



RECRUITMENT PACK

Philosophy, Religion & Ethics

Closing Date: 12 noon, Wednesday 26th April 2023



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Welcome from the Executive Head Teacher

Dear candidates

Thank you for your interest in Claremont High School. I am delighted you are considering being a part of our School. Claremont High school founded in 1930 by the Middlesex County Council, and was one of a number of new schools built by the council between the wars in the rapidly developing outer suburbs of London. Claremont is now a multi-specialist school. In 2012, the school gained academy status, joining many other local schools. In the autumn term of 2017 Claremont High School Academy formed a MAT. A Multi Academy Trust (MAT) is a group of institutions who see the benefit of working together with other schools in a more formal arrangement. All academies within a MAT are governed by one trust and a single board of Directors. This is the organisation that runs a number of academies under a single charitable company.

As a member of our team, you would play a pivotal role in supporting the school to deliver an uncompromised curriculum and life enriching opportunities, together with extraordinary care and support.

As a School, we are expertly placed to enable our students to flourish whilst also ensuring they are well equipped to understand and meet the challenges they face with empathy and humility. Our staff know and understand each student to enable them to find their place in the world.

We are a very popular choice for parents / carers and currently have 1643 pupils. I am very proud of our whole school community; it is a wonderful place where everyone enjoys learning and are effectively supported to maximise their potential. Our teaching and learning staff are very committed to the children and young people and strive to bring out the very best in all of them. We work extremely hard to support all our children and young people to develop the skills they will need for the future.

Our aim quite simply is “To prepare our students to reach their full potential”. We know that we are very successful in doing this because we have students, staff and parents who are totally committed to our core values of *Excellence*, *Respect*, *Aspiration*, *Enjoyment* and *Perseverance*. These are the values that are celebrated and upheld across the academy so that students of all ages and abilities are able to make exceptional progress academically, socially and personally. It is the strength of these core values that has led students to make an excellent and smooth transition from their much-loved primary schools, so they achieve excellent GCSE and A Level results. This enables them to make the transition to top universities and colleges and to secure excellent professional careers in fields such as Medicine, Finance, Law, Teaching and Business. Many have achieved sporting success well beyond the school environment and others have found true excellence in performing and the visual arts.

When it comes to academic achievement, our goal is nothing short of excellence across all three of the key stages. Pupils are able to achieve excellent results because we set the highest expectations in learning and behaviour and we provide them with a broad, balanced and enriched curriculum that meets their needs and aspirations. We have a dedicated and passionate team of well qualified and highly skilled staff who provide outstanding teaching, and this is reflected by our excellent GCSE and A-Level results which remain significantly above national averages in all headline measures year on year. This was further validated by Ofsted in both 2015 and 2010 when we achieved Ofsted Outstanding gradings, an endorsement of everything we do at Claremont.

Alongside our reputation for academic excellence, we also pride ourselves on our outstanding pastoral care, providing a very positive environment in which students thrive. As each new student joins us, we take the time to build a genuine partnership between family and school. You can be sure that your child will be nurtured and enriched in a supportive and challenging academic environment.

Our team is diverse with a healthy mix of youth and experience, with relationships between staff, students, and with parents, extremely positive and caring. Key to this are our core values of respect for ourselves, our peers and our community, whilst aspiring to achieve the best we can in our relationships and our interests.

We are committed to ensuring that the talents of all students are recognised and encouraged. Students benefit from first-class facilities and an exciting range of extra-curricular activities which develop confidence and skills for lifelong learning beyond the classroom.



N. Hyde-Boughey
Executive Headteacher

Chrysalis Multi Academy Trust

A Multi Academy Trust (MAT) are institutions who see the benefit of working together with other schools in a more formal arrangement. All academies within a MAT are governed by one trust and a single board of Directors. This is the organisation that runs a number of academies under a single charitable company. The board of Directors is responsible for decisions relating to how each academy is run, however, each individual academy retains its own governing body and the Trust delegates some of its functions to the governing body.



Background on our CMAT:

Chrysalis Multi Academy Trust (CMAT) was founded in 2017. It is a MAT for local schools and we have exceptionally high ambitions for anyone and everyone we work with. Currently, we have joined with Sudbury Primary School.

