



Prince Henry's Grammar School  
COLLABORATIVE LEARNING TRUST



## INFORMATION FOR APPLICANTS



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### TEACHER OF RELIGIOUS STUDIES

(to cover maternity leave)

**MPS/UPS**

(possibility of a TLR2A for a suitable and experienced colleague)

**FULL TIME FIXED TERM CONTRACT**

**10 May 2021 to 20 February 2022 or the return of  
the post-holder whichever is the sooner**





# Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



Thank you for your enquiry regarding this post.

Please look on the school's website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) for more information about the school and for relevant policies e.g Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the Headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Office.

The closing date for applications is Thursday 11 March 2021 at noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately and interviews will be held during the week commencing 22 March 2021.

Following the closing date, a recruitment panel will read the information provided and ensure it matches our person specification, shortlisted candidates will then be invited in for interview and references taken. On the interview day, as well as teaching a lesson, a number of sessions may be organised which may include completing a data or written task, producing a presentation, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure & Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

Prince Henry's is a non-smoking/vaping site.

Please note it is the school's policy that reimbursement will not be made with regard to candidates' expenses.

## INFORMATION ABOUT THIS POST

### **HUMANITIES FACULTY**

This is a very well respected faculty with a high profile in the school consisting of teachers of Geography, History, Politics, Ethics, Philosophy and Religion (EPR) and Law. The Humanities Faculty has a cohesive and vibrant group of staff who share best practice and aim to drive up outcomes for students. The successful candidate will support this vision. The Faculty already has a proven track record of academic success and expects high standards from students and staff alike. There is a strong ethos of teamwork amongst its members and they meet regularly to share ideas, resources and expertise. There is a strong take-up of the faculty subjects at KS4 and KS5.

### **GEOGRAPHY**

Geography has a track record of success at all key stages, but also ambition for further improvement, particularly with the consistently high number of students who opt to study the subject at KS4 and KS5. The Geography team work collaboratively to provide interesting and stimulating courses to enable all students to gain a better understanding of the world they live in and become active global citizens. There are high expectations of all students in terms of academic achievement and of conduct in a supportive, dynamic and engaging environment.

#### **Curriculum structure and content**

- Year 7: All students study the subject for 3 lessons per fortnight in mixed ability format
- Year 8 & 9: All students study the subject for 3 lessons per fortnight working within broad ability sets. The course is designed to build progression and develop key skill areas
- Years 10–11: Students who have opted to study the subject at GCSE have 5 lessons per fortnight in each year. There are currently nine groups across KS4
- Years 12-13: A level courses in the subject are taught with each group having 9 lessons per fortnight

**Key Stage 3:** The Programme of Study covers a wide range of topics which aim to enthuse students about their natural and built environment at a range of scales from local to global. Topics covered also support students in developing a broad range of geographical and transferable skills.

**Key Stage 4:** The specification followed is AQA GCSE Geography. A range of resources and learning activities are used throughout the course. We also have the use of a bank of textbooks which have been specifically written for this course.

**Key Stage 5:** The specification followed at A Level is also AQA. Again, a range of resources and learning activities are used and we have the use of a bank of textbooks which have been specifically written for the course. There is also a small library of relevant text books/resources within the faculty for the use of our Sixth Form students.

Fieldwork and skills-based work are seen as important to the geographical education of all students and there is work of this nature planned for each key stage. This is an area we are very keen to further develop. Perhaps the most exciting element of this nature of work is our biennial field trip to Iceland.

### **Resources**

There are four specialist classrooms. Geography staff have worked collaboratively to develop a bank of resources for all units taught (electronic and paper-based resources) at KS3 and KS4, in line with National Curriculum and exam board requirements. We do, however, encourage individual members of staff to tailor lessons and resources to the needs of their specific classes and students. This includes differentiation for ability groups and students with Special Educational Needs. At KS5 staff have developed their own resources based on exam board requirements and specialist areas.

### **HISTORY & POLITICS**

History and Politics courses are popular across all Key Stages. This is reflected in the large numbers of students opting to study GCSE history and history or politics in the Sixth Form. There are around 240 students studying History at KS4 and around 75 studying History and Politics at KS5. Many of our students elect to study History or Politics at university.

