



Recruitment Pack

Teacher of Religious Studies



Known, Valued, Understood



grammar.trinitymat.org

A welcome from our Principal



Dear Applicant,

Thank you for your interest in the **Teacher of Religious Studies** position at Trinity Academy Grammar. Our motto, "To be the most transformational Academy in the country" reflects our ambitious vision and unwavering commitment to excellence. A bold statement but one we strive to achieve daily.

As Principal, my mission is to foster an environment of inclusivity, belonging and care where students, and staff, are Known, Valued and Understood.

We are looking for dedicated educators who are ambitious for our students and themselves. We want you to bring creativity and innovation to a curriculum designed to challenge and inspire. If you value honesty and integrity in building relationships with our students, families and wider community, then you are the person for us!

In return, we offer a warm, inclusive community that celebrates achievement and provides robust opportunities for your professional growth. You will benefit from high-quality professional learning, collaborative practice, and a culture that values innovation and evidence-informed approaches.

We are very proud of our school improvement journey and very much look forward to welcoming others on board our continued journey to becoming an exceptional place to be. We don't just want you to work here; we want you to thrive and help us to take our academy in new and exciting directions.

If you are a passionate, reflective practitioner who shares our values and ambitions, we would be delighted to receive your application.

A handwritten signature in black ink, which appears to read "Liz Fairhurst". The signature is written in a cursive, flowing style.

Liz Fairhurst
Principal



About Trinity Academy Grammar

Trinity Academy Grammar is a vibrant, inclusive and high achieving academy. We are driven by an ambitious vision to transform lives through education. Based in the heart of Sowerby Bridge, Halifax, we're perfectly placed - with Huddersfield, Leeds, Bradford and Greater Manchester all within easy reach.

Trinity Academy Grammar is one of the most improved schools in the country, receiving an Ofsted grading of Good with Outstanding in Leadership and Personal Development in February 2023. Our sole purpose is for all students to feel known, valued and understood and to leave the academy equipped for the next stages of their lives.

We are proud to be apart of the Trinity MAT family and our MAT values of **Empathy, Honesty, Respect** and **Responsibility** underpin everything that we do. As part of Trinity MAT, our staff are able to regularly collaborate with colleagues and be a part of a supportive and hardworking team.



What we offer our staff

High-quality CPD to support your growth and progression opportunities



Dedicated pastoral support to help you uphold standards & expectations

Access to our Employee Assistance Programme



A visible and supportive Teaching & Learning and Senior Leadership Team

Collaborative planning time and reduced assessment load twice a year



Dedicated classroom space

There are many benefits to working at Trinity Academy Grammar, where the wellbeing of staff and students sits at the heart of our culture. You'll join a thriving, welcoming school community with fantastic CPD opportunities and an environment that supports you to grow, contribute, and feel known, valued and understood.



Hear from our staff



"I began my career within the Trust at Trinity Academy Halifax as a class teacher and, over time, was supported to take on new challenges and develop into my current role as Vice Principal Inclusion at Trinity Academy Grammar. What has remained consistent throughout my journey is a strong culture of collaboration, thoughtful approaches to workload, and a genuine investment in staff development. High-quality teaching is prioritised, underpinned by strong pastoral systems, dedicated spaces, and consistent support from both the Teaching and Learning team and Senior Leaders. Opportunities to develop are encouraged and supported, whether you are new to the Trust or looking to take the next step in your career."

I began my teaching career at TAG two years ago, transitioning from a medical background after working in the NHS for eight years. Since joining TAG, my experience has been both exciting and rewarding, with a wealth of opportunities and strong support enabling me to develop as a classroom practitioner.

As an Early Career Teacher, I have benefited greatly from the guidance of my mentor and department. Regular weekly meetings, drop-ins, and a collaborative teaching approach have been instrumental in refining my practice in the classroom.

In addition to my teaching role, I hold responsibility as Associate Personal Development Lead. This includes coordinating the Trinity Scholar Programme and actively promoting diversity and cultural awareness across the school community. I also serve as Chair of Staff Voice, where I work to support staff wellbeing and contribute to initiatives that enhance inclusion and overall wellbeing across the academy.

