

Candidate Information

Light Hall School

The best from everyone, all of the time.

Teacher of Religious Education

Introduction from the Headteacher

I am delighted that you are interested in this key post of teacher of Religious Education at Light Hall School.

Light Hall School is a very special place, our students are friendly, enthusiastic and eager to learn. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best.

This is an excellent opportunity to gain experience teaching religious education within an enthusiastic and experienced team in a happy, harmonious school. You will have the commitment and passion to find the true potential in every one of our students. We have a team of dedicated and hardworking teachers and an experienced leadership team, to support you.

The enclosed information should give you a flavour of Light Hall. Do please come and visit us if you would like to know more.

To arrange a visit to the school, please contact Anna Williams, Personnel Assistant on 0121 746 5060 or email s207awilliams@lighthall.solihull.sch.uk

To apply please write a letter of application (2 sides of A4 - maximum), which explains how you can fulfil the person specification and what you will bring to the role, together with completing all questions on the application form. Please remember to include contact details of two referees, one of whom should be your current/most recent Headteacher.

Closing date: 9.00am Monday 21st May 2018
Interview date: Week commencing 21st May 2018

We look forward to hearing from you.

Yours sincerely

Annette Kimblin

Annette Kimblin
Headteacher



Light Hall School is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

An enhanced DBS check is required for all successful applicants

Our Ethos & Values

Light Hall School is very special place, our students are friendly, enthusiastic and eager to learn. They are at the heart of all we do. Our staff are caring, supportive and completely committed to ensuring that every child achieves their very best with us, no matter what their starting point.

Our aim is that every student leaves us, not only having achieved their full potential academically, but with a lifelong love of learning, a sound moral compass and high aspirations and expectations of themselves.

Care and respect for others and our environment are the given norm at Light Hall and there is an expectation that everyone will participate actively and positively in the life of our learning community. The numerous opportunities and experiences we offer, aim to equip every student with the skills, knowledge and confidence they need to become valued and successful members of society.

The leaves of the Light Hall tree in our emblem stand for each of our core values. They are: excellence in all we do, love of learning, sound moral compass, care and respect, Active participation and high aspirations and expectations.



Excellence, High Aspirations and Expectations

We strive for excellence in all that we do at Light Hall. Our motto, “The best from everyone, all of the time” informs the way we work and play. We believe that every student, with the right mind-set and a willingness to work hard and learn from their mistakes, can and will achieve great things. Our dedicated teachers motivate students to aim high and encourage every student to exceed their own expectations.

Love of Learning

Learning is our core purpose. At Light Hall School we structure learning to excite our students’ curiosity and to inspire them to become successful, lifelong, independent learners. Our teachers are enthusiastic and extremely passionate about their subjects, spending considerable time planning interesting lessons, so that their love of their subject is passed on to the students.

Sound Moral Compass, Care and Respect

Our students at Light Hall are our greatest asset and it is a privilege to work with them. We expect very high standards of behaviour, and courtesy, both in and out of the classroom and we encourage our students to be aware of the needs of everyone in the immediate and wider community.

Active Participation

We are an inclusive school which offers the very best opportunities for all our students. Our dedicated team of teachers and support staff pride themselves on offering a safe, caring and happy environment in which students can learn and develop and are confident that we are preparing them well for the future. Our pastoral support team is extensive and has as its mission to ensure that every student feels valued and that their achievements, both academic and personal, are recognised.

At Light Hall we recognise that students thrive when offered additional experiences outside of school. Education goes beyond the reaches of the classroom and we believe that young people can learn a great deal by taking part in educational visits and activities away from school and home



Our School



Introduction to Light Hall School

We are a co-educational comprehensive of 1200 students aged 11-16, located to the west of Solihull Town centre in the district of Shirley. We draw students from Solihull and Birmingham. Our intake has a broad mix of both attainment and socio-economic backgrounds.

We have an excellent staff team. Each individual, be they teacher or support staff, is committed and hard working. Our students are enthusiastic and friendly. They are respectful, polite and very well mannered. Relationships between students and staff are highly positive.

In our annual surveys, both parents and students rate the school highly.

The school has doubled in size since it was first built and enjoys an excellent setting. It has good sporting facilities and has developed a community ethos within the area that it serves.



The Life of the School



Academic and Extra Curricular Life

Our broad and balanced curriculum is delivered through a two year Key Stage three and a three year Key Stage four, to ensure that students have time to develop the depth of their knowledge and skills in their GCSE subjects. The majority of students follow the Ebacc route. All students study Life and Morality (Religious Education) to GCSE level. Those who do not follow the Ebacc route continue to study either geography or history to GCSE level but do not take a modern foreign language. We offer only one qualification which is not a GCSE.

