



Welcome to The County High School Leftwich.

This will be your first contact with the Academy and first impressions really do matter! I thank you for expressing an interest in the post of Teacher of Religious Studies and hope that what you read inspires you to make a successful application.

My name is Julie Brandreth and I became Headteacher of The County High School Leftwich in January 2006. The school has developed significantly. In 2009 and 2013, we gained acknowledgement by the DfE as one of the top one hundred schools in England for sustained improvement 5+A*-C including English and Mathematics and again in 2016 for the Academy's "...very high standard of achievement". In March 2016, Ofsted judged us to be an "outstanding" school in which "Pupils show a great respect for each other and their teachers and wish to contribute positively to their learning community", acknowledging their "...strong desire to learn".

We opened as a Converter Academy in September 2012 and remain committed to building the capacity for further, continuous improvement in leadership and management at all levels, in developing and sharing creative learning and teaching approaches and in providing high quality CPD to enable all colleagues to exploit our considerable potential for growth. As part of this process, I value the chance to recruit the highest quality professionals who will take advantage of these development opportunities.

I hope you find helpful the enclosed information. If you are a team player who believes education enhances life opportunities and is thus committed to making a difference to our students' learning experiences, I look forward to hearing from you. The closing date for applications for this post is Monday 4th February, 2019, 9am. If you have not heard from us by 31st May, unfortunately you have not been successful on this occasion.

Miss J Brandreth
Principal



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THE COUNTY HIGH SCHOOL, LEFTWICH

The County High School, Leftwich is a fully inclusive, co-educational, 11-16 Converter Academy with approximately 999 students, 56 teaching and 60 support staff. The school serves a mixed catchment area with a Published Admission Number of 196, though we are now significantly over-subscribed.

The school recognises and celebrates CHOICE, which encapsulates our drive for high standards and learning for employability.

Care, courtesy and consideration

High standards; we think and dress smartly

Only behave towards others as we wish others to behave towards us

Increased punctuality and attendance

Can-do attitude

Excellent examination results/employability

When we make the right choice, we enjoy learning and achieve success

The County High School, Leftwich has an established reputation for using our Media Arts' expertise to enrich learning and enable students to truly 'enjoy and achieve'. The Media Arts permeate our whole curriculum. With expert technical support, our skilful teachers are able to use technology to create engaging lessons which allow students to work independently, using a variety of resources and equipment to showcase their creativity and knowledge. The Academy has an industry standard recording studio where students can create TV shows, news programmes and radio shows. The studio is run by our talented Media Arts' Manager who is on hand to facilitate students' learning in this area. Students also benefit from our ICT provision to aid them in the learning and development of their Media Arts' skills. We have three fully equipped ICT suites, each with 30 computers, including a dedicated media room, equipped with computers, laptops and a practical area. We also have a music technology room resourced with software and hardware to record students' compositions straight onto the school network. Eight portable laptop trolleys enable all classrooms to become ICT suites when required.

For twelve consecutive years, the school has sustained high academic attainment and continues to evidence a positive upward trend: Summer 2018: 85% achieved 4+ in English; 81% achieved 4+ in Mathematics; 85% achieved 4+ in Science; 1 in 4 of all grades were 7+ (or equivalent A+). We are committed to focussed and systemised student tracking and provide parents with regular, electronic updates about their child's academic progress, attendance and behaviour via our 'In Touch' communications' system.

The County High School, Leftwich offers a caring, supportive, "futures thinking" and well-ordered environment with a very clear focus upon learning, which we believe benefits from a strong partnership between staff, students and parents/carers. It is a busy, vibrant school in which all colleagues work hard to nurture the learning partnership for which the school has a well-deserved reputation. Autumn 2012, we introduced "Master Classes" for Year 5 pupils to support their academic as well as social transition. Such was their success; the programme is now an embedded aspect of our KS2 - 3 transition. Underpinning KS4 - 5 transition, established links with local post 16 providers include reciprocal teacher visits to continue to strengthen curriculum and teaching developments.

Our Ofsted Inspection March, 2016 celebrated these strengths and more, acknowledging the exciting journey we have undertaken, endorsing our clear direction and judging us to be deservedly "outstanding". We believe education is about enhancing our students' life opportunities and thus learning for employability is at the heart of our offer.

Religious Studies (RS) at The County High School, Leftwich

Curriculum Information

The RS department is seeking to appoint an enthusiastic and well-qualified practitioner who is passionate about the study of religion, and who will take an active role in the department at what is an exciting time in our development. You should be a self-motivated team player with high expectations and the drive to bring the best out of our students, all of which should be demonstrated through your teaching practice.

