



Recruitment Pack

Head of RE

Queen Elizabeth's School, Crediton

Closing Date: 9am Monday 4 March

**Ted
Wragg** TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools
strengthening our communities through
excellent education.



Welcome from the Ted Wragg Trust CEO, Moira Marder



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build trust
- build strong relationships
- be stronger together

How will we succeed?



Queen Elizabeth's School

Letter from the Headteacher

Dear Applicant

Thank you for your interest in this post at Queen Elizabeth's School. The school currently has 1250 students on roll of whom 130 are in the Sixth Form. The majority of our students are drawn from our partner primary schools across mid Devon and the greater Exeter area.

Founded in the 16th century, the school is set in the market town of Crediton, just 7 miles from Exeter. We are an ambitious school dedicated to providing an excellent education that develops knowledge, character, contribution and wisdom. Our Year 7 and 8 students are taught on our Barnfield campus and Years 9-13 at Western Road.

At Queen Elizabeth's our coaching programme supports all colleagues to continuously improve their classroom and leadership practice. We were delighted to be judged as Good in the most recent Ofsted report in May 2022, which recognised our high-quality curriculum and continued improvement in achieving positive outcomes for all students. Through high quality teaching and a broad range of extra-curricular activities we aim to instil our students with the values of respect, reflection and resilience.

The enclosed recruitment pack outlines the key duties and accountabilities of the post. The successful applicant will:

- have a clear, well communicated understanding of the most effective teaching and learning techniques that lead to strong student progress
- possess the skills and determination to make a positive difference to the lives of our students
- be relentless in encouraging all students to build their knowledge and actively contribute to school life within our community so that they develop a sense of pride and belonging

If you have any questions, please do get in touch via Mrs Anna Field, anna.field@qe.devon.sch.uk

Yours sincerely

Paula Smith - Headteacher



Key Details

Job Title: Head of RE

Location: Queen Elizabeth's, Crediton

Salary: TPS plus TLR 2c

Closing Date: 9am Monday 4 March

Interviews: ASAP

Required From: September 2024

If you share our mission to have the best outcomes in the country by 2027, we would love to hear from you.



How to apply

If you would like an informal conversation about this role please contact Anna Field, anna.field@qe.devon.sch.uk

Please use the application form available on the Trust website and email it to: anna.field@qe.devon.sch.uk



Queen Elizabeth's School

About the Religious Education department

Religious Education is led by the Head of Subject for Religious Education. The department is a close-knit team of professionals and is a well-resourced and supportive environment in which to work. The team also teach Law & Sociology at A level and the successful candidate will lead on these subjects areas as well.

We expect to appoint a leader who shows evidence of commitment, enthusiasm and the ability to communicate with and excite students; someone who is a good team member who can contribute positively to the Religious Education Team. Teachers are encouraged to teach across all Key Stages and both sites to ensure the progress of our students through the curriculum is coherent and well planned.

Religious Education in Year 7 focuses on religious and philosophical beliefs from both the Eastern and Western schools of thought. They explore the concepts of religion, secularisation, belief, truth, faith, community and moral behaviour with reference to the six world religions before undertaking a deeper study of the religion of Hinduism. Year 7 culminates in an introduction to myths, legends and religious stories to develop their understanding of cognitive and non-cognitive language & how stories are used to explain our world and share community values. Year 8 Religious Education pushes our students to build on their Year 7 foundations and delve deeply into two of the six world religions: Islam and Sikhism echoing the Devon Agreed Syllabus before completing the year with an exploration into inspirational people from both religious and non-religious backgrounds to examine how belief affects behaviour. This is a robust foundation for the ethics studied in year 9 and introduces our students to sources of wisdom and authority and the concept of role models. Year 9 Religious Education introduces our students to new ethical literacy in order to explore contemporary moral issues such as the morality of prisons, the age of responsibility, capital and corporal punishment and issues concerning animal rights. Students take the tenets of faith further by exploring how beliefs affects behaviour in their evaluation of medical ethics such as abortion, euthanasia, IVF and the ethics of designer babies. Ethics prepares our students for life beyond QE and introduces them to concepts of authenticity, integrity & what makes a meaningful life. We conclude Year 9 with an in-depth study Christianity as a foundation for their AQA GCSE, which includes the nature of God and the problem of evil and suffering, different Christian beliefs about the afterlife and their importance and teachings about Jesus Christ and his role in salvation.

