



Head of Religious Studies

Wren Academy Enfield

Closing Date: 9.00am, Monday 21 October 2024

Start Date: Flexible start date



Do justice, love kindness, walk humbly with your God: Micah 6v8



Contents

- Principal's Letter
- Advertisement
- Academy Information
- Department Information
- Job Description
- Person Specification
- Selection Process Details





Wren Academy Enfield

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Executive Principal: Gavin Smith

Principal: Ertunc Hussein

September 2024

Dear Colleague

Wren Academy Enfield – Head of Department - Religious Studies

Thank you for your interest in this post at Wren Academy Enfield.

The information given in the documentation here and more general information elsewhere on our website should give you a clear understanding of the Academy. However, if you wish to find out more, please contact Penny Culmer on 020 3150 4604. A visit in advance of an application is possible but not obligatory.

If you decide to apply, please follow this guidance carefully. Applications will be considered as they are received but must be submitted by 9.00am, Monday 21 October 2024. Please send your application by e-mail to recruitment@wrenacademiestrust.org.

Finally, thank you for taking on the demanding and time consuming task of preparing your application for this role. I look forward to receiving your application and taking the next steps in the appointment process.

Yours sincerely

Ertunc Hussein
Principal

The Wren Academies Trust is committed to the highest standards of safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts which will be subject to enhanced checks.

The Trust embraces diversity and promotes equality of opportunity. We wish to further develop a diverse community and encourage applications from all sections of society.



Head of Department

TLR plus Wren Allowance

Start date flexible

We are looking for an exceptional teacher to lead the Religious Studies department at Wren Academy Enfield as we develop through the formative years of developing Key stage 4 and Key Stage 5 Curricula.

Working in partnership with the highly successful Religious Studies faculty at Wren Academy Finchley, the successful candidate will be given the opportunity to lead a small team of committed teachers in ensuring that all Wren Academy Enfield students make exceptional progress.

The Wren Academies Trust is sponsored by the London Diocesan Board for Schools (Church of England) and Berkhamsted School. Having established an excellent academy in the London Borough of Barnet, we had the opportunity of opening a second school in neighbouring Enfield, which is growing in exactly the same way as Wren Academy Finchley. Wren Academy Finchley has developed a strong reputation for excellent teaching and learning in Religious Studies which has resulted in excellent results, a high number of students studying Religious Studies at A Level and significant numbers of students then studying for Religious Studies degrees at leading universities including Cambridge. It is anticipated that students will achieve similar outcomes at Wren Academy Enfield.

The Trust is a forward-thinking organisation which welcomes colleagues who are enthusiastic and ready to help create powerful and effective learning experiences for all students. The Religious Studies faculty is a thriving part of the Wren Academy community with a curriculum which is innovative and focused on developing students' lifelong love of learning, as well as achieving outstanding examination success.

Wren is a Multi Academy Trust with expansion plans which will provide exciting professional development opportunities for the successful candidate.

We wish to appoint a colleague to this post who has:

- A minimum of three years teaching experience.
- Outstanding teaching and interpersonal skills.
- A strong academic background with the ability to teach to GCSE and A Level.
- Evidence of ambition and a commitment to continuing professional development.
- The desire to maximise the performance of all students and ensure the very best progress for all.

Closing date: 9.00am, Monday 21 October 2024, however applications will be considered as they are received.

For an application pack please see our website:

<https://www.wrenacademyenfield.org/69/recruitment>

Wren Academy Enfield - Academy Information 2024/2025

The Wren Academies Trust is sponsored by the London Diocesan Board for Schools (Church of England) and Berkhamsted School. Having established an excellent first academy in the London Borough of Barnet, we have grown to a full secondary school and we are in the process of planning for the opening of the Sixth Form in September 2025.

Since opening in September 2020 the school has been closely modelled on the successful Wren Academy Finchley whilst creating a distinctive vision and ethos which matches the needs and aspirations of Enfield students who join the school. It is planned that the school will repeat the success of Wren Academy Finchley which has achieved some of the best GCSE progress results in the country and has created a highly successful academic Sixth Form.

Wren Academy Enfield is a comprehensive school, which welcomes students whatever their previous academic attainment, then does all it can to maximise their academic and social potential. We are a vibrant and culturally diverse learning community where all members benefit from our distinctive and inclusive Christian vision inspired by the encounter of Zacchaeus with Jesus (Luke 19v1-10) and the exhortation found in Micah 6v8 to 'Do justice, love kindness and walk humbly with your God'.

The curriculum is innovative, challenging and engaging. There is an extended school day with lessons of varying lengths, single sex teaching in core subjects and an extensive timetable of enrichment activities. Music plays a key role in the enrichment programme with the provision of choirs, an orchestra, jazz band, drum groups and student led ensembles.