### **Curriculum structure and content**

- Year 7: All students study History for 3 lessons per fortnight in mixed ability format
- Year 8 & 9: All students study History for 3 lessons per fortnight working within broad ability sets. The course is designed to build progression and develop key skill areas
- Years 10–11: Students who have opted to study History at GCSE have 5 lessons per fortnight in each year. There are currently nine groups across KS4
- Years 12-13: A level courses in both History and Politics are taught with each group having 9 lessons per fortnight

**Key Stage 3 History:** We deliver a curriculum that closely follows the skills and knowledge set out in the National Curriculum, while also incorporating many of the values of the Schools History Project. The Scheme of Work is structured so that students explore six thematic aspects of history through a chronological journey. The themes that students study are: Power, Beliefs and Attitudes, Everyday lives, Conflict, Migration/British unity and identity, and Empires. Each thematic unit is focussed around the development of specific second order concepts. Assessments have been integrated that support both knowledge and second order skill development.

**Key Stage 4 History:** We follow the Edexcel specification with students having access to lesson resources on our virtual learning environment. The course includes Medicine with a focus on the historic environment of the British Sector of the Western Front, Weimar and Nazi Germany, Elizabeth I 1558-88 and the Cold War. The course has ambitious content and we also work hard to embed the skills students will need to access concepts, sources and interpretations of the past.

**Key Stage 5 History:** We deliver the AQA History A-level course with students studying the following modules: 1H Tsarist and Communist Russia, 1855–1966, 2S The Making of Modern Britain, 1951–2007 and a historical investigation. Both of the taught units are worth 40% of the course and are taught over a two year period and the historical investigation, which is worth 20%, is a 4500 word essay on the student's own bibliography, primary evidence and historians' interpretations. Students are taught by the same member of staff over two years to provide continuity of feedback and support.

**Key Stage 5 Politics:** The A Level Politics course follows the AQA specification. Students explore the political landscape of Britain and the USA and work towards a comparison of the respective systems. At the same time, students are grounded in political theory by learning about key ideologies such as liberalism and feminism.

The History and Politics team takes its obligations to enrich students' experiences seriously, and runs a number of trips to support its students. Recently, there has been a Sixth Form trip to London and Paris and a Year 11 trip to Poland.

The History and Politics team play a full role in wider whole school initiatives. For example, in November, every student in the school was taught about Remembrance in assemblies and on a designated PSHE day.

### **Resources**

History and Politics have a suite of five classrooms. All rooms have data projectors and multimedia equipment and a wide range of electronic resources have been developed for these. There is an extensive collection of both printed and digital resources; many of the former are held in a specific Short Loans collection in the school library.

### **ETHICS, PHILOSOPHY and RELIGION**

Ethics, Philosophy and Religion is a thriving and popular subject across all key stages. Results have historically been good, particularly in terms of attainment and progress at A-level. An increasing number of students are opting for the subject at GCSE but there is scope for further improvement.

- |              |  |
|--------------|--|
| Year 7:      | All students study the subject for 2 lessons per fortnight in mixed ability format   |
| Year 8 & 9:  | All students study the subject for 2 lessons per fortnight working within broad ability sets. The course is designed to build progression and develop key skill areas  |
| Years 10–11: | Students who have opted to study the subject at GCSE have 5 lessons per fortnight in each year. There are currently three groups across KS4. All students have 2 lessons per fortnight of PREP (Philosophy, Religion, Ethics and Public Citizenship) |
| Years 12-13: | A level courses in the subject are taught with each group having 9 lessons per fortnight   |

**Key Stage 3:** The Programme of Study covers a wide range of broad themes which aim to develop students understanding of the Abrahamic religions initially before progressing to covering a wider range of worldviews and tackling philosophical and ethical questions.

**Key Stage 4:** For students opting for GCSE, the specification followed is EDEXCEL B RS studying Islam and Christianity. A range of resources and learning activities are used throughout the course. The PREP programme of study covers a wide range of different topics and includes critical thinking and debating skills. The decision was made to move to non-examined RS to allow greater scope for staff to plan and deliver a really exciting RS curriculum outside the confines of the GCSE specification, and to give students a broader understanding of the role religion has played in shaping the modern world, while allowing those who want to study the subject in depth to opt for the full course GCSE.

