



# Dallam School

Work with us

## Teacher of Religious Studies

Start date: *September 2025*

Salary: *MPS/UPS*

Hours of work: Full and Part-Time considered, permanent



Courage | Respect | Compassion | Endeavour | Integrity

# Welcome to Dallam



Steven Henneberry  
Headteacher

*"Staff, including those in the early stages of their careers, feel well supported by leaders."*  
Ofsted, 2023.

We're a vibrant and friendly comprehensive school where our children can continue studying into Sixth Form or study away from home, staying in our State Boarding House.

Dallam School offers day and boarding students a place to achieve academically, enjoy a wide range of creative and outdoor opportunities, and develop into a responsible and caring individual.

That inclusive ethos carries across to our team. We recruit from all walks of life and provide a friendly and supportive environment where the wellbeing of our staff is prioritised.

We aim to be the place where staff can develop their careers and achieve their ambitions, through high quality professional learning. It's a positive work environment where we grow our own talent and build career ladders.

Most importantly, we support staff to see clearly the contribution they make to our school community and the children who thrive here.





# Our school

■ **Location:** Cumbria, United Kingdom

■ **Type:** Mainstream School

■ **Phase:** Secondary

■ **Funding status:** State - Academy

■ **Gender:** Mixed

■ **Age range:** 11 - 19 years

## About Dallam School

Dallam has a long and successful history with a heritage and traditions stretching back to 1613. The school is grounded in traditional values but we're also forward-thinking and innovative and today, it is a popular mixed comprehensive with students often studying with us from Year 7 to Year 13. Students from our South Cumbria catchment join those travelling in daily from North Lancashire. While our international boarders bring diversity and richness.

We formed the South Westmorland Multi Academy Trust in 2016 and remain a single academy, maintaining close links with local secondary schools and Kendal College.

We have a supportive and inclusive culture in and around school where community is at the heart of all that we do. This includes the working relationship between teachers and students, the trusting relationships with form tutors and the pastoral team, and the honest relationships our staff develop with parents and carers.

Expert staff, specialising in their subjects up to A-level, teach throughout the school. We offer extra-curricular opportunities from music and drama to a full sporting programme that makes use of our excellent indoor and outdoor facilities.

All of this makes Dallam an excellent place to work.



# Our values

## Learning for all, learning for life

We're a supportive, caring community working hard to meet all student needs. Everyone's wellbeing and welfare is a top priority. We offer a wide range of enrichment activities beyond the curriculum.

### **Our vision:**

At Dallam School, we believe that education empowers students with the knowledge, skills and values they need to build a better future for themselves, their families and their community. At our school, every student develops the confidence and courage to be themselves and has access to opportunities that unlock future success. The inclusive and innovative ethos of Dallam School creates an inspiring environment in which every student can shine in their own way.

### **Our values:**

- Courage (be brave)
- Endeavour (strive for excellence)
- Respect (others, self and environment)
- Integrity (be honest)
- Compassion (be kind)





# What we offer

## Dallam School lives and breathes its People Vision



A learning organisation in which our people...

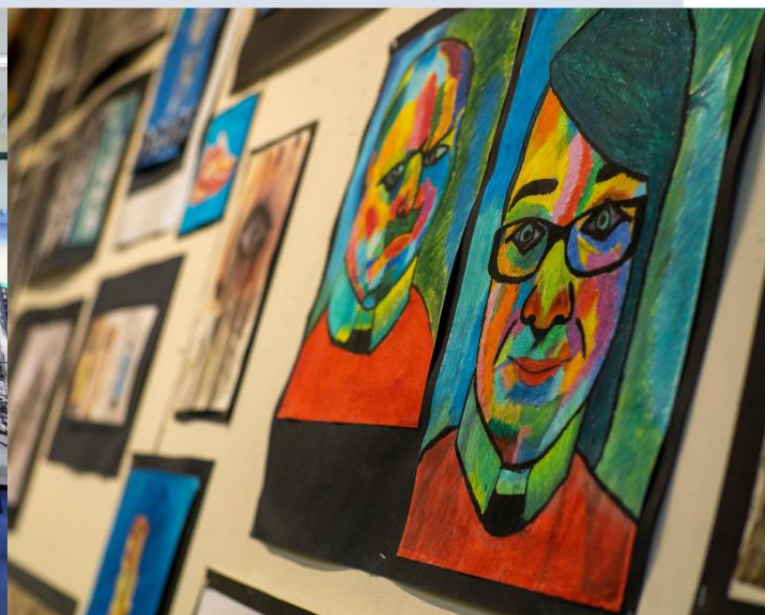
- receive care and support in a welcoming, collaborative community;
- feel a sense of agency and control;
- are committed to their work and our school and are recognised for this;
- engage in evidence-based and research led practice;
- experience a level of challenge in their work which is both stretching and rewarding, and;
- have access to high quality and bespoke professional development and career progression.



