

Information Pack for

Teacher of Religious Studies



Hornsey
School for Girls

FORTIOR·QUO·PARATIOR
The Better Prepared the Stronger



Hornsey School for Girls

Inderwick Road, Hornsey, London, N8 9JF

Headteacher – Ms Kuljit Rahelu

www.hsg.haringey.sch.uk



Contents Page

Headteacher's Welcome.....	Page 3
About Hornsey School for Girls - Our Ethos & Values	Page 4
Work Life balance - Reasons to work for us	Page 5
Job Description and Person Specification.....	Page 6 - 10

Click below for:

- [School Term Dates](#)
- [Reason's to work for us](#)
- [Policy Statement](#)
- [Equality Statement](#)

Headteacher's Welcome

Thank you for considering our school as your next career move. We are a unique provision in the borough of Haringey as the only Girls School in the borough. We are a community school and when you join us, that is what you become – part of a caring, aspirational community with supportive colleagues and awesome students at all levels.



Hornsey School for Girls lives and breathes its motto – ‘The better prepared the stronger’ We recognise that our students have limitless potential and our school will create, through its experiences and teaching, the next generation of leaders, innovators and social change. We know that in extremely competitive environments in the workplace as well as academically, preparation to succeed is critical. Academia is important to us – but not at the cost of the emotional wellbeing of our school community. For students this means we support their wellbeing every step of the way. We also value our staff team. We want all of our team to have a healthy work/life balance and have a confidential employee assistance programme in place.

The school is a 6 form entry comprehensive. Our standards and expectations are high of all – we are not the school for you if meeting expectations including above average outcomes for exam classes is not your priority. It absolutely is ours, and we manage this by giving you the tools and resources you need to enable this to happen. Our outcomes at Key stage 4 have consistently been above average since 2016. This is a trend we intend to keep and we can only do this by supporting and enhancing our greatest assets – our diverse staff and student body.

You join us knowing you join a ‘good’ school. This school is a dynamic and exciting learning environment with creative teaching and learning as the norm. Our students are bright, articulate and intellectually curious about the world we live in. They are committed to social justice and they are supported in this by a broad curriculum which allows them avenues to flourish, explore their passion and experience the diversity of the world around them. If this sounds like the kind of school you want to work in, then we would be delighted to receive your application.

We look forward to receiving your application.



Kuljit Rahelu

Headteacher



Bradley Fage

Chair of Governors

Hornsey School for Girls

The Better Prepared the Stronger

Ethos

Our key priority is to ensure high achievement for every girl at Hornsey. Through high standards of teaching, our broad and balanced academic curriculum and our extensive opportunities we inspire every young woman to raise her expectations and to be ambitious to fulfil her potential. We foster a love of learning for all of our students and encourage creativity and innovation across the curriculum.



As an international school, Hornsey students are encouraged to participate in national and international issues with integrity and confidence. We believe that every student has an opportunity to have an impact in influencing the world around us and we nurture leadership qualities in all of our students.

Our safe and welcoming school ethos is conducive to effective learning enabling every student to thrive in a calm and purposeful atmosphere. We foster healthy relationships, resilience and collaboration between students in order to prepare them for their world of tomorrow as well as today.

Values

- 1. Have respect for all.** Treat everyone and everything around you with the highest respect.
- 2. Show kindness to everyone.** Celebrate everyone for who they are including their race, culture, ability, sexuality and individuality.
- 3. Give 100%.** Work hard in lessons and at home; give everything you do your absolute best at all times.

Work Life balance – reasons to work with us

Our school is committed to ensuring all employees have support and guidance to ensure their mental wellbeing and work life balance is healthy. Additionally the school offers:

20% PPA as standard

Meeting schedules and timeframes shared at the start of the year to enable planning

Directed time used to support CPE as well as operational management

Welcomes flexible working applications and agree all those that meet the business needs of the school

Centralised detention systems to reduce demands on middle leaders

Staff consultation group

JOB DESCRIPTION - Teacher of Religious Studies

Job Title: Teacher of Religious Studies

Salary range: MPR/UPS

Responsible for: Being responsible for the achievement of students by providing high teaching & learning

Reporting to: Head of Department / Director of Learning

Job Purpose:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the School Teachers' Pay & conditions Documents (STPCD)
- To meet the National Professional Teacher Standards
- To comply with Health and Safety at Work Legislation

Job descriptions are subject to review and amendment annually through the Performance Appraisal process. In the case of mainscale teacher's job descriptions each paragraph is taken directly from the School Teachers Pay & Conditions Document.

