



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

**CANDIDATE**

# **RECRUITMENT PACK**

**TEACHER OF RELIGIOUS EDUCATION**



## **LEARN THINK CONTRIBUTE CARE**



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EDUCATION  
CENTRE  
LFC WOMEN



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# WELCOME FROM THE PRINCIPAL



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

**Mrs J Thorogood**  
Principal

## TEACHER OF RELIGIOUS EDUCATION

### Role Overview

**DIRECTLY RESPONSIBLE TO:**

Head of Faculty  
Humanities

Are you passionate about Religious Education and can deliver high quality lessons and excellent outcomes for students? Then come and join a high performing and forward thinking Humanities team at Rainhill High School, including Rainhill Sixth.

**COMMENCING:**

September 2024

**One Year Fixed term**

We are seeking to appoint a dynamic, ambitious and inspirational Teacher of RE for September 2024 to join our high performing Humanities team. You will have a thirst for knowledge and the drive to succeed, with excellent interpersonal skills and the ability to teach Religious Education up to KS4 with the possibility of teaching other humanities subjects.

**CLOSING DATE:**

9am

Monday 1<sup>st</sup> July 2024

GCSE RE Philosophy and Ethics are extremely popular and results are excellent.

The successful candidate will have the capacity to enthuse, engage and inspire our pupils through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

**INTERVIEW DATE:**

Monday 8<sup>th</sup> July 2024

This position is a one year fixed term contract until 31<sup>st</sup> August 2025 due to curriculum needs.

Prospective candidates can visit the school by prior appointment by calling

01744 677205

Applications are welcome from both experienced and early career teachers.

You will need to have excellent interpersonal skills with a genuine commitment to teaching and the ability to develop our students' love of learning in humanities related areas. If you believe you have the skills and dedication to meet our standards, and be part of our pursuit of excellence, then we are the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. For the right candidate, there would be additional opportunities based on potential, ability, and capacity to make a difference across the school.





***“Staff felt that leaders are supportive of their well-being and cognisant of their workload”***  
**OFSTED**

***“When I started I thought the school was massive and that I would get lost every day  
but you soon find your way, I really enjoy it here”***

**Year 7 student**

***“I go to Zoology club to learn about animals and how to look after them.  
The school has loads of opportunities for you to get involved in”***

**Year 8 student**

***“My teachers are all really helpful,  
if you get stuck they help you to understand”***

**Year 9 student**

***“Leaders follow up on any concerns quickly and effectively”***  
**OFSTED**





## **Fulfil wider professional responsibilities**

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

## **PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# PERSON SPECIFICATION



Criteria	E/D	A/I
<b>Experience Pupil Progress</b>		
Familiarity with the KS3 & GCSE syllabus requirements in RE	E	A/I
Familiarity with the A level syllabus in RE	D	A/I
Track record of expertise and raising achievement and securing improvement	E	A/I
To be able to articulate a vision for learning	D	A/I
<b>Qualifications Skills and Abilities</b>		
Good Degree or equivalent in relevant subject area	E	A
PGCE in relevant subject area	E	A
QTS/QTLS	E	A
Evidence of further professional development at Masters level	D	A
Relevant, recent experience of working in an 11-16 or 11-18 school	E	A
Experience of teaching across the ability spectrum	E	A/I
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Excellent written and oral communication skills	E	A/I
Shows a strong commitment to equity in provision for students and a belief in the potential of every child	E	A/I
Demonstrate the ability to enthuse, inspire and motivate students, staff, and parents	E	A/I
Willingness to get involved in the wider life of the school	E	A/I
<b>Quality of Teaching</b>		
Ability and experience of teaching RE to GCSE	E	A/I
Ability or experience of teaching RE subjects to A level.	D	A/I
Evidence of excellent teaching – at least Good judgments	E	A/I
Evidence of “Outstanding” practice	D	A/I
<b>National Standards</b>		
Evidence all of the Teaching Standards in routine practice	E	A/I
Understanding of GCSE reforms across Religious Education, Philosophy and Ethics	E	A/I
<b>Ethos and Extra Curricular and Curriculum enrichment</b>		
Evidence of inclusive practice	E	A/I
<b>Commitment to Equal Opportunities</b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role    A = Assessed via the application form    P = Presentation    D = Desirable requirement of the role  
 I = Assessed at Interview    T = Task

## Humanities Faculty

The Faculty, which boasts an experienced and hardworking staff, is a forward looking, successful and thriving part of Rainhill High School.

### Faculty Aims

The Humanities Faculty aims to;

- Promote an enjoyment of learning, where pupils are encouraged to become independent, multi-skilled learners that achieve highly.
- By studying the different humanities subjects, students can better appreciate the world in which we live, how the past has shaped our future and the multi-cultural society in which we now all live.
- Employ a range of teaching techniques providing equal opportunities to all students.
- We aim to help all pupils to reach their potential and to foster a lifelong interest in these subjects.
- Enable pupils to see outside of themselves with study of the natural and human world around them, its past, religious traditions and social values.
- Enable young people to make sense of the modern world, 'the global village', helping them to become valuable citizens and provide the context and background for all other human activity. The Humanities subjects are vital to any student's education.