Ours is a positive work environment where regular recognition of achievements helps to create a sense of purpose and satisfaction in our people, leading to increased engagement, motivation and improved outcomes for our children.



It is important to us that everyone is able to play a part in shaping the direction of Dallam School and that all staff are supported at every stage along this journey.



# Professional development

We aim to be the place where staff can develop their careers and achieve their ambitions, through high quality professional learning. We strive to create a working environment that impacts positively on staff development; a culture of mutual trust, respect, openness and commitment to student achievement.

You can expect us to:

- Ensure access to high quality and bespoke professional development and the opportunity to progress your career at Dallam School
- Provide opportunities for staff to take on leadership roles, and, participate in project-based, collaborative thinking and learning
- Enable teachers to collaborate to refine their teaching practices and work together to solve problems in school. This includes working with partner schools to improve individual practices and school wide policies and protocols
- Secure a continuous appraisal process with meaningful feedback which enables staff development. Regular professional development conversations allow staff to excel in their roles, provide feedback on what support and progression they want, stay current with best practices, and continuously improve their craft





Working in a  
great location



# Working in a great location

## Our setting

Dallam School is set in the beautiful English countryside in the north of England, with busy village life in Milnthorpe on our doorstep. Milnthorpe is home with lots of shops, cafés, takeaways, and friendly local people. It's a good contrast to the quieter and older village of Heversham where you'll find our Boarding house.

## Well connected

Dallam is brilliantly located to connect out to the rest of the country. By road you are soon on the M6 motorway, with the Scottish and Yorkshire borders close by. Trains from Oxenholme Lake District, Carnforth and Arnside get students to UK cities like London, Edinburgh and Glasgow in under 3 hours. The nearest international airports are Manchester and Liverpool, followed by Glasgow. There are ferry links at Heysham for the Isle Of Man too.

## The Lake District

Over 18 million people visit the Lake District each year; it is a pretty special place. Some of the mountains that make up this UNESCO World Heritage site can be seen from the boarding house. Just 20 minutes by car, it's a place that's as important to humanity as the likes of the Taj Mahal and the Grand Canyon. Our team take lots of opportunities to explore this extraordinary landscape and all that it offers - from active adventure to artistic inspiration.





# Job description – Teacher of Religious Studies

**Post:** Teacher of Religious Studies  
**Salary:** Main/Upper Teachers' Pay Scale  
**Contract:** Permanent  
**Disclosure Level:** Enhanced  
**Location:** Dallam School, Milnthorpe, LA7 7DD - the role may require travel between the trust school sites

## Relationships

### a) Reporting to:

The post-holder reports to the Head of Faculty – Humanities

### b) Responsible for:

The post-holder interacts with other professional colleagues, students and parents and should establish and maintain productive relationships and promote mutual understanding of our aim to improve the quality of the student experience at the South Westmorland Multi Academy Trust.

## Main Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- The post holder will carry out the professional duties of a teacher as circumstances may require and in accordance with the Trust's policies and ethos under the direction of the Headteacher
- To undertake duties in line with the professional standards for qualified teachers as per Teachers' Standards.

Main Responsibilities
<b>Teacher of Religious Studies</b>
<ul style="list-style-type: none"><li>• Under the direction of the Head of Faculty, deliver appropriate programmes of study in line with subject and faculty schemes of work</li><li>• Support the development and implementation of policies, schemes of work, assessment and pastoral arrangements appropriate to the delivery of Religious Studies within the context of the National Curriculum and prescribed examination courses</li><li>• To contribute to the faculty's improvement plan and its implementation</li><li>• Teach Religious Studies across all Key Stages, preparing students for the next stage of their education or training</li><li>• Attend faculty meetings and make a positive contribution to the team</li><li>• Support the leadership of your subject as directed by the Head of Faculty</li></ul>

