Langley Park
School for Girls

Teacher of RE
Recruitment Pack

Enabling everyone to thrive - acting with kindness, determination and respect

IMPACT

Teacher of Religious Education
Required for September 2025
Main/Upper Pay Range (Outer London)

We are looking to appoint a full-time Teacher of Religious Education from September 2025 to join a large, successful and friendly Humanities faculty with a track record of supporting students to achieve significant success and enjoyment in a range of subjects. The successful candidate will have the ability to teach, motivate and inspire students across all key stages and be a strong believer in both the importance and academic integrity of Religious Education in the curriculum.

Langley Park School for Girls is a high achieving, popular and well-respected school within our local community. Situated on the Langley Park campus alongside our neighbouring boys' school and primary school, we benefit from excellent transport links to and from central London and proximity to the Kent countryside.

"Pupils flourish into independent, confident young adults at this school."
"Pupils are polite, kind and respectful to one another. They have strong professional relationships with their teachers." (Ofsted)
"The school curriculum supports pupils to excel." (Ofsted)

We can offer:

- Highly motivated students with a commitment to their learning.
- Very good standards of student behaviour.
- Innovative approaches to Teacher Professional Development.
- Opportunities to work and grow within our trust and beyond the school.
- A friendly and supportive working environment.
- An Employee Assistance Programme and flu vaccination.

Closing Date: Monday 31st March 2025 (9.00am)
Interviews Date: Thursday 3rd April 2025

Please send your completed application form and covering letter to Helen Partridge (HR Manager) hpa@lpgs.bromley.sch.uk

We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

Dear Candidate,

Thank you for your interest in joining our community as a Teacher of Religious Education. The information here gives a brief sense of our school. Equally, you are most welcome to arrange time to visit.

Langley Park School for Girls, part of Impact Multi Academy Trust, is a large secondary comprehensive school in Beckenham. We have 1,200 girls in Year 7-11 and large co-educational sixth form of 450 students. We proudly draw from a large number of boroughs and schools in our sixth form creating a diverse and vibrant community.

LPGS has a proud history and is an exciting environment in which to work and study. The arts are highly valued and invested in and staff and students alike enjoy the wide range of opportunities available: our dynamic careers academy and huge range of clubs, societies, groups and trips.

We have an ambitious and broad curriculum, for example:

- All Year 7 students learn an instrument for a term as part of our music scheme to widen access and participation.
- KS3 students enjoy Dance and a Visual Arts rotation of art, textiles and digital media.
- 86.6 % are entered for EBACC which compares favourably both locally (60%) and nationally (39.3%).
- Just recently, students have enjoyed trips to St Ives, the London Eye for speed-mentor, Paris on Music tour, Camps International to Cambodia, to meet Malorie Blackman.

We achieve positive academic results whilst also focusing on student wellbeing and mental health.

If you would like to be part of our school community, we would welcome your application.

Kind regards,
Steve Whittle
Headteacher

Life at LPGS

My daughter really benefited from the healthy and sustained pastoral support at the school – mental health and wellbeing are not treated in a tokenistic, one-off kind of way.

Parent

When you have a child who is on the SEN register, it can sometimes feel like pushing water up a hill, but the SENCO explains everything so well, makes it clear, and that is because he cares.

Parent

I felt the sense of community, we were all one team with one common goal of just achieving great things, and we were all willing to help each other. That's what really drew me to here.

Sixth Form student

Pupils flourish into independent, confident young adults at this school.

Ofsted

My students and colleagues make me laugh and I look forward to coming into work due to their hard work and fascinating insights.

Staff

The quality of teaching at this school is nothing short of outstanding. Staff have always been there to fully prepare us for exams and have always gone out of their way to provide us with a high standard of education. The Sixth Form community is extremely friendly and diverse and is a community of individuals who are keen to succeed and help one another.

Student

We are sure our daughter learned a lot about teamwork, perseverance and the joy of adventure thanks to your thoughtful planning and engaging activities on this trip.

