



Appointment of

TEMPORARY TEACHER OF RESPECT
(PART-TIME MATERNITY COVER 0.5/0.6 FTE)
RE/PSHE/CITIZENSHIP

(MPR/UPR)

FOR JANUARY 2018

Closing Date for Applications:
No later than Noon on Friday 17 November

THE POST: TEMPORARY TEACHER OF RESPECT
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The RESPECT department is a combination of Religious Education, Personal, Social and Health Education and Citizenship. The department has achieved outstanding GCSE results over the past few years and were also graded as achieving good results at A Level. Our focus is on maintaining this success as we implement the new GCSE and A Level specifications.

The department was judged outstanding in our last OFSTED: *'The academy takes its responsibilities for promoting equality very seriously and ensures that students' spiritual, moral, social and cultural development are exceptional. Students receive clear guidance on moral issues, for example, in RESPECT lessons'.*

The Curriculum:

KS3: In Key Stage 3 students are taught in mixed ability classes and they study combination of topics across all three subject areas. All staff deliver all three subject areas to their classes. Religious Education lessons follow the Cheshire Local Agreed Syllabus. PSHE units have been developed to meet the specific needs of Fallibroome Academy students. Students view all topics within RESPECT positively. Students receive one lesson a week in Year 7 and three lessons over a fortnight in Years 8 and 9.



KS4: RESPECT is a compulsory subject at GCSE. Students follow a programme of study that allows them to gain a Religious Education GCSE as well as studying PSHE and Citizenship modules alongside their GCSE course. This is delivered in three lessons over a fortnight. We follow AQA A (new specification). The majority of students complete a full course, from Buddhist and Christian points of view. All GCSE classes are mixed ability; students are only set by the qualification that they are working towards.



2017 GCSE Results

Full Course:

A*-A: 42%

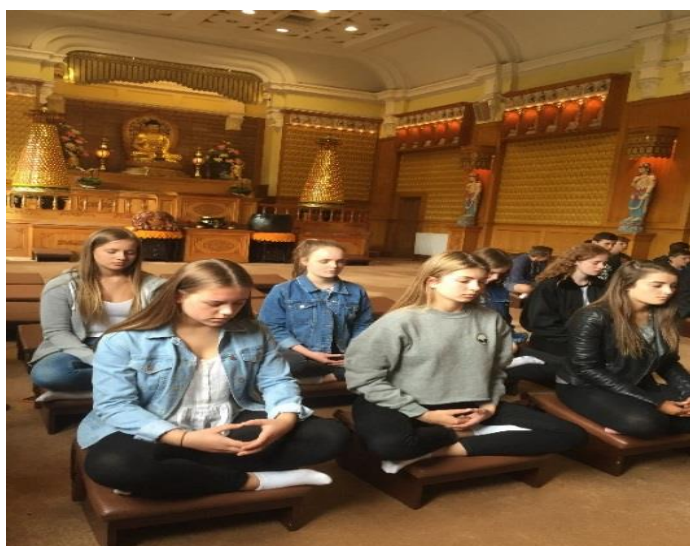
A*-C: 98%

Short Course:

A*-C: 58%

A*-G: 100%

KS5: Philosophy, Ethics and Religion is a popular A Level choice. The course runs annually with an average class size of 14 in Year 12 and the department have recently moved to Eduqas. The course is split into the three components of Ethics, Philosophy and Religion and students are currently taught the components separately by subject specialist teachers. At A Level, students study Christianity for the religious component. As a result of excellent outcomes at Year 12 we get only a minority of students not choosing to complete the full A level.



2017 A-Level Results

A2 Results:

A*-A: 25%

A*- D: 100%

AS Results

A-C: 29%

A-E: 100%

Extra-Curricular: Students have the opportunity to extend their learning through a range of trips that are arranged annually. In Year 7 all students visit a Hindu temple. In Year 8 students have the option to visit the Houses of Parliament in London. We also run a cross curricular Holocaust Education Day in Year 9 where students are able to listen to a survivor testament of the Holocaust. In Key Stage 4 students go on a trip to Manchester Cathedral and a Buddhist Temple, to develop their understanding of the religions that they are studying. Our A Level students have the opportunity to attend a course-specific Ethics and Philosophy Conference in Manchester.

Accommodation: We have four designated teaching classrooms, grouped together and we share a fifth room. The department is very well resourced, in terms of books and audio-visual materials and all teaching rooms are equipped with ICT facilities including interactive whiteboards and Apple TV. As our classrooms are designated RESPECT rooms all rooms have relevant, informative and eye catching displays which highlight different aspects of the curriculum.

Meet the team: The department is staffed by specialist and experienced teachers who all have responsibility for teaching RE at GCSE.



Mr Farrell

Why I like RESPECT: I love teaching RESPECT because understanding worldviews (both religious and non-religious) is essential to understanding the world around us. It is always personal and always relevant. I enjoy developing these critical thinking skills in students as they seek answers to universal questions.



Mrs Ahmed-Swift

Why I like RESPECT:

RE, PSHE and Citizenship allow young people to develop the skills they need to make their way through life happily and healthily; to form good relationships and to contribute to the community. Allowing students to explore their own beliefs and to understand those of people around them is vital in today's multicultural society.



Mrs Barrow

Why I like RESPECT:

I love teaching RESPECT because it challenges and inspires young people to explore life's big questions. For me it is about them learning about and respecting themselves, their communities and the wider world.