### Facilities

The Humanities subjects have dedicated specialist classrooms in the main school. All rooms have a computer and interactive whiteboard for teachers and the school has several ICT suites.

### Staffing

Joanne Parkinson	Head of Faculty and Geography
James Fairclough	Head of History & Politics
Joseph Taylor	Head of RE Philosophy & Ethics
Greg East	RE / Head of Citizenship
<i>Vacancy</i>	RE Teacher
Daniel McIver	History Teacher
Rebecca Chittenden	History Teacher
Jane Marshall	History Teacher 0.8
Susan Jones	Geography Teacher
Mary McSporran	Geography Teacher
Harsha Bardolia	Geography teacher maternity cover
Helen Wood	Geography Teacher
Adam Webster	History Teacher / Year Progress Leader – Year 8

The Faculty structure is led by the Head of Faculty and supported by Heads of Department for individual curriculum areas.

### Curriculum

#### Key Stage 3

Students follow a three-year key stage 3 curriculum pathway, choosing their option subjects in Year 9. Geography, History and Philosophy & Ethics are taught as discreet subjects at key stage three.

#### Key Stage 4

The Faculty offers Geography as a Full Course GCSE from year 10 onwards.

The Faculty offers History as a Full Course GCSE from year 10 onwards.

The Faculty offers RE as a Full Course GCSE from year 10 onwards.

#### Key Stage 5

The faculty offers Geography A-level.

The faculty offers History and Government & Politics A-levels.

## Examination Performance

Geography	GCSE			A Level		
2023	No of Students = 88	9-7	26%	No of Students = 7	A*- B	71%
		9-4	71%		A-C	86%
2022	No of Students = 124	9-7	18%	No of Students = 17	A*- B	65%
		9-4	64%		A-C	82%
2021	No GCSE entries			No A level entries		
2020	No GCSE entries			No A level entries		
2019	No of Students = 108	9-7	12%	No of Students = 15	A*-B	33%
		9-4	59%		A-C	93%

History	GCSE			A Level		
2023	No of Students = 180	9-7	26%	No of Students = 14	A*- B	71%
		9-4	63%		A-C	86%
2022	No of Students = 181	9-7	28%	No of Students = 7	A*- B	71%
		9-4	75%		A-C	100%
2021	No GCSE entries			No A level entries		
2020	No GCSE entries			No A level entries		
2019	No of Students = 134	9-7	28%	No of Students = 21	A*-B	81%
		9-4	78%		A-C	95%

RE	GCSE			A Level		
2023	No of Students = 36	9-7	25%	No A level entries		
		9-4	72%			
2022	No of Students = 45	9-7	27%	No A level entries		
		9-4	84%			
2021	No GCSE entries			No A level entries		
2020	No GCSE entries			No A level entries		
2019	No of Students = 16	9-7	13%	No A level entries		
		9-4	94%			



## Examinations Specifications

### GCSE

Courses –

AQA Geography

AQA History

Edexcel Religious Education

Rainhill has an above average intake. In 2024/25 we will have 300 students in Year 7, 8, 9, 10 & 11. As such, significant cohorts follow an EBacc pathway.

Geography:

Student numbers	Y10	Y11
2019/20	110	146
2020/21	124	110
2021/22	88	124
2022/23	127	88
2023/24	126	127

History:

Student numbers	Y10	Y11
2019/20	142	105
2020/21	184	142
2021/22	199	184
2022/23	154	195
2023/24	156	159

RE:

Student numbers	Y10	Y11
2019/20	19	16
2020/21	45	19
2021/22	36	45
2022/23	41	36
2023/24	45	41

### **A Level courses studied:**

Course – AQA Geography.

Course – AQA History.

Course – AQA Government & Politics.

### Extra-Curricular Activities

Humanities visits are frequent and popular. Examples from recent academic years are:

GCSE History trips to Krakow and Berlin.

GCSE Geography trips to Sicily, Iceland and Naples, and various parts of the UK.

In year 7, as part of the “Rainhill Experience”, students get the opportunity to visit different places of worship to enable them to understand other faiths.

I am very proud of my team of teachers. They are excellent classroom practitioners. We work well together, we support each other, share resources, and discuss best practice in terms of pedagogy as well as approaches to teaching topics within each subject.

I am proud of the efforts we make for our students in and out of the classroom. History, Geography and Philosophy & Ethics are crucial areas of the curriculum, and children’s lives. My team do a great job in helping our students achieve great exam results and become thoughtful citizens with an appreciation and understanding of the world around them.

**Jo Parkinson**

**Head of Humanities Faculty**

## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)

# OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood.

Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

**RAINHILL HIGH SCHOOL**  
www.rainhillhighschool.org.uk

**RainhillSixth**  
www.rainhillsixth.org.uk

**FOWLER ACADEMY**  
www.fowleracademy9.com

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