Parent

The high quality of the Mamma Mia show was a beautiful celebration of the girls. High expectations did not distract from the fun and pride radiating from the girls - and of course there was a huge sense of BELONGING.

Parent

I love our students and the friendliness of colleagues and the pride we all feel about our school.

Staff

We owe a lot to LPGS - Speaking for myself, I know I wouldn't be at the University I'm at now, having the opportunities I am without the tireless work of yourself and your other colleagues who gave so much of their time to support me through those two years. I would love to give something back.

Former student

A note of huge thanks to our truly exceptional tour guide. She was absolutely superb; to see a young girl able to carry herself amongst unfamiliar adults with such confidence and speak with such enthusiasm was such a delight to see. She had such energy about her and was engaging with every teacher we encountered along the way. She is a credit to your school and an exceptional ambassador for you.

Parent

A culture of high expectations for pupils matched with high-quality care and support

Ofsted

We have been so impressed with LPGS. Communication with ourselves and staff communicating between each other about our child has been excellent . This has made us feel so supported and reassured that our daughter's best interest and wellbeing is important to everyone.

Parent

Impact Multi Academy Trust (IMAT)

We believe that being a Trust with both primary and secondary schools is an enormous asset, since it enables us to share our expertise and knowledge, learning from each other to improve the education of children from ages 4 to 18. We have high aspirations for our students that attend Impact Multi Academy Trust schools. We also have high expectations about what they will receive from, and contribute to, their education.

We believe strongly in educating the whole child. We offer our students the highest quality academic education, delivered within a broad, balanced and rich curriculum; alongside which our schools offer a wide range of high quality extra-curricular opportunities, with music and sport a particular strength.

The heads, senior leaders and colleagues actively meet and collaborate – this work is furthered by our Curriculum Strategy Leads.

Our Trust, as it is today, was formed in September 2022 and currently comprises seven schools:

- Clare House Primary School
- Hawes Down Primary School
- Langley Park Primary School
- Langley Park School for Boys
- Langley Park School for Girls
- Ravens Wood School
- Hayes School

For further information, please visit the Trust website www.imat.uk.

Staff Wellbeing

Our commitment to this is captured in our Staff Wellbeing Charter which you can read in detail here and includes:

CPD – we invest in our staff and in ourselves through a professional growth approach to appraisal that prioritises our improvement as teachers over data-driven targets

Respectful relationships are at the heart of how we approach others in our community: staff and students.

We take a conscious work-load focused approach to marking (no onerous expectations), data drops and parents' evenings.

A deliberate and moderate approach to emails and communication, using scheduled staff communications instead of lots of emails and no expectation that staff respond outside of their working hours.

Trained Mental Health First Aiders to support staff and a comprehensive Employee Assistance Programme that includes 24 hour support line, swift access to counselling and a wide range of advice and support via the Wisdom App.

The Religious Studies Department

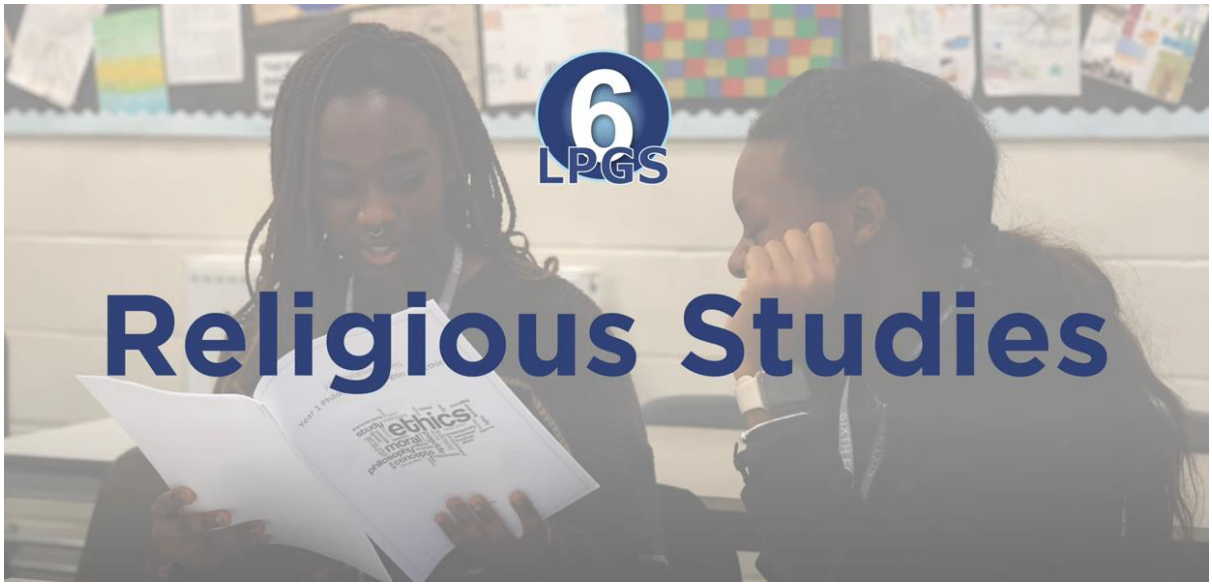
Our Religious Studies department is within our Humanities faculty, an enthusiastic and friendly team of fifteen full-time and part-time teachers with a track record of excellent and continually improving exam results.