## CONTINUED – Teacher of Religious Studies

### Classroom Teacher

- Teach pupils as directed by the Senior Leadership Team
- Attend relevant INSET/CPD opportunities and keep up with current educational thinking and practice
- To work with the multi-disciplinary team
- Demonstrate a high standard of classroom management and practice and teach within the framework of the Academy Trust policies and guidelines paying particular attention to equal opportunities and behaviour management
- Implement the Trust's positive behaviour management strategies in accordance with the behaviour management policy
- Support initiatives taken by the Trust and Senior Leadership Team
- Assess pupil achievement and plan for future learning
- Plan appropriately to meet the need of all pupils, through the differentiation of tasks
- Keep appropriate and efficient records, integrating formative and summative assessment into planning
- Work with the Senior Leadership Team and other colleagues to track the progress of individual children and intervene where pupils are not making progress
- Lead and manage a support staff team within the classroom ensuring the appropriate deployment of colleagues within the room
- Demonstrate good and outstanding classroom teaching
- Plan for, organise and maintain a stimulating classroom learning environment appropriate to the needs, age and level of development of the pupils, which facilitates learning
- Be responsible for safeguarding the health and wellbeing of the pupils, actively promote the development of personal and social skills and provide emotional support in a way that accords with the pupils' age and level of development within the stated aims of the school
- Engage in and maintain a dialogue with parents/carers, therapists and other professionals about teaching and learning and progress of pupils in the allocated classes
- Participate in school activities, meetings, discussions and management systems necessary to co-ordinate the work of the academy as part of the statutory 1265 hours directed time
- Report to parents/carers on the development, progress and attainment of pupils
- Make effective use of ICT to enhance learning and teaching
- Work with the Senior Leadership Team in implementing the school improvement plan
- Participate in training and the implementation of health care practices
- Maintain an up-to-date knowledge of curriculum and relevant SEN issues through INSET, wider professional development and research
- Work with colleagues to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and pupils being taught
- Provide guidance and support to teachers in the subject area on planning, delivery, appropriate teaching approaches and resources by means of meetings, working alongside individual teachers, and school-based INSET
- Assist in monitoring and evaluating planning, quality of teaching and pupil progress in the allocated curriculum area
- Maintain up-to-date subject knowledge and knowledge of national and academy requirements and guidance in the curriculum area
- Be a form tutor to an identified group and support the Pastoral Team with pastoral care, behaviour and attendance as appropriate
- Carry out other tasks as reasonably requested by the Headteacher



## CONTINUED – Teacher of Religious Studies

<b>General</b>
<b>Culture and Ethos</b> <ul style="list-style-type: none"><li>• Promote the academy ethos, attitudes and values in all aspects of work with pupils, colleagues, support staff, parents/carers and visitors</li><li>• Promote the academy and celebrate its success at every opportunity</li></ul>
<b>Dress and Appearance</b> <ul style="list-style-type: none"><li>• To maintain the highest standards of smart business dress</li><li>• To maintain a professional demeanour at all times</li></ul>
<b>Self-Development</b> <ul style="list-style-type: none"><li>• To take part in the school's staff development programme by participating in arrangements for further training and professional development</li><li>• To continue personal development in the relevant areas including subject knowledge</li><li>• To engage actively in the Performance Management process</li></ul>
<b>Attitude</b> <ul style="list-style-type: none"><li>• To act as a professional and positive ambassador for the school in order to support the school's mission and profile</li><li>• Maintain a high level of motivation and encourage the progress of others</li><li>• Support the induction of Early Career Teachers, as required, and support the training of student teachers when they have been accepted into the faculty</li><li>• Support supply teachers and teachers doing cover by assisting to ensure that suitable material is available for lessons when members of the department are absent</li></ul>
<b>Policy Promotion</b> <ul style="list-style-type: none"><li>• To actively promote the Trust's Equal Opportunities, Health &amp; Safety, Data Protection and GDPR policies to ensure that the school operates safely, effectively and fairly in line with legislative requirements</li><li>• Comply with and actively implement the Trust's Behaviour Management Policy</li></ul>
<b>Safeguarding</b> <ul style="list-style-type: none"><li>• Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and the Trust's safeguarding policy</li></ul>
<b>Confidentiality</b> <ul style="list-style-type: none"><li>• To ensure confidentiality of the school's activities is maintained in order to protect the integrity of the organisation and its people</li></ul>
<b>Flexibility</b> <ul style="list-style-type: none"><li>• The job description may include all such other duties as the Headteacher and Trustees may reasonably expect from time to time</li><li>• To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the organisation</li><li>• Embrace a willingness to experiment with new methods and approaches / initiative taken</li></ul>