**Key Stage 5:** The specification followed at A Level is EDUQAS studying Philosophy, Ethics and Buddhism. It is a popular and successful course with over 30 students studying the A-level across the two year groups. Again, a range of resources and learning activities are used and we have the use of a bank of textbooks which have been specifically written for the course. There is also a small library of relevant text books/resources within the faculty for the use of our Sixth Form students.

### **Resources**

There are 3 specialist teaching rooms and a range of textbooks and artefacts to support the teaching of different religions. Each scheme of work is fully resourced with a range of resources to support teaching by specialists and non-specialists. Teachers are encouraged to adapt these if needed to meet the needs of their particular classes while still ensuring that crucial learning is covered.

### **LAW**

Law is a relatively new subject at KS5 but is continuing to grow and with commitment, drive and enthusiasm for the subject, it is hoped that the profile of the subject will continue to develop. Numbers have shown a steady increase over the past three years. Since September 2017, Law has been following the OCR specification.

### **Staffing Structure**

Faculty Leader

Area Leader (TLR2A) for Geography

Area Leader (TLR2A) for History

Area Leader (TLR2A) for Ethics, Philosophy and Religion

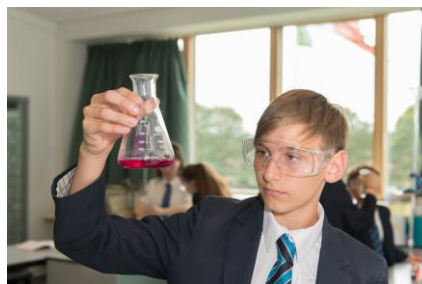
There are 18 specialist teachers within the Faculty, made up of 7 in Geography, 6 in History & Politics, 4 in Ethics, Philosophy and Religion and 1 Law teacher

### **Teacher of Religious Studies**

This post is suitable for an NQT but could have the possibility of a TLR2A (responsibility for Religious Studies) within the Humanities faculty for a suitable and experienced colleague. If, when applying, you are interested in a TLR post please clearly state this on the application in the Additional Information section and why you believe you have the skills and experience to lead an area within the faculty.



## INFORMATION FROM THE HEADTEACHER



Dear prospective applicant

Thank you for expressing an interest in the Teacher of Religious Studies vacancy at Prince Henry's.

Prince Henry's is an over-subscribed comprehensive school with over 1630 students (and growing!) – including around 320 in the Sixth Form. Our extremely positive Ofsted Report confirms us as a good school with outstanding student behaviour and outstanding leadership and management. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 when the core values of hard work, discipline, high achievement and 'virtue' were first established. Such high standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanours are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students and helped secure the 'outstanding' behaviour and safety grade awarded in our Ofsted inspection. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who share our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Prince Henry's is the first high school in the area to have been awarded the British Council's prestigious International School Award on five occasions, and was the first high school in the country to be awarded the Global Schools Award at Level 3. Typically, over 400 students take part in one of a dozen or more foreign trips and exchanges each year.



Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and is now engaged in supporting other schools to develop their own inclusive practices.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Many students also benefit from the high quality enrichment opportunities offered in most curriculum areas. The governors are anxious to appoint staff who will support the vibrancy of our school.

Prince Henry's has been designated as a National Support School by the DfE, and gained Sponsor Academy status in September 2018 subsequently forming the Collaborative Learning Multi Academy Trust in order to support the next stage of the school's development. The Trust is founded on existing partnerships and is in the initial stages of growth. We are proud of what we have achieved so far and excited about the future. Currently all teaching staff and all students in Years 7 to 13 have iPads as part of our "iPads for Learning" scheme. This is another example of how Prince Henry's is at the forefront of educational development and is actively planning for a sustainable future.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

I hope that after reading the information about our school and the vacancy you will want to submit an application. Please clearly describe your relevant skills & abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for this post.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Janet Sheriff', with a stylized, flowing script.

