curriculum and make at least their expected progress * Set homework regularly (in accordance with the School homework policy) to consolidate and extend learning and encourage students to take responsibility for their own learning. * Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons. * Support individual learning, including more able students, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly. * Set clear and precise learning objectives and define criteria for success for each lesson. * Work effectively as a member of the Department team to improve the quality of teaching and learning by contributing to the Department Improvement Plan and implementing and monitoring change. * Implement new initiatives at school, local or national level by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes. * Set high expectations for all students to deepen their knowledge and understanding and to maximise their achievement. * Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem. |
| **Monitoring, Assessment, Recording, Reporting, and Accountability** |
| * Be responsible for the processes of assessment, recording and reporting for the students in their charge. * Track student progress effectively, monitoring achievement against targets set and taking appropriate action to improve student outcomes. * Assess students’ work systematically and use the results to inform future planning, teaching and curriculum development. * Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets. * Be familiar with statutory assessment and reporting procedures and present informative, helpful and accurate reports to parents. * Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy. |
| **Subject Knowledge and Understanding** |
| * Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses. * Keep up-to-date with research and developments in pedagogy in the relevant subject area. * Contribute to the effective use of subject resources, including evaluation of new materials and equipment. * Use up-to-date technology to enhance delivery of, and student access to, the subject. |
| **Professional Standards and Development** |
| * Work in accordance with the 2012 *Teachers’ Standards* * Be a role model to students through personal presentation and professional conduct. * Arrive in class, on or before the start of the lesson, and begin and end lessons on time. * Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School’s policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT. * Establish effective working relationships with professional colleagues and associate staff. * Be courteous at all times to all colleagues and students and visitors to the school. * Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits. * Maintain a working knowledge and understanding of teachers’ professional duties as set out in the *School Teachers’ Pay and Conditions* document, and teachers’ legal liabilities and responsibilities relating to all current legislation. * Liaise effectively with parents/carers and other agencies with responsibility for students’ education and welfare. * Be aware of the role of the Governing Body of the School and support it in performing its duties. * Be familiar with and implement the current SEN Code of Practice, DDA and Access to Work. Consider the needs of all students within lessons (and implement specialist advice) especially those who: have SEN; are more able; are not yet fluent in English. |

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| **Head of Department duties** |
| Co-ordination of the Work of the Department Team:   * Produce Schemes of Work for your curriculum area together with team policies related to whole school policies. * Produce a development plan with priorities for the Department team linked to the whole school improvement plan. * Allocate teaching staff to groups within the constraints of the school timetable. * Define and agree the team specific responsibilities of staff within the team. * Chair team meetings and arrange for brief notes or minutes to be taken (and passed to Line Manager) * Communicate the entries for external examinations to the examinations   officer and organise the examination papers for internal examinations.   * Ensure all teaching staff in your Department are aware of the relevant whole school and subject targets. * Ensure that there is adequate provision in your Department for extra-curricular and community related activities * Develop links with partner schools and the wider school community.   Teaching and Learning:   * Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and different students. * Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching. * Monitor progress and achievement in the subject by all students, including those with special educational needs, and support improvement where necessary; this will include consistent application of school assessment, recording and reporting policy * 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.   Leading and Managing Staff:   * Lead the professional development of subject staff through example and support. * Support and monitor the performance of Early Careers Teachers, and contribute to their assessment in their Induction Years. * Appraise staff as required by school policy. * Monitor the teaching and learning within the curriculum team through observation of team members and regular work scrutiny. * Foster an ethos of continuous self review within the Area team * Attend meetings on behalf of the Department and make a contribution to the future development of work and policy. * Produce and maintain documentation to communicate the work of the Department to the rest of the team, Line Manager(s), Parents, Governors, LEA and other parties with an interest in the school. * Maintaining awareness of curriculum development issues within the Department and advise the Department team and Line Manager(s) accordingly. * Liaise with non-teaching learning support staff * Liaise with, and monitor the quality of work, peripatetic and other providers working in your Area |
| **Continuing Professional development** |
| * + - 1. Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum.       2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.       3. Maintain a professional learning portfolio of evidence to support the Appraisal process including the incorporation of targets related to leadership, evaluating and improving own practice.       4. Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post. |
| **Additional Duties** |
| * Contribute to the life of the Ralph Thoresby School community, and to support its ethos and policies. * Undertake any other duties as reasonably required by the Headteacher. |