CMAT 'Our Shared Vision':

High quality education is the heart of everything we do at CMAT. This is because we know that an outstanding education unlocks the potential of all learners and provides them with a wealth of opportunities regardless of their backgrounds or their individual starting points. We believe that every young person, regardless of where they came from, or their ability or personal needs is deserving of a world class education experience at CMAT. By ensuring that every young person is given this opportunity we can enable them to achieve their full potential and to prepare them to be successful in adult life and in an ever-changing world.

Quality education is the hallmark of a forward thinking and highly cohesive society.

Excellence: appointing the best staff who are innovative, skilled and whose enthusiasm for facing the challenges of education in the 21st century is unparalleled, and to continue to provide opportunities for continuous professional development for all our staff.

Responsibility: provide a safe and secure environment where individual learners thrive as confident, independent citizens, who are accountable and reflective about their actions and decisions.

Respect: fostering genuine community cohesion and a set of traditional values based on discipline, respect and compassion, where we value the unique contributions of parents and carers and the wider community.

Aspiration: providing a broad, balanced and challenging curriculum through innovative and quality teaching, strengthened by our exciting and all-inclusive approach enabling us to be at the forefront of educational development.

Perseverance: providing challenging and rigorous standards of academic achievement, enabling pupils to make choices for future learning based on a range of academic and applied skills.

At CMAT we ensure that all of our learners know and understand the values that they bring to their success and the added value that is brought by others. In this way we strive to create a learning community that is built upon the foundations of fairness, cohesiveness, challenge and resilience, productivity and innovation.

We expect learners of CMAT to be confident to compete with their local, national and international peers.

Underpinning our vision and mission statement are our core values which have been defined by all of our staff and governors and which capture the values of all of our schools: Excellence, Responsibility, Respect, Aspiration and Perseverance. These expectations underpin everything we do and we are very excited to work with our partners who share this ethos.

Six key principles of the CMAT:

Equity: Total commitment to working together to improve the life chances of all learners through high expectations of the performance for all

Learning: High quality teaching and learning for all key stages

Leadership: Rigorous leadership that has an impact at all levels

Curriculum: Positive growth mindset so that we are consistently developing, achieving strength through challenge, and creating opportunities for all

Professional Development: High quality training and professional development for staff and governors

Communication: Positive professional relationships between all staff and all stakeholders.



CMAT SCHOOLS



Our primary school

Sudbury Primary School



Our Vision at Sudbury Primary School; *'Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning,'* reflects our aspiration for our pupils to work together and be the best that they can be, this applies to every pupil who attends our school.

The school values: Respect, Responsibility, Honesty, Kindness & Courage are celebrated and upheld across the school so that pupils of all ages enjoy learning and developing the skills they need to achieve even more success through their transition to high school.



Our modern, world-class learning environment is exceptional, this enables the school to provide an outstanding Music and Computing Suite, an exclusive Drama Studio, a well-resourced Library, and a Nature Garden to name just a few.

Teaching and learning at Sudbury is outstanding, and this is something that we are very proud of. It is this that makes such a difference to the engagement and success of all our learners and ensures that we can provide a first-class education for all.



Whole School Vision

Working together in harmony to develop confident, well-educated learners with healthy minds and bodies, who are independent, resilient, motivated and committed to lifelong learning.



What we offer...

Thank you for your interest in working for Claremont High school Academy and considering us as your potential new employer.

Claremont High school Academy is a values driven organisation and our values are at the heart of everything we do - **Excellence, Respect, Aspiration, Enjoyment and Perseverance.**

We focus on recruiting people who are aligned to our core values as we know that this is the foundation of success for our academies and our students.

Our staff really matter to us; our expectations are high and we expect staff to support our vision and live by our core values and behaviours, but in return we believe in personal and professional development and a culture where staff are recognised and valued for their commitment and dedication. There are many career opportunities for new and existing staff who demonstrate inspiration and dedication to shaping future generations.

If you are looking for a meaningful and rewarding role and would like to make a difference, we look forward to hearing from you.

