



Candidate Information

Subject Leader of PSRHE

AMBITION

UNLIMITED







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Wolverley CE Secondary School is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment.

As an equal opportunities employer we welcome applications from all sections of the community, regardless of gender, race, religion, disability, sexual orientation or age.

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Welcome from the Headteacher and Chair of Governors



Dear Applicant,

We are delighted that you are interested in working at Wolverley CE Secondary School. We are a unique and successful school that has 'ambition unlimited' for all of its students and staff. Students are at the core of all we do, we are incredibly proud of them and their achievements; they deserve the very best we can offer.

Our 27-acre campus is located in the popular north Worcestershire village of Wolverley, on the outskirts of Kidderminster, well provided with transport links to surrounding areas. A recent investment of over £5 million has significantly enhanced our facilities, and we have exciting plans to further improve our unique, exceptional school site. The school's most recent Ofsted report validated the ongoing success of the school and its highly inclusive and caring ethos, this was further supported by SIAMS report in March 2024.

Wolverley has undergone a significant and sustained improvement journey, attracting high quality staff to facilitate and lead its growth. The PSRHE department is an exceptional department that has year on year success at GCSE level. We are keen to appoint the right person to continue this journey in this highly popular and ambitious department.

This is a wonderful opportunity for the successful candidate to join a talented, hardworking team of subject leaders who are committed to supporting our school improvement. If you have the experience, skills, vision and energy to inspire and lead in such a team, we look forward to hearing from you. Although you will need to share our Christian vision, values and moral purpose, you will not necessarily be a practising Anglican.

If you wish to visit our school, please contact Charlotte Wells to arrange an appointment.

We look forward to hearing from you.

Yours faithfully

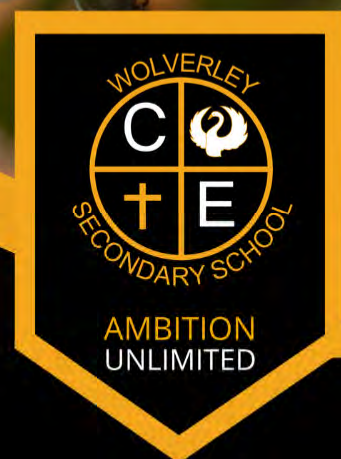


K A McGrath

Bryn Thomas - Headteacher

Karen McGrath - Chair of Governors





How to apply

- 1** Please read this information pack carefully. Please complete the enclosed application form; CVs will not be accepted.
- 2** If you would like to visit us please contact Charlotte Wells for a mutually convenient time. We expect letters of application to be tailored to the role, the school and its context. We will look favourably on letters that are informed by a visit to the school.
- 3** Should you have any queries about the application please direct them to charlotte.wells@wolverley.worcs.sch.uk
- 4** Completed applications should be sent via email to charlotte.wells@wolverley.worcs.sch.uk

Salary:

Teacher Main Scale/UPS
(£30,000 - £46,525) with TLR2b
(£5,352)

Application deadline:

Monday 7th October 2024, at
12pm

Interview date

w/c 14th October 2024

Starting date:

January 2025

References will be sought for shortlisted applicants prior to the interview date.
The successful applicant will be required to complete an enhanced DBS disclosure.

About our School and This Role

Wolverley CE Secondary School is a highly inclusive thriving, dynamic, growing and constantly improving school for students aged 11 to 18 that has the Church of England ethos running throughout its core.

Everything at Wolverley is underpinned by our four key values of Freedom, Love, Compassion and Justice. Our students' learning, in all aspects, is placed at the heart of our drive for excellence. Our aim is to prepare all our students for adult life in a caring, supportive and happy environment. Our curriculum is engaging, deep, broad and demanding with a 3 year key stage 3 and over 80% of students studying the EBacc.

Ofsted recognise teachers' high expectations and judged that "The school's ethos of 'ambition unlimited' is reflected in all aspects of school life."

