

Subject Leader Religious Education



KINGS NORTON
GIRLS' SCHOOL & SIXTH FORM



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Kings Norton Girls' School: Subject Leader Religious Education

3rd March 2023

Dear Prospective Applicant

This is an exciting opportunity for an exceptional leader and teacher of religious education to join Kings Norton Girls' School and Sixth Form with a TLR responsibility point paid at TLR 2ii. The post is available from September 2023. The subject leader for RE is a key middle leader role in an outstanding, ethnically and culturally diverse school. We achieve excellent pastoral and academic outcomes for students within a culture of care and well-being for both students and staff. KNGS is a happy and caring community, where every student is valued as an individual, their talents recognised and nurtured. Our vision is to 'Open a World of Opportunities' for our students whilst ensuring that everyone in our school community demonstrates respect and courage in order to flourish.

The successful candidate will be joining a highly successful team. Humanities and whole school progress and attainment indicators show that students consistently achieve well above the national average. The successful candidate should be able to teach KS3 and KS4 (GCSE and core); experience of KS5 is desirable. The role has the responsibility for overseeing the strategic direction and development of RE throughout KS3, KS4 and KS5.

Above all, we are looking for a leader and teacher with the enthusiasm and skills to make a real difference to the success of our students, with the drive and ability to move a successful department even further forward, enabling the whole team to deliver lessons that support all students to reach their full potential. The successful candidate will have access to extensive leadership and CPD opportunities including working with a wide range of schools in our local network. Staff benefits include the Westfield Health Cash Plan including an Employee Assistance Programme and a cycle to work scheme.

You will find information about the post and our school in this pack and on our website. I do hope that having read further, and found out more about us that you will choose to make an application; I look forward to hearing from you. To apply, please complete the application which will contain your supporting statement (which should not exceed 1200 words), please explain clearly how you meet the requirements of the person specification. Please note we do not accept CVs and only applications completed on the school's application form will be considered. If you have any queries prior to completing your application form, please do not hesitate to contact Mrs Thatcher, Faculty Leader, on 0121 675 1305. Completed applications should be emailed to Mrs Denise Wilson, PA to the Headteacher dwilson@kngs.co.uk or submitted via the TES portal.

Deadline for applications: Monday 20th March 2023 at 9.00 am

Interviews: Date to be confirmed during week commencing 20th March 2023

References will be taken up shortly after shortlisting and prior to interview using the contact details you supply on your application form. References must be taken from your current (or most recent employer) where you have worked in connection with children. Candidates who have not been called for interview within two weeks of the deadline should assume their application has been unsuccessful. All offers of employment are subject to a satisfactory enhanced DBS check, a health check screening questionnaire and 2 references that are satisfactory to the school.

Yours sincerely



Mrs Nicola Raggett, Headteacher

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Humanities Faculty Details

Kings Norton Girls' School and Sixth Form is a very highly regarded and popular local school. The RE department sits within the humanities faculty of history, geography, sociology, business studies and politics. The humanities faculty, including the RE department, is highly successful achieving outstanding results. The RE department has two specialist teachers and is supplemented by highly skilled and trained non specialists at KS3. This highly motivated team are committed to achieving the best possible outcomes for students. Students at KNGS are enthusiastic in their enjoyment and value of RE.

Mission statement: Religious Education at Kings Norton Girls' School has as its primary purpose the aim of developing students' ability to reflect in a critical way on what it means to be a human being in the world, in the context of the study of different faiths and worldviews. Students learn to approach views other than their own through personal reflection and dialogue. They engage with, and are enthused by the exploration of values and attitudes and the search for answers to ultimate questions. They consider religious responses and the philosophical and ethical issues to which such reflection gives rise. RE is a compulsory subject in schools up to the age of 18.

Curriculum Intent: In RE, students become religiously literate through three types of knowledge:

- **Substantive knowledge:** Students learn about the richness, complexity and transitional nature of religious and non-religious concepts, traditions, worldviews and values
- **Ways of knowing:** Students develop scholarly thinking and an understanding of how claims about truth, knowledge and belief can be reached and justified
- **Personal knowledge:** Students grow in character, self-understanding and awareness of their own worldview, experiences and assumptions in order to contribute as citizens in a multi-faith and multi-secular modern society

Students' progress in their learning through a clearly sequenced, knowledge-rich curriculum that focuses on depth over breadth. They articulate their knowledge, understanding and evaluation through high quality verbal and written communication utilising a wide range of subject-specific vocabulary. This subject is inclusive and we endeavour to support every child regardless of their level of need. Teaching is adaptive in order to support all students so that they achieve good progress. For further details of SEND support at KNGS, see <https://www.kngs.co.uk/about-us/special-educational-needs>.

