



The Knights Templar School

Application Pack – Teacher of RE

December 2016



We are proud of our School as a community comprehensive serving the people of Baldock and the surrounding villages and our pupils' learning is greatly enhanced by the strong links with our local area.

Our Vision

Excellent academic achievement

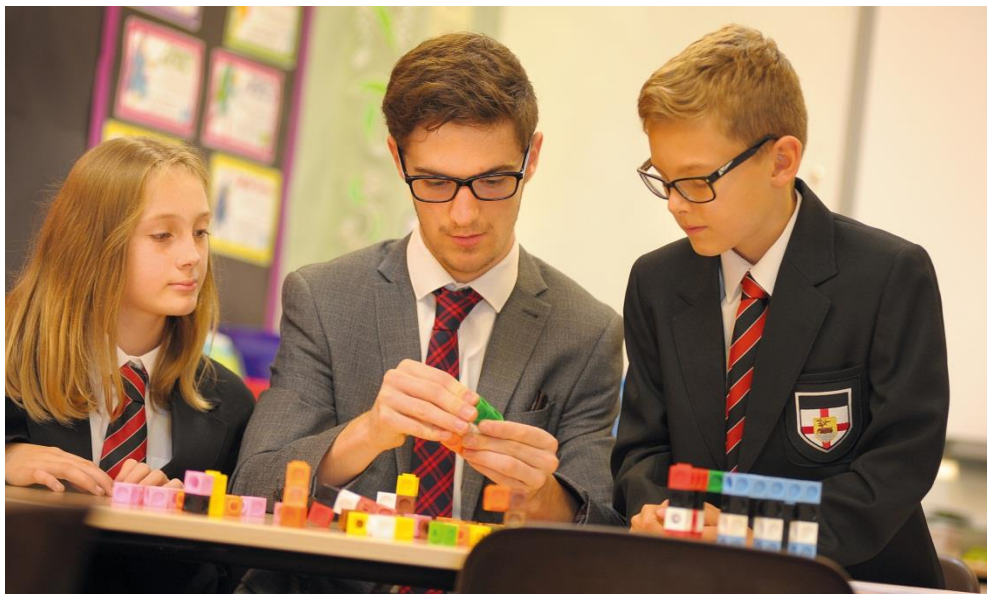
Academic achievement, underpinned by the highest quality teaching.

Committed to developing well-rounded individuals

We believe strongly in exposing our students to the widest possible range of experiences and opportunities that will enable them to achieve their maximum potential. We consider it our responsibility to ensure they leave the school respectful, successful, happy, well-rounded individuals who are a credit to themselves and their community.

All abilities and backgrounds welcome

Success to us is not, however, simply about focusing on the brightest and most gifted. The school is open to children of all abilities and our pastoral care ensures that every student receives the nurturing, support and guidance they need. As an integral part of our community, we accommodate students from all backgrounds and while the school is broadly Christian, we are equally welcoming to those of other faiths and no faith.



An Introduction to the School

"The Academy motto "Courage and Courtesy" is evident in the excellent relationships between all students and with adults." (Ofsted, October 2012)

Knights Templar School is both a successful and happy school. Students' results are good and behaviour is excellent. The school is highly regarded locally, being regularly oversubscribed. There were over 600 applicants for 210 Year 7 places this year.



Students of all abilities achieve well and make good progress. Young people have an excellent attitude to learning. They enjoy school and want to succeed. Examination results at GCSE and A level are consistently good. In 2014 70% of students achieved 5 or more A* to C grades including English and Maths; A level results are even better. The School has a strong Sixth form, most progress on to University degree courses, including 4 this year who have been offered places at Oxford or Cambridge.



Knights Templar offers a very broad range of opportunity beyond the classroom. The School was a Specialist School in Sports and Performing Arts in 2005 to 2013 and in these areas still offer a very broad range of extra-curricular provision. There are school teams in all years in several sports with traditional house matches and a sports day. Some 250 students learn a musical instrument and there are many school concerts. Drama, too is very strong with regular school productions.

The Duke of Edinburgh Award Scheme is particularly vibrant with 200 young people participating at Bronze, Silver or Gold level. We run a wide range of trips and visits both curriculum-based and of a wider educational nature. Staff are very generous with their time in supporting this wide range of activities.



We provide a disciplined, caring, fair and moral environment in which individuality is encouraged and equality of opportunity promoted, in order to allow students to develop personally and socially. There is a mutual respect and good relationships between students and also between staff and students, with the students being given responsibility and feeling valued whilst knowing that support and advice will always be available when needed. We have an excellent Pastoral system to support and encourage this.