In addition to striving for excellence in academic study, our provision aims to prepare our students for life beyond Light Hall. Our curriculum, which incorporates PSHE and SMSC, makes a strong contribution to our students' personal development and welfare. This is enhanced by a weekly programme of extracurricular activities, which includes after school sports, drama and musical activities, as well as a variety of subject enrichment clubs. The house system also provides many opportunities for students to participate in a variety of different activities and charity events. Careers and work related learning are promoted in every year group and are very strong.

Our students' attainment is consistently above the national average

	School ***(%)***	*LA Average (%)*	*National (%)*
Achieving Grade 5 or Above Eng & Maths	**46**	45	39
Achieving Grade 4 or above Eng & Maths	**66**	65	63
Achieving Ebacc at Grade 5 or above	**28**	24	20
Achieving Ebacc at grade 4 or above	**29**	26	24
Progress 8	**-0.09**		
Attainment 8	**47**	47	44

Pastoral Care

Light Hall School is a very friendly and welcoming place for both students and staff. Students feel cared for and relationships between students, and between staff and students, are overwhelmingly positive. The pastoral system is centred on the form tutor, the head of year and the non-teaching pastoral manager. Almost every member of staff is involved in the pastoral system in some way. The house system contributes to this too, providing links between students of different ages and healthy competition in a wide rage range of activities. A small sample of these include the visual arts, "Dragon's Den" enterprise cup, cake bakes, "Light Hall's Got Talent", dance, basketball, cricket, rounders, netball and football.



Facilities

We are fortunate to have a high quality learning environment at Light Hall with the latest technologies to enhance the curriculum.

Our modern classroom facilities help to provide greater variety in teaching methods and therefore make learning more effective.

Opportunities to nurture independent learning skills are provided through our virtual learning environment.

Our vibrant and welcoming library supports learning throughout the school. It is well stocked, has good ICT facilities and provides high quality services to everyone.

Our purpose built drama studio, music rooms and state of the art recording studio support our extensive extra-curricular programme. In addition to this we have excellent sporting facilities, including tennis courts, sports hall, fitness room and an astro-turf.







Working at Light Hall

Our staff team are friendly and welcoming. Here at Light Hall School we pride ourselves on providing a full range of CPD opportunities to support all staff to continually deliver the best in all they do. Our Teaching & Learning CPD takes many forms such as department meetings where staff have regular time to meet with each other, plan and share resources, personalised coaching and research groups.

In order to support our middle leaders to keep abreast of developments in their subject areas and share good practice, we have a rolling CPD
programme where middle leaders regularly meet with their counterparts in neighbouring schools.

We also have a full induction programme for our NQTs and have continuous opportunities for those wanting to develop their leadership potential.

Staff Benefits

- Free on-site staff gym
- Childcare voucher scheme
- Subsidised healthcare cash plan
- Cyclescheme (tax exempt loans for purchase of bicycles up to £1000)
- Pension
- Enhanced maternity scheme
- Occupational Health including a confidential counselling service
- Life insurance through the pension scheme

The Role: Teacher of Relgious Education

The Vacancy

The post is an excellent opportunity to gain experience teaching Religious Education to GCSE level within an enthusiastic and friendly department. The successful candidate will be required for a full time position starting in September 2018. Prior knowledge and experience of the GCSE course currently taught in the department is not required, but the ability to develop new skills that allow for the continued teaching of the curriculum is essential. A willingness to participate in the wider life of the school is also desirable.

Humanities Faculty

As a teacher of Religious Education, you will be joining an experienced group of qualified Religious Education and Humanities teachers who very much work as a team. Religious Education is enjoyed by students across all year groups of the school, every students takes Religious Education to GCSE level and results are outstanding.

Religious Education and Humanities subjects are housed in a suite of classrooms. Staff have their own classrooms complete with interactive whiteboard to support lesson delivery. You will work within a professional team which consists of a Head of Faculty, Subject Leader for Religious Education and 2 Religious Education teachers.

Job Description

Job Title: Teacher of Religious Education **Grade:** MPS or UPS
Responsible to: Head of Faculty(Humanities)
Responsible for: Teaching Religious Education

Job Purpose: To deliver outstanding teaching and learning in Religious Education and therefore help students achieve excellent results. To teach an engaging and challenging curriculum that inspires children to learn about Religious Education.