Religious Education and SMSC, including the promotion of British Values: Pupils' Spiritual, Moral, Social and Cultural development is a whole school responsibility, but one to which RE makes unique contributions. At Kings Norton Girls' School, we are committed to developing not just academic and practical skills but also self-knowledge, moral courage and a capacity for imaginative sympathy for others. Our long term planning explicitly references opportunities to develop pupils' understanding of models of spirituality, diverse moral perspectives and the impact of society and culture upon these. We aim to contribute to SMSC development not just through our content, but also our approach; modelling respectful dialogue and critical, yet charitable, exploration of ideas.

KS3 Curriculum: Following Ofsted's research review of Religious Education in 2021, we introduced a rigorous new curriculum in September 2022. In Year 7, Religious Studies is taught for 2 hours a week. Students begin their RE journey with an introductory topic **Why do we study RE? What do we mean by 'religion' and 'worldviews'?**, leading to their next unit **What do we mean by truth? Can we know what is real?** These form the basis for the study of the six major world religions, also through enquiry questions:

- | | |
|------------------------------------|---|
| What does it mean to be Jewish? | Who was Jesus? |
| How does a Muslim submit to God? | What do Hindus believe about reincarnation? |
| Do all Sikhs follow the same path? | Is Buddhism even a religion? |

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Humanities Faculty Details Continued

As part of these topics, students also learn about the importance of sacred buildings, for which visits to places of worship are organised. The year concludes with students participating in the popular NATRE Spirited Arts competition. In Years 8 and 9 students have 1 hour of RE a week. Students continue to develop their understanding and skills through an examination of philosophical and ethical questions including:

- Is unbelief growing?
- Can faiths live in harmony?
- What ideas have come from history's great philosophers?
- Do we need religion to be moral?
- Where is God in the world?
- What is our relationship to nature?

KS4 Curriculum: Students can choose whether to opt for GCSE Religious Studies or to study Core RE, which is not examined. Students who opt for the GCSE will study AQA Religious Studies (Christianity and Islam) course which involves an in-depth exploration of Christian and Muslim beliefs and practices. They will then consider the themes of relationships and families, matters of life and death, crime and punishment, and peace and conflict.

GCSE Religious Studies results 2022

Entries	9	9-8	9-5
10	50%	60%	90%

In Core RE, students will explore questions about life and death, the impact of the media, expression of identity, wealth and poverty and religious pluralism.

Students studying separate sciences will have their RE entitlement met through participation in drop-down days such as Challenge Day and Faiths Forums during Inter Faith Week.

KS5 Curriculum: Details of the A level Religious Studies course is available here:

<https://www.kngs.co.uk/sixth-form/curriculum/religious-studies/>

A level Religious Studies results 2022

Entries	A*	A*-A	A*-B	A*-C
13	31%	77%	92%	100%

For those who do not opt for A level RS, there are many opportunities for various aspects of religion and belief to be explored in tutor time and assemblies.

Homework: Homework is set in line with the school's policy. Students are encouraged to use a range of resources including StudentShare which is populated with relevant reading material and website links. For GCSE and A Level students, there is a plethora of support material provided including textbooks, revision guides, workbooks and sample assessment materials.

Extra-curricular activities: The RE department also arranges extra-curricular activities that can deepen students' understanding and interest in the subject. For instance, the department marks national Inter Faith Week with a dedicated 'reflections room' and a forum with a panel of faith leaders in the city in which pupils have an opportunity to ask questions on a wide range of subjects. These opportunities are designed to enable students to come face to face with the wide range of perspectives and cultures represented in the UK today. A very active team of RE ambassadors also run a highly popular 'Philosophy and Cake' club every fortnight in which students rotate responsibility for delivering presentations on various topics and for bringing delicious home-made bakes!