Our curriculum purpose:

The Religious Studies Department is well positioned to contribute to our students spiritual, moral, social, cultural and intellectual development. Our schemes of learning encourage learners to question what they can learn from religion and its place in contemporary British society.

We are committed to developing young minds into critical thinkers and evaluators. Ultimately, we hope that by the end of their learning journeys, every student will have cultivated a wealth of skills, including enquiry, justification, evaluation and synthesis. Students will be able to apply these skills to key moral, ethical and philosophical questions that assist their exploration in lessons and society at large, enabling them to become curious, ambitious global citizens.

We offer GCSE and A-Level courses in Religious Studies and the video below publicises our A-Level course to prospective students.



This post has arisen from a change to our curriculum model, which will see us re-introduce GCSE Religious Studies as a core (and not option) subject from September 2025 in Key Stage 4.

In our 2024 examination cohort, students achieved considerable success with 50% of students attaining A*-A grades at A-Level and 90% A*-B grades. Our Year 11 students achieved 91% Grades 5+ and 63% Grades 7-9 in the Religious Studies option course.

Job Description

Purpose of the Job
To teach Religious Education to a range of students whatever their starting points in order that they all make the progress of which they are capable.

Responsible for:

- Ensuring the academic progress of all students, whatever their starting points.
- Planning and delivering dynamic and engaging learning that takes account of students' prior learning experiences and provide meaningful feedback that supports students' next steps.
- Ensuring that regular termly systematic student attainment checks are carried out, followed up and reported in line with the published schedule.
- Ensuring that there is curriculum coverage, continuity and progression for all students.

Job Specification:

- To value and contribute to the school's culture of achievement and to its commitment to raising standards of performance.
- To champion all whole-school policies so that students' learning, health and safety are consistently supported.
- To take into account and meet the needs of students on the SEND register.
- To ensure the effective development of students' literacy, numeracy and ICT skills.
- To oversee the arrangements for homework and independent learning.
- To oversee the preparation of students for all assessments and examinations in the subject/s and reporting to parents.
- To monitor students' attendance at and behaviour in lessons, liaise with the Heads of Year and Faculty in this respect, and to use the school's referral system.
- To encourage the display and celebration of students' work in the school.
- To liaise with parents/carers and students providing guidance for 16+ and FE/HE courses.
- To attend and participate in all scheduled meetings in accordance with the school's published calendar.
- To share in supervisory duties in accordance with the school's published rotas.
- To be a form tutor – support tutees' academic and personal development.
- To uphold school basic standards in the role of tutor/adult in the organisation e.g. uniform, lateness etc.
- To be conversant with all published school information.
- To keep lesson registers and to record details of classwork and homework set for students.