**Ms Janet Sheriff**  
**Headteacher**





## **JOB DESCRIPTION**

### **CLASSROOM TEACHER (MATERNITY COVER)**

<b>Name:</b>	
<b>Faculty:</b>	<b>Humanities: Religious Studies</b>
<b>Contract:</b>	<b>Full time Fixed term 10 May 2021 to 20 February 2022 or the return of the postholder whichever is the sooner</b>
<b>Responsible to:</b>	<b>Faculty Leader</b>

As with all Job Descriptions, the role is discussed between the post-holder and the Line Manager(s), to whom all teachers are directly responsible. The job description does not remove the teacher's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part XII of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

#### **Job Purpose:**

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

#### **Main Duties:**

##### **Teaching and Managing Student Learning**

1. To teach the lessons assigned
2. To provide effective teaching for whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
3. To use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources

4. To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships as published in the school's 'Positive Discipline' framework of rewards and sanctions
5. To maintain good order and discipline among the students and take care of their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere
6. To prepare risk assessments as necessary following the school's Health & Safety policy
7. To undertake the role of Personal Tutor where required (see separate Job Description)
8. To take part, as required in the review, development and management of activities relating to the curriculum

### **Planning and Setting Expectations/Student Achievement**

1. To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified by the school's Teaching & Learning & Assessment Policy
2. To set appropriate and demanding expectations for students' learning and motivation and set clear targets for students' learning, building on prior attainment
3. To identify students who have special educational needs and know where to get help in order to give positive and targeted support and implement and keep records on Pupil Centred Passports (PCPs)

### **Assessment and Evaluation**

1. To assess how well learning objectives have been achieved and use this assessment for future teaching
2. To set homework in line with the school's Home Learning policy
3. To mark and monitor students' class and home learning providing constructive oral and written feedback, setting targets for students' progress
4. To understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses as appropriate
5. To provide or contribute to oral and written assessments, records of achievement and references relating to both individuals and groups of students
6. To participate in preparing and presenting students for public examinations

## **Relationship with Parents/Carers and the Wider Community**

1. To prepare and present informative reports to parents/carers and attend Parents' Evenings/meetings
2. To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognizing that learning takes place outside the school context
3. To liaise with agencies responsible for students' welfare

## **Manage Own Performance and Development**

1. To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught
2. To participate in arrangements made in accordance with the Performance Appraisal Cycle
3. To participate in arrangements for further training and professional development as a teacher
4. To follow school policy by attending and participating in meetings
5. Where appropriate to the individual, and in negotiation with the Line Manager, to undertake role(s) that would be beneficial to career development
6. To share corporate responsibility for the implementation of school policies and practices
7. To set a good example to all students in their presentation and their personal conduct
8. To evaluate teaching critically by reviewing teaching methods and programmes of study and use this to improve professional effectiveness

## **Managing and Developing Staff and Other Adults**

1. To establish and maintain effective working relationships with all colleagues
2. To advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

## **Managing Resources**

1. To select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met

## **GENERAL DUTIES**

As defined by the School Teachers' Pay and Conditions Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

### **HEALTH & SAFETY**

*All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.*

### **SAFEGUARDING**

*The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.*

***All job descriptions may change and/or be amended, following negotiation***

Ref: office/job descriptions/teaching staff/Classroom teacher Jan 10



## JOB DESCRIPTION

### PERSONAL TUTOR

<b>Name:</b>	
<b>Subject:</b>	<b>Personal Tutor</b>
<b>Responsible to:</b>	<b>Progress Leader</b>

As with all Job Descriptions, the role of the Personal Tutor is discussed between the post-holder and the Line Manager. The details below represent the expected areas of work.

The job description does not qualify the Personal Tutor's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

#### **Job Purpose:**

The purpose of the role of Personal Tutor is to seek to know all the students in his/her form as well as possible and to become accepted as a person to whom they can turn for guidance. He/she should closely monitor the progress, attitude and behaviour of the students in order to encourage their overall development and liaise with colleagues to ensure the individual progress and development of their tutees.

The role of the Personal Tutor includes the following activities.

