



Application Pack for the position of  
**Subject Lead for Religious Studies**  
**(Maternity Cover)**

Glenthorne High School  
Required from 19th April 2022  
[www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

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## DEPARTMENT: RELIGIOUS STUDIES

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Religious Studies attempts to explore, discover and understand this wonderful, diverse world. It examines not only the customs and beliefs of many of the world's great faiths, but seeks to understand the reasoning behind such practices. It examines the ultimate questions that are common to all people, such as the meaning of life and attempts to enrich our own awareness by reflecting on the faith of others.

All students receive 2 periods of Religious Studies per fortnight in Years 7 - 9. At Key Stage 4, Religious Studies is a compulsory subject, either as SMSC or as an option. It is also a very popular choice at Key Stage 5. At GCSE we follow the OCR Religious Studies syllabus, and at Advanced Level we follow AQA syllabus on Religious Studies

The Subject Area accommodation consists of 3 specialist rooms. The Subject Area is well resourced and there are regular Subject Area Meetings held which are part of the school calendar.

A variety of teaching and learning methods are used in the Subject Area. Fieldwork is an integral part of the programmes of study for all year groups and the Religious Studies Subject Area runs visits as part of the curriculum.

The continued development of differentiated learning materials is to enable students to have equal access to the curriculum to achieve their full potential. There is a well-defined marking policy, of which all pupils and parents are informed. We positively promote self-assessment as a way of educating pupils and students to take responsibility for their learning. Assessment procedures and use of prior data lead to target setting for pupils and students as part of the whole-school academic tutoring programme.

Great value is placed upon staff working as a team and the Religious Studies Subject Area is committed to providing staff with support and opportunities for professional development.

## JOB DESCRIPTION

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<b>POST TITLE:</b>	<b>Subject Lead for Religious Studies (Maternity cover)</b>
<b>REPORTING:</b>	<b>Assistant Headteacher</b>
<b>SALARY:</b>	<b>Teachers' Pay Scales (Outer London)</b> <b>£33 383—£45 766, plus TLR2c £7 016</b>

### Key Responsibilities

Subject Leaders are responsible to the Headteacher, through a member of the Senior Leadership Team, for ensuring the progress and achievement of all pupils in their Subject Area and for their own teaching responsibilities as set out in the School Teachers' Pay and Conditions Document. They are also responsible for the following areas:

### Whole School

- To participate in the development, management and running of the school as a Middle Leader taking an active interest in the whole curriculum and pastoral care of the school.
- To offer a role model for teaching.
- To advise the Governors, Headteacher and Senior Leadership Team and other Middle Leaders and to be a member of various whole-school committees as required.
- To organise Subject Team meetings and contribute to cross-curricular meetings and School Improvement Plan meetings as required.

### School Improvement Plan/Self Evaluation

- To have a clear vision for the development of the Religious Studies Subject Area.
- To participate fully in the overall aims, and implementation of plans for the school.
- To evaluate the achievement of pupils and the success of policies, plans and procedures for school self evaluation.
- To lead the development of the Religious Studies Improvement Plan to promote pupil achievement and raise standards.
- To plan and lead a process of regular review of school policies related to the Religious Studies Subject Area.

### Pupils

- To be accountable for standards of pupil achievement, attainment and behaviour at all key stages, ensuring that prior attainment data is used effectively for pupils to make good progress.
- To monitor pupils' achievement and attainment through their progress grades, to identify underachieving groups or individuals and to develop strategies to combat underachievement.
- To set and communicate challenging targets for pupils on a collective and individual basis.
- To monitor and evaluate the homework set in the department and ensure that it is set for the correct evenings, the right amount of time and is sufficiently challenging for pupils of all abilities.
- To monitor the behaviour of pupils and take steps to ensure that all pupils conform to the Code of Conduct and do not disrupt the learning of others.
- To provide information to parents, pupils and colleagues about progress and the work of the Religious Studies Department.



- To work with the Examinations Secretary on examination entries.
- To develop an effective Rewards System.

