



Devonport High School for Girls

A Specialist Language College

Information Pack

TEACHER OF RELIGIOUS STUDIES

*Full Time
MPS/UPS
Permanent
September
2024 start*

Dear Applicant



Thank you for your interest in the position of Teacher of Religious Studies at Devonport High School for Girls (DHSG). This is an exciting time to join our school on our continuing journey to fulfil our mission. At DHSG, our mission is to offer a challenging and enriching educational experience, which enables our students to develop their curiosity, confidence and aspirations, so that they leave us equipped to enjoy life in a global society. I firmly believe that we live out our mission here at DHSG and this is what makes us one of the best schools in the country!

I am seeking to appoint a well-qualified, confident and enthusiastic Teacher of Religious Studies on a full-time contract of 1.0 FTE. I am looking to appoint someone who is committed to the DHSG mission, enthusiastic about their subject and is willing to go the 'extra mile' for our students, in terms of extra-curricular opportunities.

We are a highly successful and oversubscribed 11-18 selective grammar school and one of the country's highest performing state schools. The school has strong international links and helps to create successful and happy young people who have the skills to carry out leading roles in the world. Our students are absolutely fantastic and highly motivated to learn. You will not experience poor behaviour in the classroom and will be free to teach your subject.

We value our staff here, and as such have sensible policies and systems in place. For example, we do not have pointless meetings, but instead a focus on CPD training for staff. We invest in 'incremental coaching' and not high stakes lesson observations. Staff value the opportunity to have feedback that helps them improve.

In this applicant information pack, you will find a Job Description, a Person Specification and information on how to submit your application.

If you have the energy, skills and motivation to join us and make a difference, I would welcome an application from you. If you would like an informal conversation over the telephone or a visit to look around prior to applying, please get in touch.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Lee Sargeant'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Lee Sargeant
Head Teacher

The City

Plymouth is the largest city south west of Bristol, with a population of approximately 260,000. Located overlooking one of the world's finest natural harbours, it is a city with a proud history.

Recent years, have seen Plymouth develop further as a cultural as well as a commercial, industrial and tourist centre. The city is served by a very active Arts Centre, the Theatre Royal, Plymouth Pavilions and the Life Centre - one of the country's leading sporting venues. Plymouth is also home to the University of Plymouth and Plymouth Marjon University.

There are regular ferry services to Roscoff, France and Santander, Spain. The Devon Expressway (A38) links Plymouth to the national motorway system and the intercity rail journey to London takes approximately three hours.

Plymouth has developed very strong twinning links with cities in Russia (Novorossiysk), Spain (San Sebastian), France (Brest), Poland (Gdynia) and Massachusetts, USA (Plymouth). There are also extensive educational links with many more towns and cities.

Click and open the hyperlink in the image to find out why Plymouth is such an attractive city.



The School

Devonport High School for Girls was established in 1908 and is situated on a lovely green site overlooking Plymouth's Central Park, approximately two miles from the city centre. It is an 11-18 selective girls' grammar school and became an Academy in April 2011.

There are approximately 850 students on roll, including around 225 in the Sixth Form. Students come from Plymouth and the surrounding counties of Devon and Cornwall.

The school is part of The Link Partnership (TLP) with four other schools in the city in order to extend curriculum provision for students in the Sixth Form.

In 2005 the school was granted Specialist Schools Status for Languages. We offer several languages including French, German, Spanish, Chinese and Latin. There is a dedicated Language Laboratory, and exchange and business links have been established within the UK and worldwide. The school first achieved International School status in 2006 and has recently received the award for the fifth time.

As well as its strong international links, Devonport High School for Girls has gained a reputation for academic excellence, which helps launch its students on their chosen career paths. The work ethic in the school is very strong and staff are deeply committed to their teaching.

The school places a strong emphasis on developing the whole person and as part of this commitment organises a broad range of enriching extra-curricular opportunities and a comprehensive programme of field visits, with opportunities for students to travel abroad.

The staff of approximately 100 teaching and support staff (a mixture of full-time and part-time employees) are led by the Senior Leadership Team, which consists of the Head Teacher, Deputy Head Teacher, three Assistant Head Teachers and the Business Manager.

The Religious Studies Department

Staffing

This is an exciting leadership opportunity to further develop and improve our thriving Religious Studies department. The Department consists of 2 subject specialists teaching across Years 7 to 13. All members of the team are required to teach the full age range.

Introduction to the department

Religious Studies at DHSG offers an academically rigorous, personally enriching journey into the six major religions found in the UK, which have also shaped the intellectual, social, moral, spiritual and cultural development of most countries in the world. The word 'journey' is important; students are encouraged to take not only an academic interest in religious issues but also a personal one, by reflecting on their own sense of meaning behind the 'bigger questions' of life. In this respect, we may say we are the only subject that does not have any 'objectively right' answers. The delivery of the subject encourages personal growth and exploration of ideas.