All students follow AQA GCSE short course which is divided into thematic and religious study involving two contrasting religions: Christianity and Buddhism. For those students who opt to take a full course GCSE, they study additional ethical topics as well as further exploring Buddhist and Christian practices, rites and rituals. Students are able to look at the big issues that affect our modern world as well as considering great scholars such as Aquinas, Fletcher, Hume and Lemaître to name but a few. The two aspects of the GCSE, whether short course or full course, are taught in tandem throughout Year 10 & 11 and provide a superb foundation for further study at KS5. At A level we follow Eduqas religion (Buddhism), philosophy and ethics. Our overall aim is to enhance a love of learning and create curious, well-informed, erudite learners for the 21st century

Queen Elizabeth's Principles of Teaching

Principle of Better Practice	So that..
1. High expectations for behaviour and routines	
a) Teachers demonstrate effective classroom management b) Teachers consistently apply the Ready to Learn policy c) Teachers ensure that there is a high student participation rate d) Teachers reinforce effort and provide recognition e) Teachers ask questions that promote student participation	a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions b) Students can think hard about their learning free from distractions c) All students are engaged d) Students understand the connection between effort and achievement e) A high number of students are asked and answer questions
2. Quality of instruction	
a) Teachers give highly effective explanations b) Teachers provide clearly defined outcomes c) Teachers present new knowledge in small steps d) Teachers model excellence and how to achieve it e) Teachers ask a high quantity of process and factual questions	a) Students quickly grasp ideas b) Students have total clarity about what they are learning and what success looks like c) Each step can be mastered before students move on d) Students know what excellence looks like as well as how to achieve it e) Students are given opportunities to practise new material
3. Literacy: vocabulary, reading, oracy, writing	
a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary b) Teachers provide challenging subject-based reading c) Teachers plan, prompt and model structured talk activities d) Teachers break down, scaffold and model complex writing tasks in their subject	a) Students use academic vocabulary fluently in speech and writing b) Students can comprehend challenging academic texts c) Students can eloquently verbalise their knowledge and understanding d) Students can independently plan, draft and edit extended writing
4. Making it stick	
a) Teachers regularly use low stakes testing b) Teachers guide students as they begin to practise new material c) Teachers give students opportunities to practise independently d) Teachers use visuals and other resources to support explanations e) Teachers ask questions which make links with prior learning	a) Students can embed learning into their long term memory b) Students can develop fluency and accuracy in new areas of learning c) Skills and knowledge become automatic for students d) Students can successfully understand and remember key aspects of learning e) Students are encouraged to draw on prior knowledge
5. Inclusive classroom	
a) Teachers have a clear understanding of all learners' requirements b) Teachers develop and apply personalised strategies in the classroom c) Teachers do not rely solely on resources or interventions d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback	a) All students can access learning within lessons b) All students encounter the appropriate level of challenge within lessons and can make progress c) Inclusion is embedded in every aspect of the classroom d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact
6. Effective feedback	
a) Teachers give students high quality feedback b) Teachers accurately gather information on student learning c) Teacher provide students with opportunities to act upon feedback d) Teachers plan and ask questions that provide a picture of student learning	a) Student actions are refocused/directed to achieve a goal (ReACT) b) Teachers know which topics to re-teach that were not grasped first time c) Students can swiftly develop further knowledge and skills d) Teachers can identify gaps in student learning



Person Specification

Descriptor	
Expertise	<ul style="list-style-type: none">• Knowledge of how to, and ability to, motivate young people and adults• Supporting students' progress (in a holistic sense)• Analysis and interpretation of progress and assessment data• Ability to deliver consistently outstanding teaching• Interpersonal skills that promote school improvement• Effective communication skills that improve relationships with key stakeholders; staff, parents, students, governors and the wider community
Qualification	<ul style="list-style-type: none">• Good honours degree• Teaching qualification• Qualified Teacher Status• Recent and relevant professional development
Experience	<ul style="list-style-type: none">• Teaching• Working with young people• Teamwork• Communication• Safeguarding young people
Personal qualities and beliefs	<ul style="list-style-type: none">• Passionate belief in the potential of all young people• Highest possible standards of practice in relation to the safeguarding of young people• Total respect for all members of our community and ability to model this respect• Highly effective team worker• A solution focused thinker• Inspirational• Reflective practitioner• Belief in 'growth mindset' (as defined by C. Dweck)• Belief that the concept of continuous improvement is a real and powerful process• Commitment to learning as a lifelong endeavor and able to model this to the wider community• Energy and enthusiasm• Creative and not risk averse• Belief that education empowers people• Belief that education is a moral enterprise and not an exercise in gaming the latest government's league table• Belief that comprehensive education is a powerful force for good in society

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.



Recruitment Pack

Thank you for your interest!