The school boasts an unparalleled outdoor landscape with 27 acres of beautiful grounds and rural surroundings. Teaching facilities are of a high quality and maintained with love and care. The outdoor facilities allow a creative approach to outdoor curriculum with camping, mountain biking and outdoor education on-site and even our very own ski slope! We have developed a highly successful animal care centre which is an integral part of our enrichment and curriculum offer. Our commitment to providing diverse cultural capital for our students is based on our ethos of equality of opportunity and a clear understanding of our students' social context and what they need to prepare them for the future. Staff routinely go 'above and beyond' to ensure extra curricular opportunities, enrichment and trips or visits are inclusive, exciting and relevant.

Students at Wolverley enjoy the breadth and depth of a rich KS3 curriculum. PSRHE is taught to all students in Years 7 to 9 as distinct Religious Studies and PSHE lessons. Religious Studies is increasingly popular at KS4 with excellent outcomes for students. The team is experienced and well-established, having the highest expectations of what they can offer students. Accommodation is newly refurbished and well equipped.

The recent departmental review stated:

- The well-balanced curriculum follows a logical sequence that ensures pupils grow in the depth of their learning. Lessons promote pupils' sound, accurate knowledge and understanding of worldviews and world religions.
- Teachers effectively foster pupils' mature, respectful and reasoned responses. In this way, PSRHE impacts upon, and encourages, pupils' spiritual and moral development.

We are seeking to appoint a highly dedicated professional who will lead the department to further improvements and who is also committed to the wider aspects of school life, to include the development of Collective Worship and day to day implementation of our Christian Vision. We are a highly inclusive school that expects the very highest of standards for its students. We also place great value on the wider informal curriculum. Our middle leaders are instrumental in championing our ethos therefore this is a key role for the school after 7 years of highly successful and impactful leadership from the current subject leader.



Core Purpose & Qualities



Core Purpose

Subject Leaders provide professional leadership and management for a subject or group of subjects to secure high quality teaching and learning, effective use of resources and improved standards of attainment and achievement for all students.

Subject Leaders have a pivotal role in planning and implementing the future development and success of the school.

Subject Leaders actively support the ethos of our school to,

- Set the highest professional standards and expect it from others
- Ensure progression and participation at every level
- Impact significantly on behaviour, attendance and achievement
- Report regularly to Governors and the Headteacher on development and progress

Subject Leaders should strive to develop a “learning culture” within the subject area which results in the creation of a climate of continuous self-review, the sharing of good practice and constant improvement. Innovation should be encouraged together with a reflective approach, whereby new methodology is researched and evaluated and incorporated into practice as appropriate.

Subject Leaders should lead by example in their classroom practice and actively pursue professional development in order to advance their skills to promote high quality teaching and learning throughout their subject area.

Core Leadership Qualities

- Clear and consistent vision and values
- Excellent classroom practitioner
- Able to motivate and empower others
- Have a positive attitude to continuous improvement
- Lead by example
- Support staff to work confidently and effectively within the subject team and within the classroom
- Clear and consistent communication skills
- A good sense of humour and strong team work skills



Person Specification

Subject Leader of PSRHE



Criteria	Essential	Desirable
Education and qualifications		
A good honours degree	✓	
DfE recognised qualified teacher status	✓	
Qualifications- e.g. NPQH, NPQSL etc.		✓
Further relevant leadership and management qualifications		✓
Knowledge and Experience		
Experience of teaching Religious Education in a secondary school	✓	
Experience of teaching PSHE in a secondary school		✓
Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards	✓	
Proven track record as a teacher whose students reach high standards of learning and achievement	✓	
Successful experience of strategic leadership, management and development of a significant, recent initiative with measurable positive impact	✓	
A track record of effectively leading, managing and motivating students and staff and developing team approaches	✓	
A track record demonstrating a commitment to high standards, continuous improvement and quality assurance	✓	
High calibre leadership skills	✓	
Understand the requirements of the RE Locally Agreed Syllabus and GCSE qualifications	✓	
Competent user of ICT	✓	
Excellent communication skills both written and spoken	✓	
Strong knowledge of strategies which promote good behaviour and high standards	✓	
Leading and managing aspects of curriculum change/innovation		✓
Leading and managing assessment in a Religious Education department		✓
Professional Development		
Evidence of continual professional development	✓	
Evidence of keeping up to date with educational thinking and knowledge	✓	
A strong commitment to quality professional development of staff	✓	
The drive to develop the capabilities of others and help them realise their full potential	✓	