As the Devon Agreed Syllabus (we also incorporate the National Non-Statutory Syllabus for RE) is advisory rather than prescriptive, there is no uniformity in knowledge of particular religions when students join us at the end of KS2. After an introductory unit looking at unifying themes in early and tribal religions, It is sensible therefore to equip students with a baseline of substantive knowledge in the six major religions; thus, Judaism, Christianity and Islam (the three 'Western' or 'Abrahamic' religions) are taught in Year 7, the three 'Eastern' religions of Hinduism, Buddhism and Sikhism in Year 8. Within this context, different 'ways of knowing' (for example alternative interpretations, the distinction between but value of historical and faith perspectives) are also introduced, and provide a basis for the development of 'personal knowledge', where students can begin to define their own positions on a range of beliefs and attitudes. 'Substantive knowledge' and 'ways of knowing' are directly assessed by the GCSE criteria of 'Assessment Objective 1' (knowledge and understanding of content) and 'Assessment Objective 2' (evaluation and interpretation).

Lower (Years 7 & 8), middle (Years 9 & 10/GCSE) and upper years (Years 12 & 13 / A Level) Religious Studies RE increasingly seeks to further the development of the three forms of knowledge in both breadth and depth, by focusing on differences within and between religious and non-religious viewpoints in both beliefs and ethics. It is important that students understand that 'not all Christians (or members of other faiths) are the same' and there can be wide disparities, for example, over different conceptions of God and ethical issues. By expanding their own substantive knowledge alongside more informed interpretation and evaluation, students develop positions of their own. It is in this sense that study is part academic and part personal journey, an evolutionary process of enrichment that equips them with the religious literacy to understand others, to make safe, critically analytical judgements and offer their own contributions in a multicultural, multivalent world.

The Curriculum

Students receive 2 hours per fortnight of RS in Years 7 and 8, before choosing their options. In Years 9-11, GCSE RS is offered with two and sometimes three groups opting to study this. RS remains a popular subject at GCSE with strong outcomes. In Years 12 and 13, A Level Religious Studies is offered.

More information can be found on the curriculum pages on our website for the exact breakdown of the topics.

Job Description: Teacher of Religious Studies

Job title:	Teacher of Religious Studies
Scale:	MPS/UPS
Responsible to:	Head of Religious Studies

A. Support the Strategic direction and development of curriculum provision in the school – with the support of and under the direction of the Head of Religious Studies:

- Contribute to a positive ethos in which all students have access to a broad, balanced and relevant curriculum.
- Analyse and interpret relevant school, local and national data relating to the classes taught and advise the Head of Department on the level of resources required to maximise achievement.
- Liaise with staff, parents, carers, external agencies and other schools to provide maximum support and ensure continuity of provision within the classes they teach.
- Consider the views of both students and parents/carers and to respond appropriately.

B. Learning and Teaching:

- Develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and high standards of achievement, behaviour and discipline.
- Take an active role in the identification of, and provision for students with additional educational needs within the classes taught.
- Ensure lessons are differentiated to meet the needs of all students.
- Regular monitoring of the progress of students within the classes taught, which is then reflected in teaching plans.
- Regularly evaluate the effectiveness of your teaching and learning as part of the teacher appraisal process.
- Ensure setting of realistic and challenging expectations of students in the classes taught.
- Liaise effectively with staff, to ensure the successful transition of students through the school.
- Contribute fully to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.

C. Relationships with staff:

- Achieve constructive working relationships with all staff.
- Direct, organise and manage the work of support staff within the classes taught.
- Provide regular information to senior staff on student progress.

D. Effective deployment of staff and resources:

- Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting teaching objectives.

E. General:

- Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.
- Take on any additional responsibilities which might, from time to time, be determined.
- To support whole school activities e.g. Speech day, Carol concert.
- To engage actively in the Teacher Appraisal process.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.