Miss Dyer

Why I like RESPECT:

Challenging young people to think about crucial life issues such as our existence, life, death, God and the universe is why I enjoy teaching RESPECT. Learning about a range of different cultures, religions and belief systems is so important to increase tolerance in the diverse



Mrs Neale

Why I like RESPECT:

I think it helps young people make informed life choices, promotes emotional health and gives a grounding for some of the most important issues future generations will face. Also I love discussing moral / philosophical questions that deal with the nature of justice, truth, and knowledge.



Mrs Larkman

Why I like

RESPECT: There isn't a week that goes by without an issue hitting the headlines that has a connection with one of our topics. I enjoy making the study of religion thoroughly relevant to our students and enabling them to discuss and explore their views on a range of important issues. I like the fact that we study three subject disciplines which makes my teaching very varied.

Please visit our website: <http://fallibroome.academy/departments/respect/>

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JOB SPECIFICATION

SALARY: MPR/UPR

RESPONSIBLE TO: The Director of Teaching & Learning: RESPECT

RESPONSIBILITIES: Your responsibilities are those laid down in the current Schoolteachers' Pay and Conditions document and include the following key elements:

TEACHING

1. To plan, prepare and teach courses and lessons in line with school and departmental policy.
2. To teach, according to their educational needs, the pupils assigned to you, including the setting and marking of work to be carried out by them in school and elsewhere.
3. To assess, record and report on pupils' development, progress and attainment.

OTHER ACTIVITIES

4. To promote the general progress and well-being of pupils and provide guidance and advice.
5. To make records of and reports on the personal and social needs of pupils.
6. To communicate and consult with parents of pupils.
7. To communicate and co-operate with outside bodies.
8. To participate in meetings arranged for any of the purposes described above

ASSESSMENTS AND REPORTS

9. To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

APPRAISAL

10. To participate in the school's Performance Management Programme.

REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT

11. To review from time to time your methods of teaching and programmes of work.
12. To participate in arrangements for further training and professional development, including training intended to meet needs identified in appraisal objectives or in appraisal statements.
13. In the case of a newly qualified teacher, to participate in arrangements for your induction period.
14. To engage constructively with professional development.
15. To evaluate your performance and be prepared to adapt and improve your practice in the light of feedback and professional development.

EDUCATIONAL METHODS

16. To advise and co-operate with the Headteacher and other colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

DISCIPLINE, HEALTH AND SAFETY

17. To maintain good order and discipline and safeguard health and safety, both on the school premises and when engaged in authorised school activities elsewhere.

STAFF MEETINGS

18. To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

COVER

19. To provide cover for absent teachers, subject to the provisions of the Workforce Agreement, and so far as is practicable to teach any pupils whose teacher is not available to teach them.

EXTERNAL EXAMINATIONS

20. To participate in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils' presentation for, and conducting, such examinations.

MANAGEMENT

21. To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods.
22. To assist the Headteacher in carrying out threshold assessments of other teachers for whom you have management responsibility.
23. To co-ordinate or manage the work of other staff.
24. To participate in development planning and take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

ADMINISTRATION

25. To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of support staff.
26. To attend assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed during or after school sessions.
27. To undertake such other duties as may be reasonably required of you from time to time by the Headteacher, or Vice Principal, up to a level commensurate with the principal responsibilities of your job.

The School Teachers' Pay and Conditions Document from which these key responsibilities are taken is available for inspection at the school.

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PERSON SPECIFICATION

This post is suitable for newly qualified or more experienced teachers who have a strong academic background and an interest in teaching across the age and ability range, including examination classes. The successful candidate will be required to demonstrate most or all of the following characteristics:

Achievements

1. A good honours degree in Religious Studies/Theology.
2. Qualified Teacher Status.

Experience/Knowledge (desirable, not essential)

3. Effective teaching experience across the age and ability range.
4. The capability to teach RESPECT examination classes up to Advanced Level.
5. An understanding of the National Curriculum requirements for the teaching of RESPECT.
6. An awareness of the way in which RESPECT can influence the whole school curriculum.
7. Strong ICT skills and experience in using ICT as a learning tool for creative development.
8. An awareness and knowledge of the issues surrounding the safeguarding of children.

Personal Qualities

9. An enthusiasm for teaching and an interest in learning strategies.
10. An interest in the development of young people and their needs.
11. Sound communication and organisational skills.
12. The ability to form good relationships with staff and students.
13. Drive, energy and “teacher warmth”.
14. A commitment to the importance of the work of the form tutor.
15. A commitment to high standards in personal work.

16. A commitment to continued professional development.
17. A willingness to support and promote the ethos and standards of the school.
18. The ability to work under pressure and to meet deadlines.
19. A good record of good health and attendance.
20. Smart personal appearance.
21. A sense of humour!

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours, and
- Attitudes to use of authority and maintaining discipline.

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PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete the enclosed application form. In addition, you are asked to submit a **concise** letter of application. This should be word-processed (12 pt) and should not exceed two pages in length that includes the following information:

- Describe how your experience and particular achievements make you a strong candidate for this position.
- Explain how you have made a positive and measurable difference in previous positions.

Please note that only applications on the school's application form will be considered. Candidates who submit a CV will also not be short-listed. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mr Power, Headteacher, to arrive **no later than noon on Friday 17 November**.

Interviews will take place on **Tuesday 28 November**. If you have not heard from us by the end of November regrettably you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Please note that we do not normally arrange informal visits for prospective candidates before short-listing has taken place, but if you wish to have an informal discussion about the post in advance of your application, or if you require any further details, please contact Francis Power, Headteacher.

Tel: 01625 827898

E-mail: jobs@fallibroome.org.uk

We welcome applications regardless of age, gender, ethnicity or religion. We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.

A Place for Excellence