



KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS



In pursuit of educational excellence for all

0.6 Part-time Teacher of Religious Studies
From Easter 2019 for one year



January 2019

Dear Applicant,

Thank you for requesting information about our Teacher of Religious Studies post.

In the enclosed booklet you will find information about the department and the role.

Academic results at King Edward VI Camp Hill School for Girls are outstanding, and girls make excellent progress as they move through the different key stages.

Pupils tell us that they also find this a happy and caring place to be, with excellent relationships between the girls and with staff.

This is an exciting school, where pupils experience a high quality range of curricular and extra-curricular opportunities, and where they can develop a love of learning, respect for each other and the leadership skills needed for successful careers.

The School also provides a sustained professional development programme, and an opportunity to work with talented staff and congenial colleagues.

We look forward to hearing from you.

Best wishes,

Linda Johnson
Head Teacher

THE RELIGIOUS STUDIES DEPARTMENT

SPECIALIST RELIGIOUS STUDIES TEACHER

This is a part-time (3 days) post to cover a maternity leave of absence in the department. The ability to teach up to GCSE Level would be of interest.

STAFFING

Mrs R Davidson – Head of Religious Studies

Ms Antonia Woodward – Teacher of Religious Studies

Mrs Vicky Jones – Teacher of Religious Studies (Part-time)

ADMINISTRATIVE SUPPORT STAFF: There is administrative support for the department.

ACCOMMODATION AND RESOURCES

There are 2 specialist classrooms, resourced to a high standard with modern facilities. There is a large Religious Studies office which provides an excellent work area for members of the department.

Religious Studies resources are very good. Both classrooms have an LCD projector and interactive white boards. All departments in school receive an allocation for resources and there are additional funding strands to bid for specific projects.

CURRICULUM

Religious Studies is taught as a discrete subject throughout main school. All students study GCSE Religious Studies and achieve outstanding results.

In Key Stage 3 we deliver schemes of work which incorporate the six world religions. We also include some thematic topics including one on rites of passage and on moral and ethical issues such as wealth and poverty.

- In Key Stage 4, we are currently delivering full course AQA GCSE syllabus. The two year AQA GCSE 8062 syllabus A, includes an in-depth study of Christianity and Sikhism. The course also includes a range of philosophical and ethical issues with reference to a range of religious views including Christian and Muslim beliefs and teachings.

We are very proud of the Religious Studies department's record of achievement in public examinations.

ENRICHMENT ACTIVITIES

The department organises trips to local places of worship in Key Stage 3. In Key Stage 5 there have been residential trips to Holland and Rome. Various extra-curricular societies are run through the department.

STUDENTS:

We are most fortunate in the skills, talents and qualities which our students possess. Their responsive nature and willingness to learn and succeed provide an exceptional teaching and learning environment. They offer an enthusiastic secondary teacher a fulfilling opportunity to truly enjoy the teaching of their subject at an intellectual level.

REQUIREMENTS AND RESPONSIBILITIES IN THE POST:

We wish to appoint a well-qualified graduate to cover Vicky Jones' timetable during her maternity absence, who can contribute to the department and who can teach their subject up to GCSE level. Recently qualified colleagues and NQTs with relevant experience are also very welcome to apply. There is a clearly articulated and detailed programme for NQTs, as well as induction arrangements for all colleagues joining the school.

MAKING AN APPLICATION:

Applicants should complete the application form which includes the names, addresses, telephone numbers and e-mail addresses of two referees. A concise but comprehensive letter of application is expected. The details should reach the Headteacher **no later than 4pm on Friday 1 February 2019**. Candidates who would like their applications acknowledged are asked to include a stamped, addressed envelope. Applicants will be able to tour the school on the day of interview. Please leave a message for Rachel Davidson if you have any specific questions or you can e-mail her on: r.davidson@kechg.org.uk.

INTERVIEW ARRANGEMENTS:

On the day of interview, applicants have an opportunity to tour the School and speak to pupils. Interviews are likely to be held in early March.