Our aim is to promote enjoyment of the subject through creative and stimulating lessons that foster a curiosity in religious beliefs, teachings and practices and the impact of these beliefs. Students receive this through structured schemes of learning from a linear curriculum, which equips them with the skills necessary for success at GCSE and beyond the classroom.

RS is a subject that has the ability to challenge misconceptions, to broaden students' attitudes and inspire empathy. Whilst equipping our young people with these necessary life skills, the study of RS at The County High School, Leftwich recognises that RS is a literacy-based subject, with high expectations. Therefore, as a department we aim to develop these skills across the key stages, thus ensuring the best learning experiences for our students.

As a department we have excellent resources with access to two class-sets of laptops and a broad and growing range of teaching and learning resources that enable many varied activities within our programmes of study. Students also have opportunities to enrich their experience of different aspects of RS beyond the timetable, including educational visits to our local Church and visits from the Cheshire West interfaith forum to the Academy. In January, 2019, the department was pleased to organise and host a two-week exhibition from the Anne Frank Trust. All students were able to take a tour of the exhibition led by peer guides. Furthermore, as part of the programme, the department organised a day off timetable for Year 9, entitled 'Challenging Prejudice and Discrimination', and as part of this we had a Holocaust survivor visit the Academy.

Students in Years 7, 8 and 9 study RS for one hour per fortnight, with Year 7 students taught in mixed-ability tutor groups and Years 8 and 9 students in mixed ability sets determined in discussion with Geography and History. In Years 10 and 11, students can elect to study GCSE RS as one of their 'electives' subjects. Students studying RS will study the subject for 5 hours per fortnight and currently prepare for EDUQAS specification A. Please see the 'Curriculum' pages on the Academy's website for details of the current Key Stage 3 and 4 curriculum offers.

In addition, all students cover the Academy's Key Stage 4 RS curriculum through its 'Education for Life' (EfL) curriculum, delivered weekly by form tutors. Details of this aspect of the Academy's curriculum can once again be found on the website.

In the academic year 2019-20, the successful applicant is likely to teach 0.7 RS and contribute 0.3 to either KS3 History or KS3 Geography, dependent on the candidate's preference. Along with the RS department, the History and Geography departments offer strong encouragement and assistance for NQTs and new staff and carry well-deserved reputations for supportive induction, ongoing guidance and strong teamwork.

Form Tutor/Learning Mentor

Rationale:

The Form Tutor at The County High School, Leftwich is the key figure in a student's development. S/he is the first point of contact for students and their parents/carers. As such s/he has an important role in the management of the personal and academic development of each student within that Tutor Group. S/he has the responsibility of working with the Year Leader and Subject Teachers to ensure that each student feels secure and has a sense of pride, a positive attitude and the motivation to realise his/her full potential. The tutor is responsible for delivering the EFL and Literacy curriculum for her/his group. The following document identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role.

Management of Student Learning:

- To establish an overview of each student's performance across the curriculum. To monitor and mentor students within the framework of the target setting systems. To identify strengths and areas of difficulty or underachievement in learning.
- To respond to students who experience problems in their learning and to liaise with appropriate staff.
- To be responsible for the delivery of EFL (Education for Life) as required.
- To be responsible for the delivery of Literacy as required.
- To ensure that students maintain their Learning Journal and take part in consultation and review.
- To provide an informed overview of performance for parents/carers when requested to do so but particularly in the context of the Progress Reports and Consultation Day meeting.
- To support the work of the Learning Leader (Year).

Provision of Care and Support:

- To be available to all students in the tutor group for support and guidance.
- To liaise with appropriate staff to provide support for students with specific needs.
- To contribute to the induction and support of students who are new to the tutor group.
- To oversee the contribution made by the tutor group to daily registration/tutor time.
- To supervise the tutor group during Assembly*.

***Any individual unable to comply with this part of the job description on grounds of faith or personal principle should see the Principal.**

- To record, monitor and celebrate students' achievements within the framework of the rewards' system in order to encourage positive motivation.

Management of Student Behaviour:

- To encourage high standards of courtesy and behaviour at all times.
- To ensure that students know and understand the terms of the Code of Conduct/CHOICE. To reinforce these standards.
- To encourage positive attitudes on the part of students within the tutor group towards each other.
- To check daily that all students comply with uniform standards. To take action to reinforce those standards, liaising with parents/carers as and when necessary, keeping a record of contact. To refer persistent offenders to the Year Leader with the record of action taken and responses.
- To make effective use of the behaviour management recording system.

Maintaining Links between Home and School:

- To make contact with home within the context of attendance, behaviour and learning as described above.
- To be accessible, at appropriate times, either in person or on the telephone, to parents/carers who have concerns about the progress or well-being of their children.
- To liaise promptly with the Pastoral Officer in response to messages concerning absenteeism.
- To effectively plan and deliver the target-setting process associated with Consultation Day.