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Job Description

Role Description: Responsible to the Faculty Leader for teaching aspects of the role and the Head of Year team for form tutor role. The duties outlined in this role description are in addition to those covered by the latest School Teachers' Pay and Conditions document and the Teachers' Standards of 2011. As a teacher at this School, you are expected to act in accordance with the ethos of the school at all times, and follow all policies. You can expect to have opportunities to contribute to the growth of the school, and for your professional development to be furthered.

Subject Leader RE

- To oversee the strategic direction and development of the RE curriculum across the school, including KS3, GCSE, A level and core RE at KS4 and KS5.
- To write schemes of work and ensure that they are reviewed regularly and updated as necessary.
- To induct, support and monitor staff appointed to teach RE.
- To ensure that appropriate targets are set for all students in the subject and monitor the effectiveness of this target-setting.
- To use appropriate data (whole school and departmental) to track, monitor and impact positively on student progress.
- To review subject outcomes in the light of national examination results and identify teaching strategies aimed at improving teaching and learning.
- To lead departmental self-review including the monitoring and moderation of student work, homework and where appropriate carry out lesson observations and student conversations.
- To review the outcomes of monitoring and draw up action plans as appropriate.
- To ensure accurate subject reporting and assessment procedures across the department.
- To work within the faculty to share and support the development of good practice across the team.
- For others teaching the subject: To communicate effectively so that they are confident with the expectations for delivery, providing and seeking feedback in order to raise achievement.
- To ensure that the school's behaviour, SEN and inclusion policies are implemented within the subject.
- To deploy resources efficiently and effectively to ensure high quality teaching and learning.
- To organise and implement enrichment opportunities to support students studying RE.
- To co-ordinate examination entries for the subject.
- To write the Development Plan and self-evaluation forms for the subject area.
- To liaise with members of the Leadership Team and Heads of Year and other curriculum areas as appropriate.
- To participate in the school's performance management process, line managing department members as appropriate.

You are required to carry out the duties of a classroom teacher as detailed below:

- Teach RE at KS3, KS4 (including core and GCSE) and KS5.
- Prepare lessons and maintain a record of work for each teaching group.
- To adapt teaching to ensure all students flourish. To mark and assess work and feedback to students in line with the school and faculty/department assessment policy.
- To set homework of a meaningful and appropriate nature, having regard to students' abilities.
- In cases of foreseen absence, to set meaningful and appropriate work for all classes.
- Monitor student's progress, maintain records and report on the development, progress and attainment of students in accordance with school and curriculum area policy.

Job Description Continued

- To participate as appropriate, in meetings at the school which relate to the curriculum and administration or organisation of the school.
- To take all reasonable steps to maintain good order and discipline among students, monitor their attendance.
- To safeguard student's health and safety, both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere, alerting the Health and Safety Officer immediately to hazards on site and following risk assessments.
- To prepare students for external examinations and participate in internal moderation.
- To participate, as appropriate, in meetings at the school which relate to the curriculum and administration or organisation of the school.
- To participate in the school pastoral system, providing guidance and advice to students and to attend parent/teacher consultation evenings.
- To carry out such duties as may be requested by the Headteacher in accordance with school policy.
- To participate fully in the school's arrangements for appraisal.

Additional Duties: To act as a Form Tutor

Form Tutors are responsible to the Heads of Year (five in total). Form Tutors are responsible for overseeing the academic progress and pastoral care of all members of their tutor groups, liaising with parents and overseeing routine administration relating to student welfare. You are required to carry out the duties of a form tutor as detailed below:

- To be the first point of contact for pupils in their tutor group and to play a major part in fostering positive approaches to work, to the school and in the community as a whole.
- To set the tone for the day ahead.
- To support the Heads of Year and be a key figure in developing a positive ethos, high standards and a secure environment in which students can flourish.
- To be a key figure in promoting the school's ethos on attendance, punctuality and uniform.
- To develop and maintain an interest in the welfare of individuals and the form group and to establish good relationships and engender a community spirit within the form.
- To deliver the PSHE programme (to include Attendance Weeks) and Citizenship/Health Day.
- To set up and maintain positive lines of communication with parents
- To support successful provision and transition of their pupils through participation in related year group and whole school events.
- To ensure that students set realistic targets using all available data and to review those targets in line with school review processes.
- To celebrate the achievements of students in their form.
- To deliver the tutorial programme.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Conditions of Employment: The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation), also any local agreements, local authority circulars and guidelines giving interpretations of teachers' conditions of employment.