It is our regular practice to ask short-listed candidates to teach a short lesson of 20-25 minutes. The group to be taught will be determined to some extent by the background and experience of the candidate, and the school's timetable on the day of interview. Candidates will find our students accepting and welcoming.

TRAVEL EXPENSES AND REIMBURSEMENTS:

Normal second-class travel is payable to all applicants who attend for interview, plus reasonable overnight expenses where this applies. Candidates from abroad receive travel expenses paid from the port of entry or airport.

We look forward to receiving your application.

Linda Johnson,
January 2019

General Job Description: Qualified Teacher:

Core purpose:

To provide a high quality educational experience for all students.

General duties and responsibilities:

To carry out the duties of a schoolteacher as set out in the "School Teacher Pay and Conditions" document.

To continue to meet the required National Standards for Qualified Teacher status.

Knowledge and understanding:

- Be familiar with the school's current systems and structures as outlined in policy documents including Health and Safety and Child Protection Policies, Behaviour Policy and implement them.
- Have a secure knowledge and understanding of the concepts and skills in specialist subject(s) and a detailed knowledge and understanding of the National Curriculum programmes of study.
- Understand specialist subject(s) framework of 14-19 qualifications and the routes of progression through it.
- Select and make good use of ICT where appropriate within subject teaching.
- Understand and know how national, local comparative and school data including National data can be used to set clear targets for student's achievement.
- Understand how students' learning in the subject is affected by their physical, intellectual, emotional and social development.
- Be familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

Planning, teaching and class management

- Plan and deliver in relation to the chosen Curriculum and with regard for the school's aims and objectives, own policies and schemes of work, the teaching programme for all pupils within the class.
- Provide clear structures for lessons and for sequence of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on students' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Ensure coverage of the relevant examination syllabuses and School Programmes of Study.
- Exploit opportunities to improve students' basis skills in literacy, numeracy and ICT.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which students feel confident, both in the classroom and around school.
- Use a variety of teaching and learning styles to keep all students engaged.
- Be familiar with Codes of Practice and identification, assessment and support of students with special educational needs.
- Evaluate own teaching critically to improve effectiveness.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess and record each student's progress systematically with reference to the school's current Assessment Policy and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the Headteacher and parents as required.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleague and parents.
- Participate effectively and appropriately in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually.

King Edward VI Camp Hill Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo an enhanced Disclosure and Barring Service check.

Person Specification: Qualified Teacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Appropriate subject degree. • Qualified teacher status/PGCE. 	<ul style="list-style-type: none"> • Good honours degree.
Experience	<ul style="list-style-type: none"> • Experience of teaching in the secondary phase. 	<ul style="list-style-type: none"> • Pastoral experience.
Classroom teaching skill	<ul style="list-style-type: none"> • Record of successful teaching. • Meeting national standards. 	<ul style="list-style-type: none"> • Innovative and creative approaches to teaching and evidence of strong performance. • Confident use of ICT.
Knowledge and understanding	<ul style="list-style-type: none"> • A clear philosophy about the teaching of the subject. • Knowledge of appropriate teaching methods for delivering the subject. • Subject knowledge sufficient to challenge able students and achieve high outcomes. 	<ul style="list-style-type: none"> • Ability to take responsibility for own professional development. • Awareness of strategies for improving well-being, learning and achievement for high ability students.
Curriculum	<ul style="list-style-type: none"> • Familiarity with the nature and purpose of assessment/reporting particularly re enabling pupils to improve. • Familiarity with key concepts of values and citizenship. 	<ul style="list-style-type: none"> • Familiarity with current initiatives.
Personal attributes	<ul style="list-style-type: none"> • Ability to work under pressure and meet deadlines. • Good personal organisation. • Good interpersonal skills. • Ability to work independently and cooperatively as a member of the team. • Reliability and integrity. • Applicant required to demonstrate their suitability to work with children – this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour and attitudes to the use of authority and maintenance of discipline. 	<ul style="list-style-type: none"> • Range of interests and willingness to participate in extra-curricular activities. • Pragmatism, humour and optimism when dealing with emerging adults.