Job Description

Subject Leader of PSRHE

Main Scale/UPS: £30,000 - £46,525 (0.6 proportion, 3 days)

TLR2b: £5,352



Role

1. Teaching and Managing Student Learning

Subject Leaders ensure:

- curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students
- guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students
- effective development of students' literacy, numeracy and information technology skills through the subject
- teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- rigorous systems are established for the completion of appropriate homework and coursework by students, supporting staff as required
- effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school
- appropriate independent learning plans are drawn up, published and monitored for completion
- whole school curriculum issues, including Every Child Matters, Enterprise and Work Related Curriculum and Spiritual Moral Social and Personal Education are considered and addressed within the taught curriculum.

2. Knowledge and Understanding

Subject Leaders have knowledge and understanding of:

- our school's aims, priorities, targets and action plans;
- the relationship of the subject to the curriculum as a whole;
- any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- the role of teachers and managers and how good leadership and good management can impact on improving standards;
- the implications of the Code of Practice for Special Educational Needs for teaching and learning;
- the implications of Every Child Matters and its impact on student learning and achievement;
- how students learn and how teachers can best facilitate learning through planning and an understanding of students' differing learning styles;
- the 14-19 curriculum and the changes required to meet student need and the curriculum offer;
- how ICT and new technologies can be effectively used and managed to improve student independent learning, access and achievement.

3. Planning and Setting Expectations

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching
- Establish a baseline expectation for the subject area in terms of students' behaviour, achievement, attitude, learning environment, respect, rights, responsibilities and resilience
- To be responsible for the maintenance of good behaviour throughout the subject area, supporting colleagues, as necessary, in line with the school's Behaviour Policy and maintain the school's Code of Conduct
- Establish a baseline expectation of all staff in terms of professionalism, work ethic, presence, respect for colleagues, students and parents, management of the learning environment, management of student behaviour and achievement
- Work with staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including the attainment of students and the regular monitoring and reporting;
 - identify realistic and challenging targets for improvement;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success;
 - are based on empirical evidence collected by the Subject Leader identifying areas of strengths and weakness and formulated into the Subject Team Improvement Plan.

4. Assessment, Evaluation & Monitoring

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- 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
- To take responsibility for the efficient, accurate and regular production of quality assurance and development reports and the annual SEF
- Report to the Line Manager, Headteacher and Governors on progress

5. Student Achievement

- Establish clear targets for student achievement and evaluate progress and achievement by all students, including those with exceptional ability and those with special educational needs and linguistic needs
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students
- Work in collaboration with the Examination Officer to support student entry from the subject area to external examinations

6. Relations with Parents and Wider Community

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the students' wider understanding
- Communicate effectively, orally and in writing with parents, governors, external agencies and the wider community, including business and industry

7. Managing Own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- Achieve challenging professional goals
- Take responsibility for their own professional development

8. Managing and Developing Staff and Other Adults

- Help staff to achieve constructive working relationships with students
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating of practice and developing an acceptance of accountability
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example higher education, LAs and subject associations
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction
- To work collaboratively with other subject leaders in the school and in partnership schools, to identify and share good practice
- To attend meetings appropriate to the role

9. Managing Resources

- Establish staff and resource needs and advise the headteacher and leadership team of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money
- Deploy or advise the headteacher on the deployment of staff involved in the subject, to ensure the best use of subject, technical and other expertise
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject
- Ensure there is a safe working and learning environment in which risks are properly assessed

10. Strategic Leadership

- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning
- Ensure that the headteacher, leadership team and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans
- Work in collaboration with Finance Staff to ensure effective budgetary and stock control
- Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life

In addition:

- a) The above responsibilities are subject to the general duties and responsibilities contained in the most recent statement of conditions of employment
- b) To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training
- c) The Governing Body reserves the right to alter the content of this Job Description after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility
- d) To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job and the Schoolteachers' Pay And Conditions Document
- e) Reasonable adjustments will be considered as required by the Disability Discrimination Act
- f) The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the School's Equal Opportunities Policy

