

Candidate Information Pack



Teacher of Religious Studies

**Including the potential to teach:
A level RS, Politics & Sociology**

**Netherthorpe School
Chesterfield, Derbyshire**



Communities Learning Together

Cavendish Learning Trust, Netherthorpe School, Ralph Road, Staveley, Derbyshire, S43 3PU
Tel: 01246 479013 e: info@clt.org.uk www.clt.org.uk

Welcome from the CEO of Cavendish Learning Trust

Dear Applicant,

Thank you for showing an interest in joining the Cavendish Learning Trust. We believe that this is an extremely exciting time to join the Trust, as the process to re-launch many aspects of our work has commenced and the successful applicant will be an integral part of this strategy for the Trust.

The Trust currently has four academies that are geographical based in Chesterfield, with over 1,600 children attending from the ages of 2 to 18. Our academies are:

- Barrow Hill Primary Academy
- Dunston Primary and Nursery Academy
- Gilbert Heathcote Infant School
- Netherthorpe School

We are very fortunate to be a cross-phase multi-academy Trust, which gives us the opportunity to share a wide range of knowledge and expertise for the benefit of the children within all of our academies.

The Vision and Values of the Trust have recently been reviewed in order to give a clear focus to the work we do and are built around our vision statement;

We are a family of schools working together focused on supporting the needs of our individual communities, providing excellent education to maximise children and young adults' life choices.

The Trust also has a framework for operation entitled 'Our Commitments', which ensures that all academies within the Trust are providing an equitable education to the children in the communities in which they serve. More information on both these key areas can be found by visiting our website www.clt.org.uk

Our academies are supported by a Shared Services Team which supports in the following areas:

- Education Strategy including monitoring and evaluation
- Budget setting and monitoring
- Contracts and project management
- Facilities
- Human Resources
- Data Protection and Compliance
- Health and Safety

Thank you again for your interest in joining us and the best of luck with your application. We look forward to welcoming you to the Trust and sharing with you, our commitment to support the children and communities that we serve.

Dave Williams



Netherthorpe School

Teacher of Religious Studies

Permanent – Part time 0.4 (2 days)

(Required for September 2022)

Main Pay Scale

We are seeking to recruit a well-qualified and highly motivated Religious Studies (RS) teacher to further enhance our successful curriculum area, potentially teaching across Key Stages 3, 4 and 5. As a growing department the opportunity to teach across the range of Social Sciences is desirable but not essential. RS is taught within a department that teaches a suite of subjects including: Sociology, Politics and RS.

This post is open to NQTs and experienced RS teachers who are passionate about their subject and are keen to join an innovative and collaborative department.

Netherthorpe is a thriving 11-18 school with a large Sixth Form and a commitment to raising the level of achievement of all its students. The school has a traditional ethos and enjoys an excellent reputation within the area.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to the satisfactory completion of an enhanced DBS check, Barred list check, the receipt of satisfactory references and other statutory checks that are required for the post. We are an equal opportunities employer.

Further information about this vacancy, including how to apply, can be found within this recruitment pack.

Closing date for applications: Noon Tuesday 7th June 2022

Interview date: Tuesday 14th June 2022

Start date: September 2022

The Cavendish Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Description

Specific Areas of Responsibility

- To take responsibility for the education and welfare of children in your subject lessons in accordance with the latest School Teachers' Pay and Conditions document (STPCD), having due regard to the requirements of the National Curriculum and Trust policies.

Generic Areas of Responsibility

Teaching and Learning:

- To have a thorough and up to date knowledge of their subject(s) taking into account wider curriculum developments relevant to their work;
- To demonstrate high standards of teaching thereby influencing the learning & achievement of students;
- To implement and deliver a curriculum in line with school policies, departmental curriculum maps and schemes of learning
- To consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including being aware of and taking into account strategies agreed in the IEPs (Individual Education Plans) of SEND students;
- To ensure that every student is given the opportunity and support to make progress;
- To contribute to the development and planning of the departmental curriculum;
- To consistently and effectively use information about prior attainment to inform planning, set well- grounded expectations for students, and monitor progress to give clear and constructive feedback;
- To register the attendance of students in line with policy and follow up absences where necessary;
- To implement and monitor the application of the school's homework protocol within their subject area;
- To set high standards for pupils' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and successfully implementing the schools Behaviour Management Policy;
- To work as part of a team and contribute positively to effective working relationships within the school.
- To participate in departmental activities to support the wider development of our students.

Assessment and Making Use of Data to Track Student Progress:

- To implement assessment, monitoring and evaluation procedures consistent with national requirements and in line with school policy.
- To be able to use the performance data available in school in order to determine how much progress the students are making;
- To track student progress through data analysis.
- To make use of data to set in class targets for individual students as well as groups of students in identifying student underachievement and student potential.

General responsibilities:

- To ensure that Health and Safety policies and practices are adhered to, including those specific to the subject area, and that Risk Assessments are in line with national requirements.
- To provide information to relevant stakeholders as required.
- To implement and promote school policies and procedures, eg. Health & Safety, Child Protection and Equal Opportunities.

Accountability and Monitoring:

- To be accountable for student progress and development within their classes.
- To ensure that provision is made for the full ability range of students.
- To ensure effective communication with parents and community representatives as appropriate.