What can we offer:

At Claremont we offer;

- Competitive salary
- CPD for all staff
- A supportive Senior Leadership Team who consider staff well-being
- A supportive Trainee and ECT program
- A friendly working environment
- Occupational Health
- Free access to a confidential 24/7 Employee Assistance Programme (EAP) provided through CEFM
- Great employer pension scheme (Teachers Pension Scheme and Local Government Pension Scheme)
- Union recognition
- The opportunity to develop your career within and across the Trust Schools

We strongly encourage suitably qualified applicants from all backgrounds to apply to join us to help us meet our aspirations of being a fully inclusive workplace where diversity is celebrated.

Claremont High school Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

TEACHER OF PHILOSOPHY, RELIGION & ETHICS Inner London Allowance

Required from September 2023 an enthusiastic and well qualified teacher of Philosophy, Religion and Ethics to teach across Key Stages 3, 4 and 5. The successful applicant will have the academic, teaching and administrative capabilities expected of staff at this prestigious school. The successful candidate will have the opportunity to join the Claremont network with access to a range of benefits - such as continuous professional development with great career progression opportunities; we pride ourselves on valuing our staff - our teachers enjoy working here.

Applications from newly qualified and well experienced Teacher of Philosophy, Religion and Ethics will be welcomed. Details of the Department in terms of teaching staff, syllabi and resources can be found on the school website under Curriculum.

To apply please refer to the job description on the school's website www.claremont-high.org.uk

1. Complete the school's application form.
2. Submit a written personal statement (not more than 2 sides of A4) detailing how your experience, qualifications and skills meet the requirements of this role.

PLEASE SEND APPLICATIONS BY EMAIL FAO:-

Daxa Panchal (PA to Executive Headteacher)

Email: recruitment@claremont-high.org.uk / admin@claremont-high.org.uk

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Note: The job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 - Part V and the amendments to the Exceptions Order 1975 (2013 & 2020) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account.

If you are invited to interview you will be required to complete a "Disclosure of Criminal Record" form and bring the completed form to interview.

Chrysalis Multi Academy Trust is an Equal Opportunities Employer.

We are committed to safer recruitment practice and pre-employment checks, including publicly available online checks in accordance with KCSIE guidance, will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our schools' community.

We reserve the right to appoint a suitable candidate prior to the deadline.

JOB DESCRIPTION

TITLE OF POST: TEACHER - Inner London Allowance

Responsible to: Director of Teaching and Learning
Head of Department
Pupil Progress Managers

Responsibilities:

- To plan, deliver and assess appropriate lessons which ensure that the potential of all students is fulfilled.
- To continue positively and accept delegation, with department colleagues, to the production, implementation and evaluation of department Schemes of Work and resources.
- To encourage students by regular marking, advising constructively by using targets and giving appropriate praise.
- To be aware individual students' needs, whether they are academic or social, and liaise with Support Staff when necessary.
- To perform the role of Form Tutor
- To monitor assessment through use of data and target setting, and to maintain records of assessments of the students and levels of attainment as laid out in the National Curriculum, where appropriate.
- To ensure quality of students regardless of ability, age, class, culture, disability, faith, gender, race or sexual identity.
- To follow the ethos of the school and the department by promoting high standards of all students and maintaining high expectations both in and out of lessons.
- To provide a positive environment where effective teaching and learning can take place and create opportunities for students to develop wider skills for later life.
- To communicate effectively and be willing to develop and share good practice with colleagues in meetings and through lesson observations.
- To be committed to the demands of a high achieving school, both in the classroom and beyond.
- To remain familiar with national and local initiatives within the subject area and focus on own professional development to the benefit of students.
- To be responsible for the formation and implementation of whole school policies and attend meetings and Parents' Consultation Evenings schedule in the school calendar.

GENERAL TEACHER SPECIFICATION

Qualification Criteria

- Qualified to degree level and above in the relevant subject.
- Qualified to teach in the UK, PCGE, or similar.

Experience

- Teachers of all levels of experience including ECTs are welcome to apply for general teacher posts.

Teaching and Learning

- Excellent classroom practitioner (whose lessons are rated as good or above consistently).
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Has good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.
- Has a passion for teaching.
- Results orientated.
- Relentless drive to do whatever it takes to ensure all students succeed.
- The courage and conviction to make a difference.