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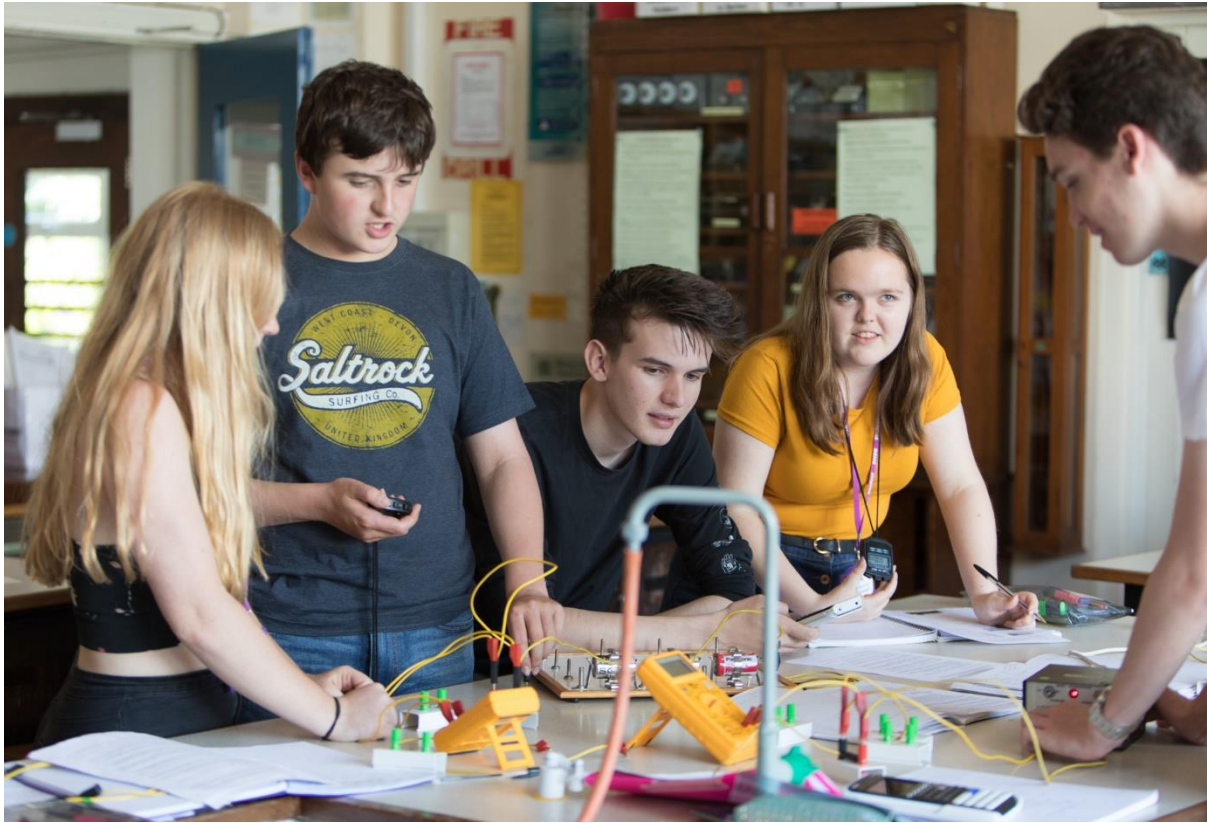
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The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced check by the Disclosure and Barring Service.

Person Specification: Teacher of Religious Studies

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status (to teach in the UK) Good subject-related Honours Degree or equivalent 	
Experience	<ul style="list-style-type: none"> Ability to teach Religious Studies to GCSE 	<ul style="list-style-type: none"> Ability to teach Religious Studies to A Level
Knowledge, Understanding and Skills	<ul style="list-style-type: none"> Thorough knowledge and understanding of current educational issues, including national policies, priorities and legislation Thorough knowledge of the French curriculum for all relevant Key Stages An understanding of the role of assessment and student tracking systems in raising standards ICT competent 	
Classroom Management	<ul style="list-style-type: none"> Evidence of good student management and discipline Commitment to raising standards Good organisational and planning skills 	
Personal	<ul style="list-style-type: none"> Relentless positivity An effective team player but able to think and work independently Ability to motivate students and staff Commitment to further professional development Able to work under pressure and meet deadlines Willingness to try new ideas and assess their effectiveness High standard of professional self-presentation in dress, appearance, administration and behaviour 	<p>Willingness to contribute to the provision of extra-curricular activities</p>



How to apply

All applications for employment should be made by completing the school's application form, which can then be submitted by post to the school address or by email to recruitment@dhsg.co.uk. The form can be downloaded from the 'Staff Vacancies' section of the website at www.dhsg.co.uk. Please note that CVs are not accepted.

Applications for this vacancy must be received by 9am on Monday 15 April 2024.

Interviews to be held on shortly thereafter.

If you would like to visit the school or have an informal, confidential discussion about the role, please contact:

Mrs P Hockedy
Personnel Assistant
Devonport High School for Girls
Lyndhurst Road
Peverell
Plymouth
Devon
PL2 3DL

T: 01752 705024

E: recruitment@dhsg.co.uk

Devonport High School for Girls Academy Trust (established on 01 April 2011), known as Devonport High School for Girls, is an exempt charity. The trust is a company limited by guarantee and registered in England. Company No: 7556657