



Archbishop Temple School

Application Pack for
Head of RE & PSHE

MPS/UPS Post
+ TLR 1.2 (£10,202)

September 2021

Faith + Nurture + Service



Welcome to Archbishop Temple School

Our headlines

- Faith, nurture and service are the foundation stones of the Christian vision of this excellent Church School. (SIAMS March 2019)
- Our pupils are fantastic—highly motivated and engaged young people with supportive and caring parents.
- We are one of the highest performing, non-selective school in Lancashire and the whole of the North West Region. That means we achieve among the highest GCSE results from 861 comparable schools.
- In 2019, our GCSE results were 83%, this put us as one of the top non-selective schools nationally.
- We teach an academically challenging curriculum, in line with government aspirations for all young people.
- We have just under 800 pupils aged 11-16, and 89 staff (54 teachers and 35 support staff).
- We are always heavily oversubscribed for places (we had 900 applications for one of our 155 places for 2021).
- As a Church Of England School in the Blackburn Diocese we aim to maintain a distinctly Christian ethos while being genuinely welcoming and inclusive. In March 2019 we were judged overall to be excellent following our SIAMS inspection.
- We run a vibrant and diverse extracurricular programme which involves most staff members.
- We have been told that we are “outstanding” by Ofsted three times – we agree!

Our facts

- 71% of our pupils are white British. The next largest minority are children from an Asian (mainly Indian, Muslim) background (7%).
- 11% % of our pupils are Pupil Premium; 7% claim FSM; 6% have SEN; 3% are EAL.
- Attendance is over 96%.
- We have one of the lowest rates in the country for permanent and fixed term exclusions.
- We have very little “in year mobility”.
- Our overall progress score for 2019 was +0.28, and even higher for disadvantaged pupils.



A letter from the Headteacher

Dear Applicant

Thank you for expressing interest in applying for the post of Head of RE at Archbishop Temple School. This vacancy will give the successful applicant the opportunity to work in an excellent department in one of the best schools in the country. We do hope you find the information contained in this pack informative and that it will enable you to reach a decision on whether to apply for the post.

We are seeking to appoint an experienced colleague who shares our ambition to ensure that every young person at Archbishop Temple School achieves their personal best.

We are a Church of England school which gives us a very distinctive ethos. Our motto of "faith + nurture + service" is central to our work, and we aim to share God's love by being a welcoming and inclusive school that looks for the best in everyone.

Ideally, we are seeking a Head of RE who has honed his/her skills in the classroom, securing GCSE success year on year. The person appointed will possess a passion for teaching RE in a manner that inspires and enthuses pupils in their learning and enables them to respond theologically and philosophically to the curriculum.

We are very proud to be one of the highest performing, non selective schools in Lancashire, averaging around 83% 9-4 (including English and Maths). RE performance is consistently high, average attainment grade over the past three years is 6.1, and average progress +0.42.

The school received its most recent SIAMS inspection in February 2019 and achieved the 'Excellent' standard. This was the second successive SIAMS inspection where the school and the RE department achieved the highest grade possible. The school was last inspected by Ofsted in 2009 and was deemed to be "outstanding". We have been visited subsequently by Ofsted for a subject inspection of Maths in 2012, and a HMI visit to write a "good practice example" report on our teaching and learning in Maths. We are particularly proud that the Ofsted inspector commented so favourably on the positivity of our pupils and the excellent way in which our pupils buy into our ethos.

We are always oversubscribed in Year 7. This year over 1000 pupils applied for one of our 155 places. Working at Archbishop Temple School represents an exciting opportunity to work in a school, which has huge potential. Our staff are incredibly dedicated and supportive, and our pupils are a very positive and enthusiastic group of young people.



The RE department has always made a significant contribution to the school. The results are consistently excellent and have provided life enhancing grades for our children over many years. In addition to academic RE, the department contributes to each pupil's enjoyment of school and enrichment through a programme of Spirituality days (KS3) and Relationship days (KS4). PSHE leads in the delivery of the Archbishop of York Youth Trust Young Leaders Award for which additional curriculum time is allocated. The department has its own dedicated rooms that provide an excellent place to work. Resources are excellent, and we have an innovative intranet and each pupil has their own iPad, which allows them to access a vast range of teaching resources. The school and the RE department has an ethos of collaborative working within the school and across our teaching school alliance. The RE department enjoys excellent links with the effective and supportive diocesan RE network and contributes to its School to School partnering.