Each half term Focus Days are organised when the usual timetable gives way to in depth study of a range of issues relating to PSHE, the academy specialism and our ethos. To further support learning and social development, a House system is in place which is organised into vertical tutor groups of students in Years 7-10.

Single sex teaching takes place in English, Mathematics and Science and is in place to promote strong outcomes for both girls and boys. The approach has been highly successful at Wren Academy Finchley where there is a higher proportion of girls studying Mathematics and Physics A Levels and then related degrees than would normally be the case. Similarly, the number of boys in English A Level classes, and then studying the subject at university has also been strong.

Inspired by Sir Christopher Wren, our specialism is Design and the Built Environment. Key skills associated with the specialism, such as planning and creativity, impact across all subjects. We work closely with a range of public and private sector partners in delivering the specialism and in ensuring it enhances but never dominates our curriculum. Given the proximity to the Chase Farm Hospital we are exploring ways that the specialism can incorporate the field of medical science to the benefit of all students.

We develop students' learning skills and attitudes through our immersion in a strong learning philosophy. This is based on the 6 Rs which encourages students to be

- Resilient
- Relational
- Reflective
- Redemptive
- Resourceful
- Reverent

Do justice, love kindness, walk humbly with your God: Micah 6v8

All learning is supported using digital tablets which are an expected item of equipment for every student. The use of the technology enhances learning within the classroom and at home whilst also being fully utilised to support student progress.

Colleagues are encouraged to innovate and to develop new ways of learning and working together. Taking advantage of the curriculum and lesson planning from Wren Academy Enfield, teachers develop and enhance existing learning resources to create exciting curriculum opportunities for the benefit of students in both schools.

All teachers joining Wren receive a high-quality professional development experience. We hope that simply by working at the new academy, teachers will become better practitioners and that much of the best professional development will be found in working with Wren colleagues. However, we explicitly prioritise CPD with an innovative programme which provides 3 discrete hours for the development of teachers. Within this structure there is a focus on engaging with the latest educational research, with many colleagues undertaking research projects related to their practice. Therefore, we are looking to recruit teachers who are keen to become the very best teachers whilst focusing on ensuring excellent progress and the creation of firm foundations which will lead to GCSE and A Level success.

Our new buildings which we occupied in December 2022 are architecturally impressive and provide an exceptional teaching environment with breath-taking views across the greenbelt and into London. As well as a range of good-sized well-equipped classrooms the site benefits from the following features:

- A welcoming and pleasant restaurant area for both staff and students which is set at the heart of the school
- Dance studio, extensive gym, and assembly hall
- Impressive Sixth Form social and study areas
- Excellent performance spaces both in and outdoors
- Pleasant outdoor social and learning areas for both staff and students

The development of a second academy has led to collaboration and innovation opportunities which benefit all staff and have improved the provision of both schools. Many professional development opportunities have been created which ensure that all colleagues are well equipped and encouraged to be effective in their role. The Head of Music at Wren Finchley is keen to work collaboratively with the successful candidate to create excellent music provision across the Trust.

At Wren you will be given time to plan and evaluate your lessons and intervention strategies. You will be part of a learning dialogue with colleagues for which time is set aside. Most importantly of all, you will be working with young people who are talented and enthusiastic about their learning. We believe that observing other teachers and having them observe you is a professional entitlement and especially important given our focus on quality first teaching. It is an expectation that all Wren teachers will be confident and open in seeing lesson observation as a key element of how we learn as professionals.

We are looking to recruit excellent teachers who have the desire to develop further. We want to appoint colleagues who possess real curiosity about the ways in which children learn most effectively and who are always seeking to extend their practice into new areas and learning activities. It is important that Wren teachers are ambitious both for themselves and for their students.

Other benefits of teaching at Wren Academy Enfield:

- Children of colleagues working at Wren for over two years will be given priority for a place in Year 7 of the school they work at.

- Career development opportunities in a successful and growing Multi Academy Trust with plans to expand further.
- Excellent professional development opportunities including support for programmes of further study and planned career development.
- Free refreshments and a lunchtime allowance.
- Timetabled professional development time during the school day.
- Planning and evaluation time during the school day.
- Two-week autumn half term break

The Wren Academies Trust is a MAT with plans to develop beyond two schools. This will provide further exciting professional development opportunities for the successful candidate.

More details on the curriculum, structure and ethos of the Academy are available on our website, www.wrenacademyenfield.org

Ertunc Hussein
Principal

Department Information

Religious Studies Department

The Religious Studies department at Wren Academy Enfield is an important and core department within the Academy. We are seeking to appoint an inspiring head of department with the vision and skills to take Religious Studies to the next level, and build our KS4 and KS5 provision. The post holder will be expected to lead and line manage a department of specialist and non-specialist humanities staff. As a growing Multi Academy Trust, the head of department will benefit from Trust-wide collaboration on curriculum and resources, building connections beyond Wren Academy Enfield.