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PERSON SPECIFICATION

Professional Development	<ul style="list-style-type: none"> • A degree in an appropriate discipline. • Qualified teacher status. • Up to date knowledge of statutory regulations and guidance relating to the post. • Evidence of recent and relevant professional development. • Up to date knowledge of developments in specialist subject and their implications
Teaching and Learning	<ul style="list-style-type: none"> • Demonstrate high quality teaching strategies. • Experience of teaching effectively at KS3, KS4 and KS5 (KS5 is desirable). <p>Ability to:-</p> <ul style="list-style-type: none"> • Analyse data, to evaluate the performance of students and groups of students. • Use data to plan and impact on student progress. • Take a lead in observing lessons and giving feedback. • Manage behaviour in own classroom and across the school.
Strategic direction and development of the School	<p>Ability to:-</p> <ul style="list-style-type: none"> • Successfully initiate, lead and manage change and improvement. • Plan strategically. • Identify realistic and challenging targets for improvement and to take successful action towards achieving them. • Contribute effectively to the work of the humanities team. <p>Show:-</p> <ul style="list-style-type: none"> • Commitment to promoting the vision and ethos of the school. • An understanding of and respect for the confidentiality required by the post.
Leading and managing staff	<p>Ability to:-</p> <ul style="list-style-type: none"> • Lead and manage a team to successfully achieve agreed outcomes. • Use the outcomes of self-review to improve standards across the team. • Communicate effectively to a wide range of different audiences. • Be an effective team player who works collaboratively and effectively with others. • Motivate, inspire and promote effective working partnerships within the subject team. • Act as a role model for students and staff. • Devolve responsibilities, delegate tasks and monitor and evaluate effective implementation. • Deal sensitively with people and resolve conflicts. • Support and develop the professional skills of others.
Other	<ul style="list-style-type: none"> • Be undaunted by a challenge and show resilience and determination to succeed <p>A commitment to:-</p> <ul style="list-style-type: none"> • The promotion of equal opportunities, relating positively to and showing respect for all members of the school and wider community. • Providing a high quality and stimulating learning environment. • The wider life of the school. • Safeguarding and promoting the welfare of children. A successful enhanced DBS check, and completion of a satisfactory health questionnaire

Background and Ethos

The School

Kings Norton Girls' School and Sixth Form is an outstanding 11-18 comprehensive standalone academy with an excellent reputation in the local area and beyond. The School was founded in 1910 and occupies a leafy twenty-three acre site in one of Birmingham's most pleasant residential areas on the south side of the city. It is a very local school, the vast majority of students living within 2 km of the school. This has enabled the development of a strong community feel and neighbourhood links. The school breeds a quiet confidence in its students which together with their enthusiasm for learning and their determination to succeed creates a powerful dynamic for continued improvement.

Our vision and values are central to all we do as staff, students and governors our aim is to: -

'Open a world of opportunities'. Demonstrating respect and courage in order to flourish.

Governors are exceptionally supportive yet provide the necessary challenge to help drive standards even higher. They bring expertise from both education and commerce and play an active part in the life of the school. There are two committees within the governing body, one responsible for curriculum and standards and the other for resources which includes finance, environment and personnel. The Business Manager services the Resources Committee.

Staff well-being is a high priority, as part of this a cash health plan is provided.

Our students

There are presently 1,061 students on roll and the staffing establishment is 118, which includes the Headteacher, 71 teachers and 46 support staff. Team working is strong and we pride ourselves in the quality of our relationships and the tangible mutual respect and care which is in evidence across the school which reflects our school values.

The Sixth Form is now full with 275 students across Years 12 and 13. This is due in part to the popularity of the school sixth form and the changing nature of sixth form provision locally. In 2015 we had our first intake of boys into the sixth form; numbers here have increased significantly.

The School is a popular choice and is always well over-subscribed with applications of 840+ for the 160 places in Yr 7 and 350+ for sixth form places. Our catchment this year for year 7 entry is 1.765 km. In 2022, the results at GCSE were outstanding with 87% of grades 4+, 79% 5+, 41% 7+. In 2022 we celebrated our best ever A level results achieving an average grade of a B+ with 49% of all grades at A*-A.