Working at TAG has allowed me to grow naturally into a confident and effective teacher, while also providing numerous opportunities for professional development and career progression.



"I joined Trinity Academy Grammar as a senior leader and immediately felt welcomed into a professional, reflective working culture. The approach to CPD here is a strength; it's purposeful, well thought through, and genuinely supports day-to-day practice rather than feeling like an added extra. The culture is collaborative and supportive, with high expectations balanced by trust, which makes it a rewarding place to work and grow professionally. Working at TAG is an opportunity to be part of a high-performing team, academy and trust."



Current vacancy: Teacher of Religious Studies



What You'll Bring to the Team

The Humanities department at Trinity Academy Grammar is a committed team of hard working and collaborative practitioners committed to teaching and learning excellence. Across History, Geography and Religious Studies, we have a shared commitment to achieve the best possible outcomes for all our students. We do this through effective and supportive collaboration, a proactive and adaptive approach to sustaining quality first teaching, as well as ensuring all students feel supported and engaged through relevant and challenging curriculum content, as well as positive classroom dynamics.

Our carefully structured Religious Studies curriculum is dynamic and purposeful, equipping students at Key Stage 3 with effective knowledge of the diverse religious and non-religious worldviews that have shaped human history as well as the modern world. In addition to discrete study of major faiths, students also critically evaluate religious and philosophical concepts and themes, from social justice to crime and punishment. All students go on to take short course GCSE at Key Stage 4, and many of our students elect to take the subject as a full course GCSE, with many going on to study religion and philosophy beyond their time at TAG.

Why You'll Love It Here at Trinity Academy Grammar

- **Professional growth** - Regular CPD, high-quality coaching, and meaningful opportunities to develop your practice.
- **A supportive culture** - A collaborative, welcoming staff team and approachable leadership who value your voice and wellbeing.
- **Enrichment and experience** - Opportunities to get involved in trips, clubs, and community projects that enrich school life.
- **A competitive offer** - Salary aligned with the national pay scale
- **Flexible working** - We aim to offer flexible working arrangements and will thoughtfully consider individual circumstances.

The Application Process

1. Find out more about our current vacancies [here](#)
2. Submit your completed application form to recruitment@grammar.trinitymat.org
3. Shortlisted candidates will be invited to an interview.

Closing Date: 9am, Monday 11 May

Interview Date: Wednesday 13 May

Job Description

Classroom Teacher

Salary: MPR/UPR

Core Purpose:

- a) To support the work of the curriculum leadership team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the curriculum area, in accordance with the aims and objectives of the academy.
- b) To contribute to raising standards of attainment and achievement by monitoring and supporting student progress, and developing students as a teacher and tutor.
- c) To facilitate and encourage a learning experience which provides opportunities for students to achieve their potential.
- d) To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth and success.

Reporting to: Curriculum Leader, Deputy Curriculum Leader or Lead Teacher

Liaising with: Curriculum Leader (CL), Lead Teachers (LT), Deputy Curriculum Leader (DCL), teaching and non-teaching colleagues, support staff and other relevant staff with cross-academy responsibilities, partner schools, other academy partners and parents.

Learning and Teaching:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area (CA)
- To contribute to the CA's improvement plan and its implementation
- To undertake a designated programme of teaching and to plan and prepare courses and lessons
- To contribute to the whole academy's planning activities
- To participate in 'learning walks' and other learning evaluation strategies in accordance with academy policy
- Implementing academy policies relevant to teaching and learning, including behaviour, homework and assessment.

Teaching:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the academy and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required

Curriculum:

- To assist in the process of curriculum development and improvement planning
- To support, change and develop the curriculum to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's aims and objectives
- To assist the CL and DCL to ensure that the curriculum area provides a range of teaching that complements the academy's strategic objectives
- To support the academy's extra-curricular offer.

Quality Assurance:

- To help to implement academy quality assurance procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the curriculum area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required
- To review from time to time methods of teaching and programmes of work
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Assessment:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for the academy's MIS
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform learning and teaching
- To mark, grade and give written/verbal and diagnostic feedback as required
- To undertake assessment of students as requested by external examination bodies, departmental and academy procedures
- To support the establishment of a robust target-setting process within the curriculum area
- Where appropriate, provide all relevant bodies with robust information relating to student performance and assessment.