Religious Studies at Wren Academy Enfield is taught through innovative schemes of learning that are both knowledge and skills based. In Key Stage 3, students study world faiths with a Critical Realist pedagogy, including lessons designed in partnership with Kings' College London. Our schemes of learning focus on truth claims made by religions and religious denominations, and the understanding and evaluation of these truth claims. Students study all six of the world's main religions, as well as units on philosophy and ethics. At Key Stage 4, Religious Studies is a popular option-subject, with students studying the AQA specification A and a combination of Christianity and Islam. At A Level, we plan to follow the AQA specification, with a mixture of Christianity, Philosophy and Ethics.

We believe that Religious Studies is essential for the development of pupils' religious literacy. Students should be able to understand and explain a range of religious beliefs and teachings with accuracy and skill. As a Church of England school, Religious Studies lessons form an essential part of a student's spiritual development in conjunction with the Academy's wider ethos.

Lessons are consistently relevant to students and are of an extremely high quality, combining a range of teaching approaches. All students have their own tablet device in lessons and their use is integrated into learning activities. In keeping with the whole Academy's learning framework, students are expected to reflect on their capabilities as learners, and to develop strategies to overcome obstacles to their learning.

In line with an engaging, creative, critical realist programme of study, we value:

- **The use of critical questions.** All lessons should be built around the understanding and evaluation of a religious truth claim.
- **Assessment for Learning (AfL) as integral to teaching.** Rather than using ineffective tack-on 'strategies' for AfL, teachers should constantly be assessing student progress via verbal and written responses, including no-hands questioning, and adjust their teaching accordingly.
- **Successful behaviour for learning.** Teachers must strive for the highest expectations of behaviour in all lessons and will be supported within the department. This includes zero-tolerance of low-level disruption, an expectation of a high standard of written work and an emphasis on developing students' independent learning skills.
- **Effective adaptive teaching strategies:** Teachers are expected to plan and adapt lessons to meet the needs of all learners.
- **Not 'dumbing down'.** Even though many of the ideas we teach are challenging, it is important that students engage with these at the highest level. For example, we begin Year 7 by considering how we make judgements about what is real.
- **A range of learning approaches, with an emphasis on developing literacy.** Discussion plays a vital role in the Religious Studies classroom and this should be

encouraged and utilised. Pupils should however be able to summarise these discussed points, so that they may be referred back to and developed in future lessons and in assessments. Further, a range of tasks to develop writing skills should be used.

- **Creative tasks that suit the lesson aims.** An engaging curriculum should include a range of creative tasks; however these should only be used if they are the best way to develop the skills and understanding needed to meet the learning objectives of the lesson, and not for the sake of the task itself.
- **Focused Home Learning.** Home Learning must develop or consolidate student class learning or prepare students for the next lesson. It should not merely be a repetition of tasks done in class or be set for the sake of it.
- **Above all, a commitment to reflective teaching.** We work as a department, sharing effective teaching strategies and contributing to teachers' professional development. We reflect on and evaluate our lessons routinely, in order to bring out the best in our students.

This is an exciting opportunity for a creative and ambitious curriculum specialist to work collaboratively with the Religious Studies team to further develop an outstanding curriculum and to aid the progress of our highly dedicated department. We are seeking an excellent Religious Studies teacher who is committed to innovative planning, is highly organised and has the ambition to contribute to all aspects of the curriculum, assessment and whole Academy initiatives. The appointed colleague will be expected to devise strategies to continually ensure a high uptake at GCSE and A-level, and to raise the profile of the department within the Academy community. In addition, the Head of Religious Studies will play a crucial role in preparing the RS department through the Academy's first SIAMS inspection.

Please contact Katie Akers, Assistant Principal – Teaching and Learning, to discuss your application further at K.Akers@wrenacademyenfield.org.

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Wren Academy Enfield

Job Description –Head of Religious Studies

The Religious Studies Head of Department will be a key member of staff within the Academy and their role will carry significant leadership and management responsibilities. It is essential that they give active support to the vision and ethos of Wren Academy. Their areas of responsibility will include teaching and learning, vision for their curriculum area, strategic planning, monitoring and evaluation, behaviour for learning, resources, the learning environment, Performance Management, addressing underachievement, quality of reports, leadership of Focus Days and contribution to whole school assemblies and the enrichment programme.

This Job Description is in addition to the national standards expected of all who have attained Qualified Teacher Status.

Job Purpose

The primary purpose of the Religious Studies Head of Department is to ensure that the standard of teaching and learning of the highest quality for all students so that they are able to achieve to the best of their ability and make exceptional progress at KS3, KS4 and KS5.