Background and Ethos Continued

School Leadership

In our inspection in July 2019, OFSTED praised the highly effective leadership at all levels. The senior leadership team consists of Headteacher, 2 Deputy Headteachers, 3 Assistant Headteachers and a Business Manager. This well established team are supported by 7 Faculty Leaders, 5 Heads of House/Year and a wider team of Subject and Key Stage Leaders. Staff work very closely to ensure the highest standards and aspirations in all aspects of school life.

Our networks

We are a single academy trust but are widely connected locally, working closely with South Network Schools, this brings a richness of collaboration around leadership, curriculum and inclusion. As part of this network the school is involved in developing and delivering on strategies to raise students' achievement and provides significant support for both teaching and support staff.

As strategic partners in two teaching school alliances, one secondary and one primary, we also play a significant part in the local educational landscape and engage widely in CPD.

Professional Development

Professional development is a significant aspect of life at the school and is integrated into the school week. Staff are encouraged to deepen their subject knowledge and professional skills at all stages of their career. All staff new to the school participate in an induction programme and there is continued support for career growth.

Professionally this is a school with the very highest of expectations and aspirations but equally is richly rewarding. Staff are friendly, welcoming and supportive of colleagues. Our purpose is to ensure that the students, and the staff, all achieve the highest standards of which they are capable.

"Leaders are focussed on improving standards for pupils within a culture of care and concern for well-being. This extends to looking at staff welfare to ensure that work is sustainable" Ofsted July 2019



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Key Facts and Statistics about the School

Type of School	Single Academy Trust. Non-selective comprehensive girls' school, age range 11-16: Co-educational sixth form post 16.
Location	South Birmingham in the suburb of Kings Norton, West Midlands.
Age range	11—19
Number of students	1061
Number of staff	1 Headteacher, Teaching 71, Support 46
Date school established	1910
External recognition	Ofsted rating: Outstanding, July 2019
Attendance	95.5% (pre Covid)
Pupil Premium	Year 7 to 11, 28% : Sixth form bursary, 12% (2021 figure)
SEN	13 % (2022)
EAL	7% (2022)

Sixth form expansion

Kings Norton Girls' School and Sixth form are delighted with our new Sixth form Building.



Key Facts and Statistics About the School Continued

Academic Achievements 2022

GCSE Results	<p>% gaining 7+ in English and maths 25%</p> <p>% gaining 5+ in English and maths 66%</p> <p>% gaining 4+ in English and maths 82.5%</p> <p>English Grade 4 or above: 89%</p> <p>English Grade 5 or above: 85%</p> <p>English Grade 7 or above: 45%</p> <p>Maths Grade 4 or above: 83%</p> <p>Maths Grade 5 or above: 68%</p> <p>Maths grade 7 or above: 34%</p> <p>Achieving EBacc: 5+ (58%), 4+ 69.4%)</p>
A Level Results	<p>A* - A all entries: 49.4%</p> <p>A* - B all entries: 75.5%</p> <p>A* - E: 99.5%</p> <p>Average grade: B+</p>
Progress 8	+0.32
University Admissions	80% of students secured a University course (3 students at Cambridge University), the remaining students have secured apprenticeships, employment or are taking a gap year.



Privacy notice for job applicants

This privacy notice advises job applicants of the school's data protection responsibilities on the collection and processing of their personal information. We collect and process your personal data as part of the recruitment process in relation to the role you are applying for. We are committed to being transparent about how we collect and use that data and to meeting our data protection obligations. We are required to explain how and why we collect such data and what we do with that information. This notice will also provide information as to what you can do about your personal information that is held and processed with us. We have appointed Clare Skinner, Business Manager as the person with responsibility for ensuring that applicants' personal information is held and processed in the correct way. She can be contacted at cskinner@kngs.co.uk. Questions about this policy, or requests for further information, should be directed to her.

You can find our privacy notice on our website at <https://www.kngs.co.uk/wp-content/uploads/2022/05/Privacy-Notice-Job-Applicants-v2-May-2022.docx.pdf>

Submission of your application form confirms that you have read and understood our privacy notice.