#### **a) Education Process**

1. To carry out a rolling programme of academic monitoring of the students in the form with guidance from Progress Leader and Assistant Headteachers
2. To attend year group meetings
3. To be involved with the production of IEP's working with Progress Leader and SENCO
4. To provide the Assistant Headteacher with relevant information for the preparation of references and internal reports
5. To deliver the tutorial programme under the guidance of the PSHE/Citizenship Co-ordinator
6. To implement the school's Positive Discipline system within the Tutor Group and to maintain high standards of behaviour and achievement

#### **b) Human Resources**

1. To build good relationships with the Progress Leader and other members of the year team
2. To build good relationships with students within the tutor group and their parents to gain their confidence and ensure progress and development, academically and socially

### **c) Students Welfare**

1. To encourage students to develop the highest expectations of themselves
2. To meet parents, as required, to discuss the academic progress, welfare and behaviour of students
3. To work with the Progress Leader to provide counselling for students as appropriate
4. To assess and monitor students' progress

### **d) General Responsibilities** – many to be undertaken during registration time

1. To register students according to instructions, at the beginning of each session or as otherwise required (e.g. fire drill), to keep information about students up to date; to check on absences, punctuality and absence notes, reporting problems and maintaining a close working relationship with the Progress Leader
2. To take an active role with, and ensure that students maintain, accurate records of rewards and sanctions, in accordance with the school's published Positive Discipline framework
3. To issue letters to parents via students
4. To check Student Planners weekly
5. To supervise students to, during and from assemblies and to prepare form assemblies when required
6. To check uniform to ensure high standards are maintained and to report any problems regarding incorrect uniform
7. To ensure students receive information regarding school issues/activities
8. To appoint two-year council representatives and oversee the collection of agenda items for school council
9. To work with Year Manager regarding obtaining subject material for absent students

This is a job description only and not necessarily a comprehensive definition of Personal Tutor activities. As such it is subject to review.

### ***HEALTH & SAFETY***

*All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.*

### ***SAFEGUARDING***

*The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment.*

***All job descriptions may change and/or be amended, following negotiation***



## PERSON SPECIFICATION

TITLE OF POST		TEACHER OF RELIGIOUS STUDIES	
AREA		HUMANITIES FACULTY	
SPECIFICATION PREPARED BY		DNJ	
DATE		Feb 2021	
Skills & Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach KS3 & KS4 Religious Studies	E	Application and Selection process
2.	Ability to teach KS5 Religious Studies	D	
3.	Ability to develop and sustain good working relationships with colleagues	E	
4.	Good organisational and communication skills	E	
5.	Excellence as a practitioner in Religious Studies	E	
6.	Excellent classroom management skills	E	
7.	Ability to enthuse and motivate students	E	
8.	Good ICT skills and the ability to use ICT packages to support the teaching of Religious Studies	E	
9.	Ability to use iPads to enhance teaching and learning	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	National Curriculum at KS3 in Religious Studies	E	Application and Selection process
2.	Requirements of GCSE and A Level specifications	E	
3.	Appropriate teaching and learning methodologies	E	
Experience		Essential/ Desirable (E/D)	How identified
1.	Successful teaching of Religious Studies at KS3 & KS4 or successful and productive teaching practice as an ITT	E	Application and Selection process
Qualifications & Training		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in subject area	E	Application and Selection process
2.	Secondary QTS	E	
3.	Evidence of recent relevant training	D	
Other Requirements		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to upholding the school's aims, procedures and policies	E	
6.	Commitment to continued professional development	E	



Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and the action to take if necessary	E	
Circumstances - Personal		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

## INFORMATION REGARDING A TLR POST



Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



### JOB DESCRIPTION

#### **HUMANITIES AREA LEADER: RELIGIOUS STUDIES**

<b>Name:</b>	
<b>Faculty:</b>	<b>Humanities: RELIGIOUS STUDIES</b>
<b>Allowances:</b>	<b>TLR2A</b>
<b>Contract:</b>	<b>Full time - Fixed term 10 May 2021 to 20 February 2022 or the return of the postholder whichever is the sooner</b>
<b>Responsible to:</b>	<b>Faculty Leader and named SLT link</b>
<b>Line Manage:</b>	<b>Team of teachers contributing to designated area</b>

As with all Job Descriptions, the role is discussed between the post-holder and the Line Managers, to whom all teachers are directly responsible. The details below represent the expected areas of work in addition to the Classroom Teacher and Personal Tutor job descriptions.

The job description does not remove the teacher's obligation to undertake his or her professional duties under the reasonable direction of the Headteacher; rather it indicates how these generic duties are expected to apply to the teacher's work in the school.