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| **Compiled by:** | C.Bell | **Date:** | January 2023 |

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| **Ralph Thoresby School** |  |
| **Person Specification**  **Job Title: Head of RE and PSHCE** |  |

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|  | **Essential** | **Desirable** | **Evidence** |
| **Qualifications & Experience** | * QTS (or currently an ECT in training for QTS) and good Honours degree relevant to RE or PSHCE * Outstanding classroom practice that inspires students and adds value to their progress * Proven track record of having impact on students’ outcomes in current post/teaching practice school | * Further formal Professional Development | Application form, letter & references |
| **Skills & Knowledge** | * Understanding of the subject. * Understanding of the role of a middle leader. * Ability to relate to teaching staff, other professionals, parents, students and Governors. * Commitment to partnerships and collaboration. * Experience of new technologies to support teaching and learning. * Ability to use data effectively to monitor teaching and learning and link to student outcomes. * Experience in monitoring and evaluation of quality and standards. * Ability to work as a member of a team and /or independently * Skills in coaching & improving performance of others | * Experience of leading whole school initiatives. * Evidence of leading robust self-evaluation | Letter, references & selection process |
| **Personal qualities and skills** | * Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm * High level skills of communication, time management and prioritisation * Ability to keep confidences * Excellent interpersonal skills and organisational skills * Ability to support and challenge * Ability to inspire, motivate and influence others | * Ability to ask for help if required * Concern for the welfare of the school community | Letter, references & selection process |
| **Special Requirements** | * Excellent punctuality and attendance record * Willingness to participate in the extra curricular life of the school |  | References & selection process |

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Ralph Thoresby holds Restorative Practice at the core of its climate-for-learning. The mission statement is communicated and upheld across the staff team.

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The mission statement contains the fundamental building blocks of our restorative culture and ethos. The mission can be broken down into 3 distinct building blocks:

**Creating a school environment, in which students feel safe:**

-Safeguarding is fundamentally important, and is a strength of the school

-Creating a safe environment requires much more than safeguarding alone

-Safety is achieved through relentless, reliable routines

-Students will push to find the boundaries; teachers and support staff must be consistent in showing them where they are

-Without this, relationships cannot be enabled and learning will not take place

**Enabling positive relationships:**

-Safe, consistent and reliable adults can actively build relationships with students

-Enabling positive relationships is at the very core of our restorative culture

-Restorative practice means that every single interaction with a student is an opportunity to build positive relationships

-Once a positive relationship is enabled, learning can take place successfully

**Learning is valued and cultivated**

-An environment where safe students experience positive relationships with consistent, reliable adults facilitates a strong culture of learning

**Restorative Practice:**

Restorative Practice is **Not** solely:

* Negotiating with students; core standards are not flexible
* Limited to The Link Centre, post-lesson-exit/IE
* Waiting for something to go wrong, so we can fix it

Restorative Practice **IS**:

* Every single interaction we have with students at any time
* Conversations on the corridor
* Interactions on break and lunch duty
* Meet and greet/end and send
* Re-engaging a student at each stage of Ask/Tell/Sanction
* [Teacher Toolkit](https://ralphthoresby.sharepoint.com/:w:/s/climateforlearning/EWWMn1riNtxIpJ_aOOXvVCsBbdwyY7X7W0jaPAlssmZm_Q?e=ocCXoE) strategies
* Session Manager supporting a student to re-engage
* Lesson exit restoratives
* **Pre**storative Practice

**The Restorative Conversation:**

The restorative conversation is pivotal to the student 'Restoring their Relationship’ with the staff member, so they can 'Return’ to their next lesson successfully

**Restorative Script:**

* **'What actually happened?':** Listen carefully without interrupting or disagreeing. Steer the conversation to the student's own role in what went wrong. If the student isn’t ready to reflect, try engaging them in a scaling conversation.
* **'What were you thinking at the time?':** This helps the student to reconsider their own actions and replay their thought processes.
* **'Who has been affected/How did it make them feel?':**The student may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.
* **'What can be done to put things right?':**It's important that an apology is not demanded. A forced apology is worthless.
* **'How can things be done differently next time?':**Encourage the student to visualise and describe a similar situation concluding positively

Link to Restorative Practice video: <https://www.youtube.com/watch?v=lwc-vmnD6hM>