If you like what you have read so far and wish to be considered for this role, please complete the application form which is available from our website, and include a letter (of no more than two sides of A4 in Ariel font size 11) explaining your suitability for the post. At Archbishop Temple School we take safeguarding very seriously and consequently the successful candidate will be required to complete a DBS enhanced check. Please do not include CVs with your application as these will be disregarded for safeguarding purposes.

The closing date for applications is Wednesday 14th April 2021 (midday) and interviews are planned for Wednesday 5th May 2021. Electronic applications are fully acceptable and these should be emailed to head@archbishoptemple.com marked for the attention of Mrs Simpson, my PA. Candidates called for interview will be contacted by phone in the first instance with detailed information following by email. I hope you will consider joining our team and I look forward to receiving your application.

Please do not hesitate to get back to me should you wish to discuss the role further or arrange a visit.

Yours sincerely

Mr Ivan Catlow
Headteacher

About Archbishop Temple School

Introduction

Archbishop Temple School opened in 1964 as a mixed comprehensive school for pupils aged 11-16. We have a very pleasant site in the north of Preston, in the affluent suburb of Fulwood. There are currently 774 pupils on roll.

Leadership

The school has an experienced leadership team who aim to support and allow colleagues to thrive. As the senior team, we recognise the importance of CPD in helping staff to develop professionally in order to realise their own potential and improve the life chances of all the children they work with.

A Church of England School

We take being a Church school seriously and expect all colleagues to support our ethos, whatever their own personal faith position may be. Our aim is simply to serve our local community through providing an outstanding education to children of all faiths and none. We emphasise our Christian distinctiveness through regular acts of worship, but more importantly by valuing and caring for every member of our community.

National Teaching School / National Support School

Archbishop Temple School was designated as a National Teaching School in September 2015 and a National Support School in 2017. We are very proud of this recognition of our work. We work within the Preston Teaching School Alliance, in collaboration with over 45 other schools in the area. We are an unusual alliance in that we are one of three designated lead schools. This enables us to share expertise with a wide range of colleagues, and ensure that we always have opportunities to improve our professional practice.

Curriculum

Archbishop Temple School aims to provide a curriculum that meets the needs of all pupils by offering a breadth of educational opportunity. Subjects are taught according to National Curriculum guidelines and a wide range of teaching and learning styles are used to ensure that pupils are actively engaged in their lessons. In Years 10 and 11 all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and PE. All pupils are entered for GCSE RE. In addition, pupils select courses from a wide-ranging choice of GCSE options. We give our pupils the opportunity to take the EBacc suite of qualifications, with the most able following single science courses. The curriculum is based on five 60 minute periods per day, organised as a two week timetable.

Pastoral care and academic guidance

The Heads of House and form tutors have responsibility for the welfare, academic progress and discipline of the pupils in their care. The tutors in each house team have a particularly important role since they look after the same group of children as they move through the school. Time is set aside each day for a programme of activities designed to promote the pupils' social and learning skills, support literacy, and to enable tutors to get to know each pupil as an individual. We moved to vertical tutor groups in 2007 to further strengthen care, guidance and support for pupils, and to create a family atmosphere in the tutor room. Pupil Voice is important at Archbishop Temple School and we have an active School Council and House Councils.

Links between home and school

We aim to develop strong links between home and school. We hold consultative evening meetings between staff and parents to discuss any concerns, acknowledge successes and agree targets for further improvement. Parents also receive termly monitoring reports and are provided with regular communications about developments in school.

In addition, we publish various brochures and organise information evenings for parents at key points in their children's education, together with awards' evenings to celebrate the success of pupils at different Key Stages. We hold regular Parents' Forum meetings which address many of the concerns and questions raised by parents and gives them an opportunity to support the school.

Special educational needs and disabilities

At Archbishop Temple School we place equal value on the education of all pupils. Those with special educational needs or disabilities are encouraged to achieve their potential within each curriculum area where they are provided with differentiated materials by their class teachers, whilst teaching assistants also offer additional individual support. Some pupils are withdrawn from lessons for brief periods to work with specialist staff.

Extra-curricular activities

A wide variety of out-of-school clubs and activities are available to pupils and their families. These vary across the academic year but might include dance, science, cookery, film club, eco club, IT and many others. There are a wide range of opportunities in physical education and the arts. The school enjoys a high reputation for music; we have school bands and choirs, and a large number of musical functions are held annually. There are also excellent opportunities for pupils to begin or continue instrumental tuition as well as to participate in the annual school musical production. Educational visits and exchanges all appear in our annual programme. Enrichment activities are vital to the development of our pupils and we continue to seek new and exciting educational opportunities to develop each individual.