Coaching, Mentoring and Enhancing the Professional Development of Others':

- To take responsibility for their own professional development and actively engage in all opportunities provided using the outcomes to improve their teaching and student learning.
- To support with the development of others through coaching programmes.
- To engage with the appraisal process as an entitlement to self-review and to guide them in developing a continuing professional development plan.

School Ethos:

To play a full part in the life of the school community, to support its distinctive vision and ethos to adhere to the staff professional code of conduct.

Person Specification

| | Key Requirements | Essential | Desirable |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualifications | Qualified teacher status | ✓ | |
| | A degree or equivalent | ✓ | |
| | Good honours degree (2:1 or better) | ✓ | |
| | Able to teach Key Stage 5 | | ✓ |
| Knowledge, Skills and Experience | Successful teaching experience (or teaching practice) | ✓ | |
| | Evidence of continuing professional development | ✓ | |
| | An understanding of current educational developments and a clear grasp of issues relating to education in general and their subject specialism(s). | ✓ | |
| Skills, Abilities and Personal Qualities | Ability to use innovative, active teaching methods; Inclusive approach to education | ✓ | |
| | Suitable skills and attitudes for working with children | ✓ | |
| | An ability to work in collaborative partnership with all stakeholders. | ✓ | |
| | Competent ICT skills | ✓ | |
| | An understanding of how to ensure students make good progress regardless of their starting points. | ✓ | |
| | Strong teamwork skills | ✓ | |
| | Excellent communication skills & organisational skills | ✓ | |
| | Vision, drive, imagination, enthusiasm | ✓ | |
| | The ability to motivate others at all levels within the organisation | ✓ | |
| | Resilience and a sense of humour | ✓ | |
| | Ability to develop literacy across the curriculum. | ✓ | |
| | A willingness to work hard with enthusiasm and vision. | ✓ | |
| | Commitment to offering effective extra-curricular activities | | ✓ |

How to Apply and Visit our Academy

Visits are highly recommended and warmly welcomed. To arrange an appointment, please telephone 01246 472220.

Please submit a fully completed application form, which can be found on the school website www.netherthorpe.academy supported by a personal statement which details your reasons for applying and how your experience meets the requirements outlined in this pack.

Completed applications should be sent to vacancies@netherthorpe.derbyshire.sch.uk

Cavendish Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to complete an enhanced DBS check and all job offers are subject to satisfactory references and proof of eligibility to work in the UK.

Closing Date for applications: Tuesday 7th June 2022

Interview Date: Tuesday 14th June 2022

Start Date: September 2022

Safeguarding & Child Protection at Cavendish Learning Trust

This handout provides a brief introduction to Safeguarding and Child protection issues. It should be read in conjunction with the Safeguarding and Child protection Policy for each academy which can be found at www.clt.org.uk

Safeguarding

Safeguarding is everyone's responsibility

Cavendish Learning Trust are required to ensure a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

This means:

- Protecting children from maltreatment
- Preventing impairment of health or development;
- Ensuring circumstances consistent with provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

Child Protection

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.

All our academies have a senior member of staff as Designated Safeguarding Lead (DSL) and several Deputy DSL's who work alongside them.

Key Areas

- Early Help
- Four Categories of abuse
- Signs and symptoms of abuse
- Receiving / dealing with disclosure
- Making referrals
- Safe working practice

Early Help

Academy Staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

Categories of abuse

1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- Provide food, clothing, adequate supervision;
- Ensure access to appropriate medical care;
- Protect child from danger

2. Physical abuse or injury

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- inducing illness, carer fabricating symptoms

3. Sexual Abuse or injury

- Forcing or enticing a child to take part in sexual activities;
- May involve penetrative/non penetrative/non-contact activities.

4. Emotional abuse

- Persistent emotional maltreatment;
- The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- May involve seeing or hearing the ill-treatment of another person.

Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms;

- Visible marks e.g. bruises, burns, cuts on body
- Inappropriate state of clothes, poor hygiene
- Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- Patterns of behaviour or a change in behaviour
- Patterns of absence or punctuality

If you have a concern about a child, NEVER underestimate your information – PASS IT ON TO YOUR DSL (Designated Safeguarding Lead).

Receiving / Dealing with disclosure

Disclosure is often what a child deliberately communicates to you in words or actions.

1. Receive

Listen, remain neutral, accept what the child says

2. Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

3. React

Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL.

4. Record

Make notes asap and use child's actual words where possible, be objective, keep notes safe.

5. Support

Create space and time for child throughout and after the process, get support for yourself.

Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

Confidentiality

Staff must NEVER promise total confidentiality to a child. However that does not mean that you can tell ALL colleagues about a disclosure. Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff if they need to know any information about the child.

Making Referrals

The DSL will usually decide whether or not to make referrals. However, it is important to note that **any** staff member can refer their concerns to children's social care directly

Safe Working Practice

- Be visible and open in your practice
- Let pupils do as much for themselves as they can
- Offer support /help rather than assume the child needs it
- Keep physical contact to a minimum and be able to justify it
- Think about the level and type of contact
- Staff are in a position of trust with pupils. Inappropriate behaviour with or towards children is unacceptable
- A concern about a colleague must be passed to the Headteacher or DSL. A Concern about a headteacher should be passed to the Chair of the Academy Improvement Board. In either case a discussion with the Cavendish Learning Trust's Executive team of designated officers, is appropriate.

If a child is in immediate danger call the Emergency Services on 999.

If you are concerned that a child is suffering or is at risk of significant harm please contact

Call Derbyshire on Tel: 01629 533190 immediately.