Light Hall School Purpose

Light Hall School is committed to providing an excellent education for every student in its care. Mutual respect, high expectations and a relentless focus on progress are the expected norm. Professional development and support will be offered to all, to ensure that staff have the necessary skills and knowledge to meet the Teachers Standards.

Specific Responsibilities

- Regularly assess students work, give appropriate feedback (formative and summative) and use student data to plan differentiated tasks in lessons and homework;
- Use tracking data to identify and challenge student underachievement and to inform teaching and learning;
- Plan, resource and deliver lessons to a high standard to ensure real learning takes place and students progress;
- Manage the classroom environment to ensure effective learning takes place. Ensure that the learning environment is attractive, tidy, safe and conducive to student learning;
- Ensure every student knows where they are in their learning and understands the steps required to achieve the next stage in their progress and attainment;
- Undertake 1 to 1 student intervention and support at key stage 4, where appropriate;
- Attend and participate in Parent and Open evenings as required;
- Uphold the school's policies on behaviour, discipline, uniform and adhere to the staff code of conduct. Be an exemplary role model in terms of dress, punctuality and attendance;
- Help maintain the highest standards across the school;
- Monitor the progress of pupils in teaching and form group, ensure that appropriate assessment, recording and reporting of pupil achievement occurs, and supply the head of faculty/head of year with relevant information;
- Contribute to the development and writing of teaching and assessment materials for all years in your faculty;
- Contribute to the faculty improvement plan and support the implementation of whole school policies;
- Contribute to, and implement IEPs as appropriate;
- Ensure the effective deployment of classroom assistants when allocated to a teaching group/ individual;
- Lead and contribute to extra-curricular activities for Religious Education;
- Undertake the duties of a form tutor and promote the safety and welfare of students in the group;
- Give active support and promote high standards of teamwork within the subject faculty and pastoral group;
- Attend meetings as required;
- Communicate within school and to parents as appropriate;
- Take an equitable share of statutory duties;
- Ensure work is set in the event of known absence and in cases of unplanned absence where appropriate;
- Provide cover for staff in line with the "Rarely Cover Agreement;
- Take part in the school's programme for CPD. Help identify personal training needs required to help implement school priorities and enhance own job performance;
- Undertake such duties as their respective Line Manager or the Headteacher may determine as reasonably falling within the role;
- Adhere to Light Hall's policies regarding health and safety, ICT usage and educational visits/trips;
- Teachers on Upper pay scale will be expected to make particular contribution to building team commitment in line with statutory requirement to meet threshold standards. In particular teachers at UPS 3 will provide a role model for professional practice in the school; make a distinctive contribution compared with other less experienced teachers; contribute effectively to the wider team.

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Person Specification

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that are either desirable or essential in the candidates being interviewed.

Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status (secondary age range)	✓		• Application form
Evidence of further study beyond degree	✓		
Degree in Religious Education or relevant subject	✓		
Experience			
Teaching Religious Education at KS3 and KS4	✓		• Application form • Letter • Interview
Ability to undertake KS4 GCSE course delivery and assessment	✓		
Assessment at KS3 and KS4	✓		
Teaching Humanities at KS3 and KS4		✓	
Experience of raising attainment in a classroom environment	✓		
Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour	✓		
Evidence of improving the teaching and learning of Religious Education through schemes of work and extra-curricular activities		✓	
Professional Development			
Evidence of recent relevant professional development	✓		• Application form • Letter • Interview
Performance management experience		✓	
Skills and abilities			
Demonstrate high expectations which inspire, enthuse, motivate, and challenge students to achieve their best:	✓		• Letter • Interview • Interview tasks • References
Excellent classroom teacher	✓		
· Excellent behaviour management skills	✓		
Ability to tailor lessons to student needs	✓		
Ability to use assessment data to generate appropriate and effective intervention work	✓		
Demonstrate a strategic and creative approach to problem solving	✓		
Ability to build and maintain effective relationships through excellent interpersonal skills	✓		
Demonstrate excellent communication skills (verbally and written)	✓		
Ability to develop effective teamwork	✓		
Demonstrate inclusive approach to education	✓		
Ability to work under pressure, maintaining a high sense of perspective	✓		
Ability to manage own time effectively	✓		
Commitment to regular and on-going professional development	✓		
Personal Qualities			
Professional, enterprising	✓		• Interview • References
Outgoing, approachable, inclusive	✓		
Positive, adaptable	✓		
Energetic and enthusiastic	✓		
Self motivated, self confident, reliable	✓		
Generosity of spirit, sense of humour	✓		
Committed to improving outcomes for all students	✓		
Team player	✓		

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