Pastoral care is a strength of the school. It is based on tutor groups, horizontally organised within Year Teams. Ofsted commented that “Students have exemplary personal and social skills. They show an excellent understanding of right and wrong.”

Staff at Knights Templar “go the extra mile”. They give their time, effort and commitment to ensure high standards in the classroom and in the wider life of the school. The school has high expectations of its staff as well as its pupils.

The school’s name often provokes interest. The Knights Templar developed the town of Baldock in the Middle Ages. The school has been an all-ability mixed comprehensive school for over 40 years. In 2011 the school became an academy retaining its status as a community comprehensive school, serving the needs of Baldock and the surrounding villages that form our catchment area.

Accommodation varies and some of the buildings are certainly showing their age. We do have an excellent modern Sports Centre with a floodlit all-weather pitch. A new purpose built Sixth Form teaching block was opened in September 2013 and the school has ambitious plans for further redevelopment of the site.

Knights Templar is doing well but we have the potential to do even better in future. Our focus is to improve standards by constantly improving the quality of Teaching and Learning.



Graham Kingsley
Chair of Governors

Tim Litchfield
Headteacher



Ofsted

In September, when he was launching the revised and enhanced school inspection procedures, Her Majesty's Chief Inspector of Schools, Sir Michael Wilshaw said *"I believe all children have the right to a good education and that belief is at the heart of our work at Ofsted. I make no apology for introducing an inspection framework that raises expectations and focuses on the importance of teaching."* We were most pleased, therefore, when in early October the Knights Templar School was inspected that it was judged to be a good school offering a good education. We are certainly not complacent, however, we want the very best for our pupils and whilst most teaching seen was judged to be good or outstanding we want all of it to be so. Whilst our results are good we want them to be even better. We were particularly pleased that the inspectors' views as to how we can improve totally matched our own improvement plan: their priorities are our priorities. The pupils of our school have every right to be proud. The inspectors saw them both in the classroom and around the school; their conclusion was very clear, they found their behaviour and general manner to be outstanding.

Teaching and Learning

Purposeful learning is at the heart of everything we do. Our dedicated and hardworking teaching staff ensure that students are engaged, challenged and able to succeed within a culture that values both tradition and innovation. We encourage a range of approaches to teaching that ensures that students have a rich and varied learning experience.

It is important that teachers have time to reflect, share ideas and develop their own practice. We have a structured programme of Continued Professional Development, offering a range of ongoing opportunities. Our "Lead Learners" run themed sessions throughout the year, which both stimulate and challenge teachers to broaden their approaches in a safe and non-judgemental environment. This is supplemented by external courses and trainers. Lesson observations are geared to improving practice and offering professional support and development opportunities appropriate to individual needs.

We encourage teachers to share their expertise through mentoring trainee teachers, NQT s and those who have taken on new roles and responsibilities. We are also developing a coaching programme.

Staff

The Knights Templar School currently employs 103 teaching staff and 60 support staff, many of whom have positively contributed to the school for a number of years. Many of the staff have children who are currently at the school or have passed through our school system. There are also members of staff who are past pupils.

Community

The Priority Area for the School consists of Baldock, and surrounding villages. We are fortunate to have good relationships with the primary schools in the area with teachers and students from Knights Templar regularly running events for our primary partners. Our primary schools will often visit for a variety of activities in PE, music, drama, dance, maths and science to name but a few.

The RE Department

The Faculty consists of RE, History, Geography, Government and Politics and Sociology (KS5 only for Politics and Sociology). Each consists of a team of specialist teachers helped by a small number of non-specialists and are located within their own subject teaching areas within the school.

All three main subjects teach across the ability and age ranges and have a record of large uptakes at GCSE and 'A' level. Even before the English Baccalaureate required pupils to take either History or Geography at GCSE, uptake was similar to that at present with around 100 to 110 regularly taking Geography and History in each of Years 10 and 11 and around 30 taking RE in each year (with many pupils, then and now, opting for double Humanities). All three have an excellent track record in examination results. Uptake at AS and A2 level in KS5 has also been high with all three Humanities subjects regularly in the top three subjects in the school in terms of numbers. This can largely be put down to the enthusiasm of the teaching staff, a tradition we are keen to maintain.

In the three main subject areas, pupils at KS3 are split into two year halves of roughly equal ability and then within each half, split into four sets by ability. The Faculty runs a very comprehensive series of visits for all pupils in each year in KS3 in which the successful candidate would be expected to take part.