#### **Job Purpose:**

Contribute to the development of a shared vision for Humanities at the school. Assist the Faculty Leader to support, develop and hold accountable a team of teachers, providing professional leadership and management of the Religious Studies curriculum in order to secure high quality teaching and improve standards of learning and achievement for all students.

#### **PRINCIPAL ACCOUNTABILITIES**

Accountable to the Headteacher in the following aspects:

#### **Curriculum and Curriculum Planning**

1. To help ensure the delivery of an effective, high quality and cost effective performing arts curriculum, with specific responsibility for the designated area of the curriculum.
2. To liaise with the Faculty Leader to help produce a Faculty Area Improvement Plan compatible with the School Improvement Plan (SIMP). To aid the Faculty Leader in the review of progress against all improvement plans regularly in order to contribute to whole school improvement.
3. To engage relevant faculty staff in the creation, development and consistent implementation of effective schemes of work and Student Learning Plans in the designated area of the curriculum.

4. To work with the Faculty Leader to ensure effective preparation and assessment of internal examinations, including internal standardisation, in the designated area of the curriculum.
5. To keep up to date with all relevant assessment requirements and co-ordinate the process of preparing students for external examinations in the designated area of the curriculum. This includes the internal and external moderation and the completion of the required documentation for the awarding body. To liaise with the Faculty Leader, partner schools, Higher and Further Education, Industry, Awarding Bodies and other relevant external agencies as appropriate
6. To contribute to the overall development of the school's curriculum and other school policies, particularly from the perspective of the faculty area, advising the identified member of SLT of national or local developments
7. To contribute to PSHCE, Global Citizenship and equalities work according to school and faculty requirements
8. To work with the Faculty Leader to deploy staff effectively within the designated area of the curriculum, using staff skills, qualifications and experience to enable the curriculum to be delivered to the appropriate level for identified groups/students
9. To co-ordinate appropriate arrangements for classes in the designated area of the curriculum when staff are absent, liaising with other staff as necessary in order to ensure that appropriate cover work is completed and the curriculum is delivered effectively.

### **Teaching, Learning and Professional Development of Staff**

1. To model 'outstanding' teaching and learning. To assist the Faculty Leader in the development and continued improvement of teaching and learning in the designated area of the curriculum, in line with the school's Teaching & Learning & Assessment Policy, in order to secure 'outstanding' student progress.
2. To maintain a personal commitment to professional development in order to facilitate the learning of the faculty team, and the school as a whole.
3. To liaise with the Deputy Headteacher, Learner Experience and the Faculty Leader in order to help lead the professional development of all staff in the designated area of the curriculum. To support and mentor staff, including ITT trainees and NQT's, so that the Teacher Standards are met by all staff contributing to the designated area.
4. Assist the Faculty Leader to foster and oversee the use of technology to support teaching and learning in the designated area and ensure that every opportunity is taken by staff contributing to the designated area to develop and improve the literacy and numeracy skills of students, in line with school policy.

5. To assist the Faculty Leader to implement, co-ordinate and quality assure educational enrichment activities within the designated area of the curriculum, including booster classes as appropriate to provide a breadth of experience that will improve student enjoyment, learning and progress.
6. To support, develop and contribute to the work of the Red Kite Teaching School Alliance.
7. To ensure that the school's Performance Appraisal policy is implemented effectively throughout the designated area of the curriculum.

### **Self Evaluation and Quality Assurance**

1. To assist the Faculty Leader in monitoring and evaluating of the work of staff in the designated area of the curriculum, so that there is an accurate understanding of strengths and areas for development in order to inform improvement planning.
2. To work with other faculty staff as appropriate to regularly analyse student progress and attainment data for the designated area of the curriculum (at student, teaching group and subject level) in order to identify and address any underachievement and support 'outstanding' achievement for all students within the faculty. To use the results of this analysis to inform improvement actions.
3. To communicate effectively with all members of staff contributing to the designated area so that they are familiar with (and work in line with) the aims and objectives of the faculty and the school. To promote whole school initiatives and maintain the consistent implementation of faculty and whole school policies and procedures.
4. To assist the Faculty Leader to monitor the work of staff contributing to the designated area and check the implementation of school policies for example setting of home learning, marking of students' work and the assessment and recording of progress. To involve these staff in the review and evaluation of their own work, including the standards and progress of students that they teach.