Personal Development:

- To engage actively in performance management review(s)
- To participate in the academy's ITT programme where appropriate
- To take part in the academy's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To work as a member of the curriculum team and contribute positively to effective working relations within the academy
- To participate in the interview process for teaching posts when required and to support the induction processes for new staff within the team.

Communication:

- To ensure that all members of the CA are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the CA's views and interests in a professional manner.

Management of Resources:

- To assist the curriculum leaders to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, curriculum area and the students
- To look after academy equipment and resources allocated to the teacher and the teacher's teaching area (classroom/workshop/lab etc).

Communication:

- To communicate effectively with the parents of students, as appropriate
- Where appropriate, to communicate, and represent the views, of the academy, in a professional manner
- To follow agreed policies for communications in the academy
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner institutions
- To contribute to the development of effective subject links with external agencies.

Pastoral System and Safeguarding:

- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of education plans, progress files and other reports
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHE/Citizenship and enterprise activities according to academy policy
- To be a Form Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the Form Tutor group as a whole
- To liaise with Curriculum Leaders to ensure the implementation of the academy's Pastoral System
- To register students accurately, accompany them to assemblies and supervise them in assembly, encourage their full attendance at all lessons and their participation in other aspects of academy life.

Other Specific Duties:

All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification - Classroom Teacher

<p>Qualifications & Experience</p>	<ul style="list-style-type: none"> • Education to degree level or equivalent • QTS and GTC registered • An excellent track record of recent, relevant professional development • Accountability for the performance of a significant cohort of young people • Evidence of good/outstanding classroom practice • Taking accountability for the success of an initiative • Leadership of a community project or an area of school development • Experience of raising standards and performance of a significant cohort of young people 	<ul style="list-style-type: none"> • Innovative use of resources
<p>Knowledge & Understanding</p>	<ul style="list-style-type: none"> • The principles and characteristics of effective academies • Innovative approaches to working with students, parents, staff and the local community • The principles and practices of strategic and operational planning and delivery • Effective review and evaluation procedures • The application of ICT to effective management 	<ul style="list-style-type: none"> • Different methods of consulting with stakeholders • Community/voluntary/parent/partner agency links • Strategies for ensuring equal opportunities for staff, students and other stakeholders
<p>Leadership & Management</p>	<ul style="list-style-type: none"> • Work effectively both as a leader and as a member of a team • Initiate, lead and manage change • Prioritise, plan and organise • Direct and co-ordinate the work of others • Set high standards and provide a role model for students and staff • Deal sensitively with people and resolve conflicts • Seek advice and support when necessary • Prioritise and manage own time effectively • A commitment to an open and collaborative style of management 	<ul style="list-style-type: none"> • Motivate all those involved in the delivery team • Liaise effectively with other organisations and agencies
<p>Communication Skills</p>	<ul style="list-style-type: none"> • Communicate the vision of the academy in relation to the development of the local community • Negotiate and consult fairly and effectively • Build relationships with key stakeholders • Ability to communicate to a range of audiences. • Chair meetings effectively • Communicate effectively orally and in writing to a range of audiences 	<ul style="list-style-type: none"> • Develop, maintain and use an effective network of contacts
<p>Decision Making Skills</p>	<ul style="list-style-type: none"> • Make decisions based on analysis, interpretation and understanding of relevant data and information • Demonstrate good judgement 	<ul style="list-style-type: none"> • Think creatively and imaginatively to anticipate, identify and solve problems
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • A commitment to inclusive education • Evident enjoyment in working with young people and their families • Empathy in relation to the needs of the academy and the local community • Ability to inspire confidence in staff, students, parents and others • Adaptability to changing circumstances/new ideas • Reliability, integrity and stamina • Personal impact and presence • Work under pressure and to deadlines 	<ul style="list-style-type: none"> • Vision, imagination and creativity A commitment to professional development



Trinity Academy Grammar

Want to find out more?