School uniform

Pupils are expected to dress appropriately for a learning environment. School uniform is compulsory for all pupils.

ICT resources

In recent years the school has invested heavily to develop our ICT provision and we have a state of the art wifi system and an excellent Virtual Learning Environment. Every pupil has their own iPad for use in learning, and this technology leads our innovative teaching and learning. Every teacher has a laptop for personal use, an iPad and PC in their classroom.

Archbishop Temple active in the community

Pupils at Archbishop Temple School are encouraged to learn from the expertise, experience and information available within the local community. The school in return aims to provide a significant contribution to the community through the high quality education, guidance and care we provide for our young people and through participation in fundraising and community service. We give the opportunity to children in local primary schools to join us for enrichment activities and to take part in a range of programmes. Archbishop Temple School is active in its support of charities and each year the four houses organise a number of fundraising activities. We are also committed to sustaining and extending our links with local businesses, both to enrich the curriculum and to encourage sponsorship and financial support for the work of the school.

BUPA Cover

All permanent staff at ATS are welcome to join our BUPA scheme. You can choose cover for yourself and your family through our tax efficient salary sacrifice scheme. This extensive health care insurance will be considerably cheaper than buying it independently.

Our local area

Despite being a university city and home to 135,000 people, over two thirds of Preston is classed as a rural area. Surrounded by many pretty villages, it is a very pleasant place to live. Preston is frequently quoted in national studies as a city that has got things right in terms of town planning and infrastructure development. Preston benefits from excellent rail and road links, indeed the school is easily accessed from the M6 motorway. The city offers the usual attractions of a vibrant place to live, but also has some beautiful areas of outstanding natural beauty on the doorstep. The coast is easily accessed; Blackpool, the beautiful Fylde Coast and Morecambe Bay are within 30 minutes drive. The Lake District is 40 minutes away. Liverpool and Manchester are less than 1 hour away. London is 2 hours away by train, with Preston being a mainline west coast station, giving easy access to Scotland.

Departmental Information

Departmental Staff

vacancy – Subject Leader for RE & PSHE
Mr M Baines – Assistant Headteacher / Teacher of RE
Ms G Fawcett – Teacher of RE - Full time
Mr D Tidswell – Teacher of RE – Part time (0.6 FTE)
Mrs C Player – PSHE Coordinator



RE makes a valuable contribution to the development and enrichment of pupil achievement here at Archbishop Temple School. We have a highly dedicated, motivated and extremely successful department made up of two full-time and two part-time teachers and PSHE Coordinator, all of whom are experienced subject specialists. Pupils' attitudes to learning are overwhelmingly positive, which is reflected in the consistently outstanding results achieved at GCSE.

Visit of Dr John Sentamu, Archbishop of York

As a staff we aim to deliver both stimulating and challenging lessons across the age range. The department is highly thought of throughout the school, the Diocese of Blackburn and across the Teaching School Alliance. Staff are encouraged to be creative and flexible in their planning and delivery of lessons, responding to the needs of individuals within their classes rather than following rigid 'lesson by lesson' schemes of work. The excellent results achieved by the department are a testament to this approach.

At GCSE level, our pupils study the AQA Specification A, Christianity & Islam with thematic studies, receiving on average 3½ hours per fortnight with the same teacher for the entire course. This continuity ensures that staff are well placed to forge productive working relationships with pupils, identifying strengths and weaknesses, and intervening swiftly and effectively when required. Similarly, at KS3 all pupils taught by our dedicated team of subject specialists and two hours per week of RE. Pupils all follow the diocesan recommended Illuminating Pathways programmes of incorporating Understanding Christianity. All lessons have to an interactive whiteboard and desktop PC. Pupils in all have iPads which can be used to support learning and promote independence.

*Y9 Hunger day (Spirituality Day)
for the Salvation Army's soup*



are
receive

study
access
years

*making soup
kitchen.*

Pupils are inspired by religious education (RE) and greatly value the safe, respectful and challenging space it gives them to explore their own convictions and those of others. *SIAMS – March 2019.*

Curriculum Intent

Understanding Christianity and other faiths as living religions forms a crucial part of pupils' religious education. We aim to equip pupils with the skills to evaluate religious and ethical issues in depth. We enthuse pupils to deepen their own understanding of God and the impact of religion upon the lives of today's global citizens. As a Blackburn Diocese Church school the provision and delivery of Religious Education is consistent with the recommendations of the Diocese.