All staff will be responsible for their Heads of Department, the Headteacher and Senior Leadership team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

Core responsibilities (exact responsibilities to be agreed on appointment):

Teaching and Learning

1. Teaching, following the Teacher Standards, with due regard to current Health and Safety legislation.
2. Planning and preparing schemes of learning and lessons.
3. Teaching the full range of KS3 and KS4 according to their educational needs, the students assigned to her/him, including the settling and marking of work to be carried out by the student in the school and elsewhere.
4. Promoting the general progress and well-being of individual students and of any class or group of students assigned to her/him.
5. Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements.
6. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
7. Taking such part as may be required of her/him in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school.

Assessment, Tracking Student Progress & Reporting To Parents/Carers

8. Participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; and participating in arrangements for and supervision during such examinations.
9. Assessing, recording and reporting on the development, progress and attainment of students.

JOB DESCRIPTION - Teacher of Religious Studies

10. Providing or contributing to oral and written assessments, reports and references for individual students and group of students.

11. Keeping records of the achievement and progress of students.

12. Keeping records of, and profiles on, the personal and social needs of students.

Pastoral Support & Guidance

13. Providing guidance and advice to students on education and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.

14. Maintaining good order and discipline among students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised activities elsewhere.

15. Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions.

16. To act as a tutor/co-tutor to a designated group and to act as academic tutor to that group, supporting students in achieving the highest possible standards through setting and monitoring challenging targets.

Performance Management & continuous Professional Development

17. Participating in any arrangements within an agreed national framework for the appraisal of her/his performance and that of other teachers.

18. Reviewing from time to time her/his methods of teaching and programmes of work.

19. Participating in arrangements for her/his further training and professional development as a teacher including attending a minimum of fifteen internal CPD sessions across an academic year.

20. In the case of a teacher serving an introduction period pursuant to the Induction Regulations, participating

Excellence is expected by all in the school's community where a dynamic and challenging learning environment helps to realise the ambitions of all and continues to ensure exam results are above the national average. The school is committed to preparing students to be responsible, articulate and intellectually curious about the world they live in with confidence. Supporting a creative approach to teaching and learning is established and expected by all.

It is expected that the post holder will carry out her/his responsibilities within this philosophy. 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 job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

This role is subject to an enhanced DBS check.

Job Title: Teacher of Religious Studies

Safeguarding statement

Our core safeguarding principles are:

Promotion

- Making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school

Prevention

- Positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

Protection

- Following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

Support

- For all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

Working with parents and other agencies

- To ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

The school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure students and parents know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the citizenship (personal, social, health, education) CPSHE curriculum for students to develop the skills they need to recognise and stay safe from abuse
- Act in the best interests of children first. All children have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.

Recognise the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies

PERSON SPECIFICATION — Teacher of Religious Studies

	Essential or Desirable
<p>Qualifications & Experience</p>	
<ol style="list-style-type: none"> 1. Qualified teacher status 2. A degree in the relevant subject (minimum 2:2) 3. Evidence of recent and relevant training or INSET. 4. To enjoy teaching and to be a successful teacher able to model good teaching to others by acquiring, at minimum, an equivalent of an OFSTED grade of 'good' for learning and teaching. 5. Evidence of excellent teaching ability and successful impact on student progress. 6. A good knowledge and an awareness of developments in the subjects National Curriculum and other statutory requirements at Key Stages 3 and 4. 7. A sound understanding of planning and assessment for learning. 8. Proven administrative and organisational skills. 9. The ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records. 10. An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom, and which include second language learners. 11. An understanding and appreciation of the value of interesting and stimulating display and other motivational materials. 12. A familiarity with Information Technology and with its educational uses as well as an ability to use Information Technology effectively to fulfil administrative requirements. 	
<p>Skills & Aptitudes</p>	
<ol style="list-style-type: none"> 13. A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this. 14. An understanding of target setting and action planning. 15. An understanding of the principles involved in being a successful team member. 16. An understanding of the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure. 	

PERSON SPECIFICATION — Teacher of Religious Studies

Other Requirements	

CONFIRMATION OF JOB DESCRIPTION AND PERSON SPECIFICATION

POST:

NAME:

I confirm that I have read this job description and person specification

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Signatures:

The job description is current at the date below but may be reviewed, in consultation with you, and may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed.....

Date