# Person specification – Teacher of Religious Studies

The criteria below are adapted from the National Standards for teachers. While the list below is exacting, it is understood that different qualities will be exhibited to different degrees. **Assessment will be based upon performance at interview, the letter of application and references. Do not include a CV**

Criteria	Essential	Desirable
<b>Shaping the future</b>		
A clear working Knowledge of current curricular developments	√	
The ability to use technology to enhance learning within the classroom	√	
An effective communicator at all levels	√	
<b>Teaching &amp; Learning</b>		
An excellent classroom practitioner with teaching judged to be regularly “good”	√	
The ability to devise & implement strategies for raising achievement	√	
A clear understanding of different models of teaching and learning	√	
A highly effective classroom practitioner	√	
Committed to the principals of inclusion	√	
Experience of creating rigorous schemes of work	√	
A clear understanding of assessment procedures and assessment for learning	√	
<b>Developing self and working with others</b>		
The ambition to seek further promotion		√
Recent experience or clearly evidenced capacity to very quickly come up to speed with delivery at Key Stages 3, 4 & 5 across a range of Humanities subjects		√
Qualified Teacher Status	√	
First degree in a closely related subject to teaching subject	√	
Higher degree or qualification in a Religious Studies or Education related field		√
The ability to receive feedback and act to improve personal performance	√	
<b>Managing the Organisation</b>		
Experience of performance management		√
The ability to prioritise and manage time effectively	√	
Experience of collaborative working with other schools, organisations and agencies		√
The ability to make decisions and act upon them	√	
Experience of leading a whole school initiative		√
<b>Securing Accountability</b>		
The ability to use a range of data to support, monitor and improve student outcomes	√	
The ability to create action plans, tailored to the needs of pupils.	√	
<b>Strengthening the Community</b>		
A willingness to contribute to the wider life of the school		√
Experience of successful collaborative work with other organisations and agencies		√
The ability to work effectively with parents to support their children’s learning	√	
<b>Personal Qualities</b>		
Stamina	√	
Excellent interpersonal skills	√	
The ability to ensure a sensible work life balance	√	
Level headedness	√	
Pleasant Demeanour	√	
<b>Safeguarding</b>		
All the requirements of Dallam’s safer recruitment procedures	√	



# How to apply

We strongly encourage you to visit the school before you apply for the post. If you would like to discuss the position with the Headteacher, Mr Steven Henneberry, please contact him by email: **[s.henneberry@dallamschool.co.uk](mailto:s.henneberry@dallamschool.co.uk)**

If you decide to apply for the post, please note the following important information:

Please read the Guidance Notes carefully before completing the Application Form and ensure that you fill in all sections. Please contact the school if you require the application form in an alternative format.

Along with the Application Form, please write a covering letter of no more than two sides. Please include the following;

- A statement about why you are applying for this particular post
- An outline of relative experience
- How your personal and professional qualities make you suitable for the role

**Closing date: Thursday 29<sup>th</sup> May 2025 at 12pm**

We will contact all applicants selected for the interview process by telephone initially. This will be followed up by a formal invitation and further information about the process the following day. We will contact all applicants, even if where the application was unsuccessful.

**The interview process: Friday 30<sup>th</sup> May 2025**

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with the recruitment process. Once this process is complete, the data relating to unsuccessful candidates will be stored for a maximum of 6 months and then destroyed. If you are successful, your application form will be retained and form the basis of your personnel record. We will also undertake online searches in accordance with our responsibilities under keeping children safe in education. An enhanced check with the disclosure and barring service will be undertaken for this post.

If you require further information or wish to discuss any issues, please do feel free to get in touch with Sharne Morgan, Finance and HR Officer, as a first contact –

015395 65168, **[s.morgan@dallamschool.co.uk](mailto:s.morgan@dallamschool.co.uk)**

For further information, please visit:  
[www.dallamschool.co.uk](http://www.dallamschool.co.uk)      [www.southlakesfederation.co.uk](http://www.southlakesfederation.co.uk)





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