The courses are predominantly Christian but aspects of other major world faiths are studied especially but not exclusively, Islam, Sikhism, Hinduism and Judaism. We encourage pupils to be enquiring, respectful and tolerant and to have an accurate understanding of Christianity, other world religions and world views. It is our aim that pupils will have a greater understanding of the views of others, which will not only promote religious tolerance and harmony within society, but will help them to gain a greater understanding and insight to their own beliefs.

Job description

KEY PURPOSES

The Head of Department provides professional leadership and management of Religious Education and PSHE ensuring high quality teaching, effective use of resources and high standards of learning and achievement for all students.

KEY KNOWLEDGE & UNDERSTANDING OF:

- the school's aims, priorities, targets and plans in the context of the work of the department;
- the relationship of the work of the department to the school as a whole;
- external accountability mechanisms SIAMS and Ofsted
- relevant statutory requirements for the curriculum and for assessment, recording and reporting;
 - a) Religious Education: The Diocesan Syllabus - DBE Framework for Religious Education and Illuminating Pathways programme of study
 - b) Collective Worship: In accordance with Diocesan Guidance for Collective Worship, Guiding Light, and the school Trust Deed
 - c) PSHE: In accordance with national curriculum requirements and guidance and the context of this Church School
- the characteristics of high-quality teaching and the main strengths for improving and sustaining high standards of teaching, learning and achievement;
- good practice in leadership and management
- the implications of the Code of Practice for Special Educational Needs for planning teaching and learning

KEY ACCOUNTABILITIES

1 Planning & Setting Expectations:

- set high expectations and targets for teaching, learning, achievement and behaviour. Develop and implement policies and practices for the subject(s) that support these expectations;
- establish and implement department improvement plans which focus on development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success; whilst ensuring that programmes of study are developed, revised and maintained in line with diocesan and national guidance and standards;
- ensure that the Senior Leadership Team (and governors as required) are well informed about subject policies, plans and priorities, subject related professional development plans and the department's success in meeting objectives and targets;
- ensure the development of shared schemes of work and teaching resources;
- establish staff and resource needs and advise senior teachers as required. Manage the department's budget, deploying staff and resources effectively within the department;
- ensure that department accommodation is used to create an effective and stimulating environment for the teaching and learning of the department's subjects;
- work with the school's Health and Safety Officer to ensure that there is a safe and healthy working and learning environment in which risks are properly assessed;

- work with the SEN department to ensure that individual education plans are used to set subject specific targets where appropriate and match work to students' needs;
- be responsible for contributing resources and material for the school's website and/or VLE.

2 Teaching & Managing Student Learning:

Evaluating and evidencing the teaching and learning within the department:

- take responsibility for the self evaluation of the curriculum area in line with school self- evaluation procedures.
- plan and implement a departmental policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced;
- identify and disseminate effective practice and highlight and address areas for improvement.

In particular ensuring the following:

- curriculum coverage, continuity and progression for all students;
- constructive working relationships between staff and students;
- that lessons are based on learning objectives that are clearly communicated to students;
- that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- the effective and efficient management and organisation of learning resources;
- the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship.

3 Assessment & Reporting

- analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods;
- follow school guidelines, establish systems for assessing, recording and reporting achievement, and using the information to recognise and raise achievement further;
- establish clear targets for student achievement. Use these targets to evaluate progress by all students, including those with special educational needs;
- monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;
- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students;
- provide the examinations officer with entry details for all examination entries; check and sign off all examination entries prior to the information being formally submitted to the examinations board or equivalent.

4 Guidance & Welfare

- take a lead on the management of student behaviour in the department and in the department's teaching areas.

5 Wider Professional Role

This is a key role within school to:

- work with the School Chaplain, Diocesan representatives and all staff to enhance and develop the distinctive Christian ethos of the school;
- coordinate the relationship and sex education of all pupils within a Christian context;
- take a key role in developing the spiritual, moral, social and cultural development of all pupils.

Department ethos

- create a positive climate in the department. Establish constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks as appropriate and developing an acceptance of evaluation and accountability.
- ensure a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

Professional development

- appraise staff as required by the school Performance Management Policy;
- lead professional development in the department through example and support and coordinate the provision of high quality professional development, including methods such as coaching and drawing on other sources of expertise;
- work with the Staff Development and Early Career Teacher Coordinators to ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of QTS, the Early career Framework and standards for induction. Ensure that other new staff are suitably inducted and supported;
- work with the Diocesan representatives for the subject area;
- attend Diocesan training events and network meetings and where deemed appropriate national subject area events.