### **Management**

- To lead Religious Studies Subject Area meetings.
- To monitor and evaluate all aspects of the Subject Team's work and take action as necessary to achieve improvement.
- To lead and manage staff within the Religious Studies Subject Area and have high expectations of their performance.
- To be accountable for Health & Safety in all activities delivered by the department.
- To promote the professional and career development of staff in the Subject Area including ECTs and Beginning Teachers.
- To support Religious Studies Department staff to uphold high standards of discipline.
- To advise the Headteacher about the recruitment and appointment of new staff and to participate in their selection.
- To ensure the implementation of school and Subject Area policy by members of the team.
- To build and co-ordinate a team, consulting members of the Subject Area and making their views known to appropriate bodies and to keep them informed of school, local and national developments.
- To establish links with the SEN and MAG&T Co-ordinator.
- To ensure that good practice is shared within the Department.
- To plan, manage and control resources and rooming in the Subject Area.
- To manage resources efficiently for the benefit of pupils, including GSA and the working environment.
- To keep the Subject Inventory up-to-date.
- To publicise the work of the Religious Studies Department effectively through GHS newsletter and school website.

### **Curriculum**

- To lead and manage the process of curriculum development in Religious Studies, conforming with the vision of the department, the current legislation, the aims of the school and in the best interests of pupils.
- To ensure that schemes of work are regularly reviewed, updated and delivered effectively by staff to ensure progression and high achievement.
- To ensure that all examination groups meet the Boards' requirements.
- To contribute to the construction of the school timetable.
- To review and update policies related to Subject Area responsibilities and keep the Subject Area handbook up-to-date.
- To develop and oversee appropriate extra-curricular activities and visits to support the curriculum.
- To develop policies and practices for assessing, recording and reporting on pupil achievement in line with whole-school policies.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

# PERSON SPECIFICATION

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## Subject Lead for Religious Studies

### ESSENTIAL CRITERIA

1.	UK Qualified Teacher status for teaching secondary education as recognised by the DfE.
2.	Graduate in Religious Studies or a relevant subject, with a good degree.
4.	Minimum of two years' teaching experience.
5.	Experience of working within the comprehensive school system and awareness of the demands of a mixed comprehensive school.
6.	Proven classroom management skills.
7.	Be able to demonstrate the qualities of a Lead Practitioner in Religious Studies and History.
8.	Detailed knowledge and understanding of the latest National Curriculum and Ofsted requirements for Religious Studies.
9.	Successful experience of curriculum innovation and raising achievement.
10.	Ability to teach outstanding lessons and to engage pupils across the age and ability range
11.	High expectations of pupils' work, attitude and behaviour.
12.	Understanding of Religious Studies links with other areas of the curriculum.
13.	Experience of leading and motivating a team.
14.	A good working knowledge of ICT systems and the application of ICT in the classroom.
15.	Ability to prioritise and set personal targets.
16.	Commitment to, and willingness to lead and take part in, extra-curricular activities.
17.	Ability to assume a form tutor role.
18.	Evidence of commitment to own professional development.
19.	Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
20.	Commitment to equal opportunities.

# PERSON SPECIFICATION

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## Subject Lead for Religious Studies

### DESIRABLE CRITERIA

21.	Ability to teach Sociology A level
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## INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust with Aragon and Abbey Primary Schools.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of the Hub incorporating specialist classrooms and a state-of-the-art Library. Our latest project, the building of two new science corridor between building was completed in Summer 2021.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Last Year, the school featured in the highly acclaimed and award-winning Channel 4 documentary. The-school-that-tried-to-end-racism to give you a flavour of the work the school is undertaking. Professional development is encouraged at all levels of the school and is supported by performance management.



We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE & A level results stand at:

- 40% of entries obtained A\*/A grades or 9-7 grades
- 92% of pupils gained at least a standard pass in English and Maths
- 72% of pupils gained at least a strong pass in English and Maths
- 95% of pupils achieved at least a standard pass in English Language or Literature.
- 83% of pupils achieved at least a strong pass in English Language or Literature.
- 92% of pupils achieved at least a standard pass in Maths.
- 77% of pupils achieved at least a strong pass in Maths.
- 51% of pupils achieved the E-Bacc with a standard pass.
- A Level results at 100% with 91% A\*-C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone", "Billy Elliot", "We Will Rock You" and "Mary Poppins" in 2021. All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Seacole, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.



For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare. We also offer the cycle to work scheme to all staff.

Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

## GUIDANCE TO APPLICANTS

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Please read these carefully before making your application.

### THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### REFEREES

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.



All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

#### **RELATIONSHIPS**

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

#### **INTERVIEWS**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

#### **COMPLAINTS**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.



## DATES FOR YOUR DIARY

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The deadline for applications is **10 am, Monday 6th December 2021**

**JOINING DATE:** 19th April 2022