### **Student Progress and Well Being**

1. To liaise with the Assistant Headteacher: Learner Progress, the SENCO and faculty staff to ensure that the needs of all students are met in the designated area of the curriculum so that they are able to fulfil their potential and make 'outstanding' progress.
2. To assist the Faculty Leader to ensure that appropriate challenging targets are set for all students in the designated area and that high expectations and high standards are maintained across this area of the curriculum.
3. To work with faculty staff to monitor and support the overall progress, attendance, development and well-being of students within the designated area of the curriculum to ensure equality of opportunity.

4. To support the school's Positive Discipline system (including Standards for Learning) in accordance with the published framework, in order to maintain an environment conducive to good teaching and learning
5. To ensure effective communication with parents/carers so that they are advised and informed of their child's progress as appropriate

### **Resource Management**

1. To work with the Faculty Leader to ensure that the teaching commitments within the designated area of the curriculum are effectively and efficiently timetabled and roomed within the constraints of the school
2. To monitor 'best value' expenditure and help the Faculty Leader to decide on the priorities for the spending of faculty capitation in consultation with other members of the team
3. To oversee the maintenance of records on capitation spending and commitment to ensure proper financial control within the designated area of the curriculum.

### **ADDITIONAL SPECIFIC RESPONSIBILITIES**

1. To play a full part in the life of the school community and support the achievement of its vision and aims. To contribute to the distinctive ethos of Prince Henry's Grammar School and to encourage staff and students to follow this example

### **GENERAL DUTIES**

As defined by the current School Teachers' Pay and Conditions document and the most recent Teacher Standards.

### **HEALTH & SAFETY**

*Area Leaders will make themselves familiar with the requirements of the school's Health and Safety Policy and ensure that these procedures are adhered to across the faculty.*

***All job descriptions may change and/or be amended, following negotiation.***



## PERSON SPECIFICATION

TITLE OF POST		AREA LEADER: RELIGIOUS STUDIES	
AREA		HUMANITIES FACULTY	
SPECIFICATION PREPARED BY		DNJ	
DATE		Feb 2021	
Skills & Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach GCSE and A level Religious Studies	E	Application and Selection process
2.	Ability to develop and sustain good working relationships with colleagues	E	
3.	Excellent organisational and communication skills	E	
4.	Excellent leadership skills	E	
5.	Excellence as a practitioner with the ability to role model outstanding teaching & learning	E	
6.	Excellent classroom management skills with the ability to role model outstanding classroom/behaviour management	E	
7.	Ability to enthuse and motivate others – relevant coaching and mentoring skills	E	
8.	Good ICT skills and the ability to use ICT packages to support the teaching of Religious Studies	E	
9.	Ability to analyse student progress and attainment data in order to identify and tackle under-achievement within the subject area	E	
10.	Ability to write reports, letters, documents etc in a focused and highly professional manner	E	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	National Curriculum at KS3 in Religious Studies	E	Application and Selection process
2.	Requirements of GCSE and A level specifications	E	
3.	Knowledge of a range of effective approaches to assessment	E	
4.	Appropriate teaching and learning methodologies	E	
5.	Knowledge of effective self-evaluation procedures	E	
6.	Knowledge of effective intervention strategies	E	
Experience		Essential/ Desirable (E/D)	How identified
1.	Successful teaching of Religious Studies at KS3, KS4 & KS5 level	E	Application and Selection process
2.	Participation in working groups and/or leadership of specific projects	E	
3.	Responsibility within a faculty/departmental or whole school context	D	
4.	Experience of analysing student progress data in order to identify and tackle under-achievement	D	
Qualifications & Training		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in subject area	E	Application and Selection process
2.	Secondary QTS	E	
3.	Evidence of recent relevant training	D	

Other Requirements		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to upholding the school's aims, procedures and policies	E	
6.	Commitment to continued professional development	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and the action to take if necessary	E	
Circumstances - Personal		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	
			Pre-Employment Health Declaration





## **GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM**

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

### **References**

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting, then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

### **Employment History**

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Teacher of Science M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

### **Education History**

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

### **Other Courses or Professional Development**

Please include any professional development that may be relevant including dates and grades obtained.

### **Information to address the Person Specification**

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

## STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.

We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).

- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.
- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.