The Faculty is a happy and friendly one to work within and is very supportive to each other. The pupils are extremely pleasant, enthusiastic and fun to be with and anyone new to the team will enjoy the experience this job offers.

KS3 Topics are entitled:

Year 7

- Who am I?
- God for all faiths or none?
- Jesus – Man or God?
- Christian justice - for wimps or the brave-hearted?
- Islam
- The Island

Year 8

- Will you be my people if I will be your God?
- Inspirational Christians
- Moving on up or going round in circles?
- Jesus
- Sikhism
- Living in Jerusalem

Year 9

- A life for a life
- Miracles
- Where does the universe come from
- Do animals have rights?
- Buddhism
- Pilgrimage

At KS4 we follow the AQA syllabus studying Christianity, Islam and Ethical Issues

At KS5 we follow the Edexcel syllabus, studying Ethics and Philosophy of Religion.

In addition, the school is renowned for the volume and quality of its extra-curricular programme in which the Faculty staff play a full part. The ability of our new appointee to contribute will be greatly appreciated.

Teacher of RE - Job Description

Reports To: Head of RE and Sociology

Purpose of the Job:

- To prepare and teach appropriate lessons in accordance with the policies of the school and the department using appropriate resources

Key Responsibilities:

- To encourage students to achieve the highest standards of work possible
- To set and mark students' work regularly and in accordance with the department's and school's policy; to record marks, monitor progress and write reports as required.
- To participate in the arrangements for preparing and assessing students' work for examinations and to supervise students during such examinations.
- To co-operate in developing appropriate departmental teaching materials and to contribute to the development of new courses.
- To review from time to time methods of teaching and programmes of work and to participate in arrangements for further training and professional development.
- To participate in the agreed performance management process.
- To share in the pastoral responsibility for students in their teaching groups and where appropriate liaise with the Form Tutors and Year Leaders.
- To maintain good order and discipline among students and to safeguard their health and safety at all times when they are the responsibility of the School.
- To ensure that the learning environment for their lessons is neat and well organised.
- To share in supervisory and general duties during the working day.
- To cover classes for absent colleagues in accordance with the School's policy.
- To attend staff and departmental meetings.
- To undertake professional development as appropriate.
- To attend Parent Consultation Evenings and to communicate with parents when appropriate.

Review of Duties:

- The specific duties attached to any teacher are subject to annual review and may, after discussion with the teacher, be changed.

Teacher of RE - Person Specification

Qualifications:

- Qualified Teacher Status
- Evidence of continuing professional development

Professional Experience:

Essential:

- Ability to teach RE to both KS3 and KS4
- Committed to comprehensive education and the entitlement of all students to succeed
- Passionate about your subject
- An excellent classroom practitioner
- Enthusiastic and proactive thus making teaching and learning in Humanities interesting and enjoyable
- A well-organised, efficient team worker
- To be able to get the best out of students at all levels of ability
- Good knowledge of and confidence in the use of student performance data to be able to get the best out of students at all levels of ability
- Excited by opportunities to learn from colleagues, and also to share your expertise with them
- Committed to your own professional development
- Committed to the important role of Form Tutor
- IT literate, making appropriate use of IT as a teaching and management tool

Personal Qualities:

- Willing to actively support and contribute to the school's ethos
- Excellent communication and interpersonal skills
- A willingness to participate in trips and other extra-curricular activities
- Approachable and flexible
- An excellent record of personal attendance, punctuality and health
- High personal standards – dress, conduct and presentation

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

How to apply

Use **our Application Form**, which is a version of Hertfordshire's standard application form. *Please fill it in fully.*

You must include a **Letter of Application**. This does not in fact have to be in the form of a letter; a document using bullet points will be very acceptable. It should be no more than two sides of A4.

Please send your application to the school, by post or email to vacancies@ktemplar.herts.sch.uk.

Further notes for applicants

Visits

If you wish to visit the school you will be made welcome, though this is not a requirement at this stage. Please telephone to make an appointment; your chances of getting the post will not be affected by whether or not you make such a visit. Those invited for interview will, of course, be given plenty of chance to see the school.

Moving house

If you would need to move nearer consider investigating property prices before deciding whether to apply: information is readily available via the web. You might also be interested to look at the website of North Hertfordshire District Council (www.north-herts.gov.uk)

The Knights Templar

The school is named to commemorate the connection between Baldock and this ancient Order, which founded the town in the twelfth century. Readers of *The DaVinci Code* and similar works may be disappointed to find that we have no other connection with Templar organisations! You can find more about the town and its interesting history in Wikipedia.