Communication skills

- The ability to listen and communicate effectively to influence and motivate others
- Empathy and the ability to understand the needs, aspirations and motivation of diverse individuals and group problem solving.
- Identify, analyse and resolve problems and issues.
- Develop plans with concrete outcomes and effective solutions.

Resilience

- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision.
- Be adaptable in the face of adversity.

The school is committed to maintaining appropriate professional standards at work and safeguarding children. It is the responsibility of the post holder to familiarize themselves with the named person(s) for child protection and safeguarding.

The post holder is responsible for formally notifying the Headteacher directly of any changes to status and must, for safeguarding reasons and at the earliest possible time, disclose all new information about cautions, reprimands, final warnings, police enquiries, pending prosecutions, convictions, criminal charges or summonses subsequent to the last DBS Enhanced disclosure.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons/he is responsible for or comes into contact with.

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body. This job description is not necessarily a comprehensive definition of the post. It will be reviewed as and when required and it may be subject to modification at any time after consultation with the appropriate parties.

EXPECTATIONS OF A CLASSROOM TEACHER

- To teach to the syllabus prescribed by the Head of Department, using the scheme of work drawn up for the department and to prepare pupils for tests and examinations, using revision programmes, past examination papers etc. as appropriate.
- To plan and prepare work as appropriate.
- To maintain records of work covered for each set taught.
- To set prep on a regular basis, following the School's prep timetable in the Lower School and according to the Head of Department's guidelines in the Sixth Form.
- To mark pupils' work regularly and to keep a record of each pupil's marks in a mark book.
- To monitor pupils' attendance at lessons and to follow up absences in writing with the appropriate Pupil Progress Manager.
- To provide a written report on each pupil at half term and at the end of each term (full reports).
- To keep classrooms, laboratories and equipment used in good order and to report any damage/faults, etc. to the appropriate person (usually the Head of Department).
- To contribute to the overall work of the department e.g. drawing up schemes of work, setting examination papers, participating in field trips or exchange visits. Covering classes for absent colleagues as direct by the Head of Department or Assistant Headteacher.
- In the case of absence, to notify the Head of Department and the Deputy Head and to set work for classes needing to be covered whenever possible.
- To attend all staff meetings called by the Head and parents' meetings of all year groups taught.
- To keep abreast of developments in his/her subject area and to support the department's contribution to the relevant targets of the School Development Plan by attending appropriate INSET and other courses.

GUIDANCE FOR APPLICANTS WITH DISABILITIES

Information is requested on this job application form about disability/medical conditions you may have. If you are shortlisted, you will also be asked to provide further information on an Employment Health Questionnaire form.

This means:

- It is important that you tell us whether you require adjustments to any part of the selection procedure including arrangements for interview. The application form allows you to provide this information.
- If you are offered the job, any adjustments to the working conditions or environment that may be required to enable you to carry out the duties of the job will be considered in consultation with you.

Disability is defined as follows:-

- a person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day-to-day activities where:
- a mental impairment is defined as an impairment resulting from or consisting of a mental illness only if the illness is a clinically well-recognised mental illness;
- long term, means the effect of the impairment has lasted at least 12 months or is likely to last for 12 months or is likely to last for the rest of a person's life;
- normal day-to-day activities are defined as: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or otherwise move everyday objects; speech; hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger. NB Any disability which does not have a substantial and long term effect on one or more of them is not considered to be a disability.

Other conditions included within the definition of disability not already outlined above are:

- a recurring condition which has recurred over more than 12 months or is likely to recur over more than 12 months;
- a progressive condition, eg cancer, multiple sclerosis, muscular dystrophy or HIV which has, or has had, an effect on normal day-to-day activities;
- people with severe disfigurements, although some with deliberately acquired disfigurements will not be covered;
- people registered as disabled under the Disabled Persons (Employment) Act 1944 on 12 January 1995 and on the date the employment right comes into force, who will be deemed to be covered. People with a history of disability will also have protection, even if they do not now have a disability.

Your Application

There is no legal requirement for you to provide information about your disability on this form. However, you are encouraged to do so, particularly where you believe that the information may be relevant to the job application. **Please contact the Executive Headteacher's PA if you require any further information on any aspect of your application.**