- To participate in public and internal examination arrangements together with any other review or assessment programs and to report on these in accordance with published schedules.
- To keep up to date with local and national developments within the subject and with wider professional policy changes.
- To contribute to the formulation and implementation of departmental and faculty policies.
- To be responsible for your teaching room environment to ensure it supports learning and complies with health and safety.
- To be responsible for the best use, supervision and security of any resources allocated to you.
- To share in the responsibilities of your faculty and of your own specific subject/s.
- To comply with the school's Health and Safety Policy.
- To promote the inclusion and acceptance of all students within the classroom by being aware of, supporting and celebrating the differences within the student cohorts to ensure all students have equal access to opportunities to learn and develop skills for later life.
- To provide objective and accurate feedback and reports, as required, on student achievement, progress and other matters, ensuring the availability of appropriate evidence whilst developing and implementing appropriate student targets together with named staff or outside professionals.
- To establish productive working relationships with students, acting as a role model and setting high expectations at all times of self and others
- To work within the school's Behaviour Management Policy to anticipate and manage behaviour constructively, promoting self-control and independence amongst students, celebrating where appropriate.
- To undertake training, other learning activities and attend relevant meetings required to ensure own continuing professional development including delivering out of school learning activities as agreed within guidelines established by the school.

Person specification

Qualifications & Training	
Good Honours Degree	Essential
Qualified Teacher Status	Essential
Ability to teach at both GCSE and A-Level	Essential
Professional experience, skills and knowledge	
A knowledge of current issues and educational development, specifically in relation to the teaching of Religious Education	Essential
The ability to provide outstanding classroom teaching throughout the age and ability range	Essential
Exhibit a range of teaching, learning and behaviour management strategies	Essential
Able to create a positive learning environment where expectations of students are high and behaviour is good	Essential
Act as a role model for students and staff through your personal and professional conduct	Essential
Knowledge of equal opportunities and approaches to inclusion	Essential
The ability to use ICT effectively in all aspects of work	Essential
The ability to work as part of a team	Essential
Good communication and interpersonal skills	Essential
Personal qualities	
A passion for working with young people and empowering them as 21st century learners and leaders	Essential
A commitment to raising standards and achievement	Essential
Evidence of being able to build and sustain effective working relationships with students, staff, governors, parents/carers and the wider community	Essential
Able to follow direction and work in collaboration with line manager and colleagues	Essential
A desire to take on extra responsibilities and to innovate	Essential
A desire to contribute to our varied enrichment programme	Essential
A commitment to inclusion and equality	Essential
Able to cope with change, be flexible and handle uncertainty	Essential
The ability to work hard, remain positive and effective under pressure and see projects through to completion	Essential
Ambition to hold positions of responsibility	Desirable
Have good time management and personal organisational skills	Essential
Have an excellent attendance and punctuality record	Essential
Special requirements of the role	
Demonstrate a commitment to equality and social justice	Essential
Demonstrate a commitment to promoting the school's ethos, values and aims	Essential
Knowledge of equal opportunities and approaches to inclusion	Essential
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential

Explanatory notes

Application Procedure

1. Read carefully all the information about this post.
2. Complete the application form as fully as possible. You must use the Trust application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
3. In the section 'Details in support of your application' please tell us:
   a. Why you are applying for this post.
   b. How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1. Suitable applicants will be shortlisted for an interview.
2. If you are successful, you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
3. Candidates called to an interview will:
   a. Be given a tour of the school.
   b. Have an opportunity to meet with members of the department.
   c. Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Headteacher. Details of the lessons to be taught will be given in advance.
   d. Have a formal interview with the Head of Department and a member of the Senior Leadership Team.

Pre-employment Checks

The successful applicant will be required to:

1. Provide details of two referees who know you in a professional capacity, one of whom must be your current or most recent employer, Headteacher, or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2. Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3. Provide proof of eligibility to work in the UK.

4. Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5. Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

Conditions of Service
Employment is subject to a number of pre-employment checking procedures – these are given above.
This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary
The salary will be in accordance with Main Pay Range or Upper Pay Range (as applicable) for Outer London.

Pension Scheme
Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities
The Trust is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

The school is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Langley Park School for Girls

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