Key Tasks

To create a curriculum that inspires students to become effective lifelong learners by:

1. Ensuring high standards of teaching and learning for all students throughout the department.
2. Developing a curriculum vision and plan.
3. Collaborating with subject specialists at Wren Academy Finchley to ensure that an effective curriculum is developed which will benefit all students within the Trust.
4. Creating and enhancing Schemes of Learning which enable all students to become effective learners.
5. Producing a strategic three year plan to deliver the faculty vision which is supported by an annual action plan.
6. Completing an annual self-review of the department carried out in support of the SEF, including an analysis and commentary of student academic performance. The conclusions of the report should then be used to modify the strategic plan.
7. Contributing to discussions on course selection and implementation.
8. Playing a full role in the delivery of the academy's Enrichment curriculum and Focus Days.
9. Collaborating effectively with partner primary schools to ensure a smooth transition for new students.
10. Monitoring and evaluating the quality of learning including planning, lesson delivery, teacher feedback, assessment, differentiation and classroom management.
11. Being an advocate and enthusiastic user of the academy's information technology systems.

To ensure that all members of staff within the department are motivated and supported to perform at their best by:

1. Communicating a clear curriculum department vision which encourages ownership, team spirit and commitment from the faculty members.
2. Line managing and professionally developing staff in such a way that they perform at their best.
3. Meeting regularly with their line manager and keeping them informed of developments within the department.
4. Ensuring that all members of staff in the department go through the Performance Management cycle in the manner specified in the academy policy.

To provide a secure and safe learning environment for all students so that they develop into self-confident and self-motivated learners by:

1. Being active in providing for the care of student wellbeing.
2. Contributing to assemblies in a way which support the academy ethos.
3. Maintaining the highest standards of student behaviour so that all students are able to learn effectively.
4. Providing a proactive presence around the school embodying the academy's high expectations to students and staff.
5. Ensuring productive communication with parents so that they remain well informed about their children's progress and achievements as well as any incidents of poor behaviour.

To set challenging targets for all students and staff, and provide the support, guidance and accountability framework necessary to achieve these targets by:

1. Devising and implementing department student assessment systems which enable student underachievement to be identified and acted upon at an early stage.
2. Coordinating effective intervention strategies which support students so that they make the progress that is expected of them.
3. Identifying excellent practice within the department and coordinating the sharing of practice through a planned and systematic timetable of observations, collaborative planning and team teaching.

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Wren Academy Enfield

Person Specification – Head of Religious Studies

Professional Skills and Experience

1. A minimum of three years teaching experience
2. Possess a good degree and QTS.
3. Be an excellent teacher with the ability to inspire students to become effective, self-directed learners.
4. Have the skills and experience necessary to achieve outstanding examination results.
5. Possess a thorough understanding of the requirements and opportunities of the secondary curriculum.
6. Have experience of teaching a range of year groups including examination classes.
7. Show evidence of having developed the learning capacity of students.
8. Be able to support and role model on delivery of school ethos and policies.
9. Show evidence of continued professional development.
10. Have relevant experience of working in comprehensive and multicultural environments.
11. Possess strong leadership and management skills.
12. Have sound technical understanding of school leadership issues.
13. Have the capability to lead others in successful school innovation.
14. Demonstrate the ability to set up and operate effective self-evaluation systems.

People, Relationships and Communications

1. Be committed to maintaining a distinctive and inclusive Christian vision in the academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have qualities which earn the trust and respect of students, staff, parents and governors.
4. Demonstrate the inspiration to motivate and the ability to build on the strengths and expertise of each staff member.
5. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
6. Possess excellent written and verbal communication skills.
7. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the academy.
8. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.
9. Appreciate the balance between the academic, social and emotional development of young people, needed to create an outstanding school.
10. Embody our vision and values particularly those of justice, kindness and humility.

Selection Process Details

Application deadline

Completed application forms must be received by 9.00am, Monday 21 October 2024, however applications will be considered as they are received.

Completing your application

Candidates are asked to read the details carefully, especially the Job Description and Person Specification. Please ensure your application fulfils all the criteria in the Person Specification and you present evidence of this. Please complete all the standard information required on the application form. Failure to provide information requested may lead to your application being rejected.

Please email your completed application to recruitment@wrenacademiustrust.org.

CVs will not be accepted.

Visits

Visits to the academy are welcome. Appointments can be arranged by emailing recruitment@wrenacademiustrust.org or by calling the Academy on 020 3150 4604.

Selection process

The selection process may have a combination of tasks, activities, lesson observations and panel interview. Further details will be provided to the candidates shortlisted for interview.

References

Candidates are advised that references will be taken up immediately after shortlisting. Referees should be warned of the need to respond within the timescale set. The post will be offered subject to satisfactory completion of pre-employment checks.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

The selection process will also include rigorous processes to assess each applicant's commitment to and understanding of safeguarding within a secondary school context.

September 2024