Administrative Duties and Responsibilities:

- To carry out the legal responsibility of taking the Register each morning following the necessary procedures required by the DfE.
- To inform the Year Leader about students with unauthorised absence or poor attendance records.
- To distribute Reports or other documentation including that which may be specific to particular Year groups (eg. Year 9 Electives material).
- To attend and contribute to Year Team Meetings as noted in the Calendar.
- To carry out such other duties as may be necessary to ensure the smooth running of the Academy, eg distribution of information.

JOB DESCRIPTION

JOB PURPOSE

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment.

LEARNING AND TEACHING

To facilitate learning according to students' individual educational needs.

To assess, record and report on their progress and attainment and to maintain such records as required.

To track student progress towards targets and use such data to inform learning and teaching.

To ensure that ICT, Numeracy, Functional Skills and Personal Learning and Thinking Skills are reflected in the learning experience of Religious Studies.

To use a variety of delivery methods which will promote student engagement and inclusion.

To prepare and update subject materials, assisting in the Subject Area's development of appropriate resources, schemes of learning, policies and practices and to co-operate in the effective use of sharing of such resources.

To ensure the effective and efficient deployment of Learning Support Assistants.

To contribute to the implementation of the Subject Improvement Plan and to engage actively in Performance Management.

To participate in CPD relevant to the development of subject knowledge and whole-school priorities.

To take part in Consultation Day and/or Parents' Meetings as reasonably required.

PLEASE NOTE:

All subject colleagues are expected to be willing to be a Form Tutor and to contribute to enrichment activities such as Year 6 to 7 transition and Year 5 Masterclasses, for example.

Whilst every effort has been made to note the main responsibilities of a Teacher of Religious Studies depending on the needs of the Subject Area and of the Academy these may be altered from time to time in consultation with the Principal.

TEACHER: Religious Studies

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
1. Education and Qualifications	a) Appropriate degree b) Qualified Teacher Status		a) Application Form b) Application Form
2. Relevant Experience	a) Successful teaching experience in a temporary or permanent post or on teaching practice.	Public examination success at GCSE	a) Application Form, letter, references, interview
3. Specialist Knowledge	a) Knowledge of effective learning and teaching strategies b) Enthusiasm for Religious Studies and the ability to generate this in others with a commitment to developing strength and depth in subject knowledge. c) Ability or potential to use and interpret data to inform assessment d) Good ICT skills	Evidence of appropriate, up-to-date CPD	a) Application Form, letter, references b) Letter, references, interview c) Interview, references d) Interview, references
4. Interpersonal Skills	a) Ability to relate to teachers, other professionals, parents and students b) Very good oral and written communication skills		a) – b) Application Form, letter, interview and references
5. Other	a) Ability to relate to and promote the ethos of the Academy b) Willingness to undertake training as required c) Excellent punctuality and attendance d) Ability to work under pressure and meet deadlines e) Commitment to raising of standards and achievement f) Ability to be able to work effectively as a tutor and to support whole-school initiatives and developments g) Suitable to work with children		a) Letter of application, interview b) Interview, letter of application c) References d) Interview, letter of application, references e) Interview, letter of application, references f) Application Form, letter, references

Teacher of Religious Studies

How to apply

Thank you for expressing an interest in this post at The County High School Leftwich.

Please find enclosed:

- Letter from the Principal
- details about the Faculty, post and person required;
- details about the Academy
- Application Form

Please note that only applications submitted on the enclosed application form will be considered. **CVs are not accepted.** In addition, candidates are invited to submit a letter (no more than two sides of A4, font size 12) outlining their experience and suitability for this particular post.

Completed applications should be addressed to the Principal but posted to –

Mrs A Pimlatt
Business Manager: Personnel
The County High School, Leftwich
Granville Road
Northwich
Cheshire CW9 8EZ

Please remember to attach adequate postage for a large envelope to avoid delay in the post and to thus meet the deadline for return.

If you prefer, please email your completed application to head@leftwichhigh.com

All candidates submitting an electronic application will be required to sign and date their documentation if invited to interview.

The closing date for applications is Monday, 4th February, 2019, 9am.

If you have not heard anything from us by 31st May, 2019 please assume you have been unsuccessful in your application on this occasion.

The appointment will be from 1st September, 2019, subject to satisfactory references and an enhanced Disclosure and Barring Service disclosure.

Finally, thank you very much for showing interest in The County High School, Leftwich and this post in particular. Please do not hesitate to contact Mrs Pimlatt at the Academy if you require further information or clarification of any matter. We look forward to receiving your application.

As part of the Safer Recruitment process, references will be taken up before interview.