Liaison

- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- support the school's links with the local faith communities using this to extend the subject, enhance teaching and develop mutual respect and wider understanding;
- communicate effectively, orally and in writing, with parents, governors, external agencies, the Diocese and the wider community.

These responsibilities are in addition to those of a standard scale teacher.

Note: This Job Description is accurate as at the date shown below. In consultation with the post holder it may be varied to reflect changes in the job. The school is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check and satisfactory references.

Person Specification

Notes:

1. A range of assessment strategies will be used as part of the selection process for this post
2. Archbishop Temple School will wish to see the originals of, and take copies of, proof identity and qualifications marked as 'Essential'.

	Criteria	Essential/ Desirable	Method of Assessment
	Faith Commitment		
1.	Regular involvement in a church in membership of Churches Together in England, The Evangelical Alliance or North West Partnership. (This requires evidence of current church involvement and a clear indication of the applicant's beliefs in relation to a Church school).	E	A, I, R
	Demonstrate their knowledge and understanding of the following in the context of a Church school		
2.	Leading school worship	E	A, I, R
3.	Ways of developing religious education and worship	E	A, I, R
4.	A commitment to strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision for the Christian ethos of the school	E	A, I, R
5.	How relationships should be fostered and developed between the school, local Church and its community and Diocese of Blackburn	E	A, I
6.	Ways of ensuring the spiritual development of pupils is interwoven into all aspects of the curriculum	E	A, I
	Qualifications		
7.	Qualified Teacher Status	E	A, I
8.	Good Honours degree in Religious Education/Studies or Theology	E	A, I
9.	Further study/professional development	E	A, I
	Experience		
10.	Knowledge and experience of the Diocesan Framework for religious education and the Illuminating Pathways programme of study	E	A, I
11.	Understanding of the syllabus requirements for teaching RE up to GCSE level at a high standard and the learning continuum post 16	E	A, I, R
12.	Secure understanding and experience of the SIAMS inspection schedule	D	A, I
13.	A secure commitment to developing religious literacy throughout the curriculum taking account of curricular developments in English	E	A, I, R
14.	Teaching in a Church of England High School/Academy	D	A, I, R
15.	Leadership and management within RE or in a cross curricular role	D	A, I, R

Knowledge and skills			
16.	Ability to teach RE lessons of a consistently high quality, inspiring ambitious outcomes for all learners	E	A, I, R
17.	A personal passion for the subject that inspires young people and fellow professionals	E	A, I, R
18.	The ability to establish and sustain a behaviour for learning culture in a calm and effective classroom environment	E	A, I, R
19.	Able to support and develop staff within and beyond the department	E	A, I, R
20.	Able to establish collaborative professional working practices as both a team leader and team member	E	A, I, R
21.	Confident in the use of data to monitor impact and improve outcomes and experiences for young people	E	A, I, R
22.	Deep knowledge of self-evaluation including the evaluation of the school's Christian Distinctiveness	E	A, I, R
23.	An ability to promote Christian virtues and provide effective opportunities for pupils' character development	E	A, I, R
24.	Confident in the use of ICT to inspire learning and support the efficient and effective management of the department	E	A, I, R
25.	Able to support and develop the curriculum for RSE within the distinctive ethos of the school.	E	A, I
26.	Criteria Personal and Professional Attributes	Essential/ Desirable	Method of Assessment
27.	Commitment to the school ethos of high academic standards	E	A, I
28.	A commitment to the CE vision of Wisdom, Hope, Community and Dignity which is based on the genuine belief in the value of each child irrespective of starting point and absolute commitment to educational inclusion	E	A, I
29.	Commitment to providing religious education to pupils of all faiths and none within a Christian context	E	A, I
30.	Able to be an inspiring Christian leader and an excellent role model who embodies the ethos and values of the school	E	A, I
31.	An outward facing leader committed to developing, supporting and nurturing good practice across the Diocesan family	E	A, I
32.	Commitment to work in collaboration with parents and carers, clergy and community stakeholder to secure high quality provision	E	A, I, R
33.	High levels of motivation and initiative with effective contribution to the wider life of the school	E	A, I, R
34.	An excellent health and attendance record	E	R
Other			
35.	Commitment to safeguarding and protecting the welfare of children and young people	E	A, I, R
36.	Commitment to own professional development and to the development of the team	E	A, I, R

Methods of Assessment: A - Application, I - Interview, R - Reference

Application Closing Date

**The closing date for applications is
Wednesday 14th April 2021 (midday)**

Shortlisted candidates will be contacted shortly after this date.

If you have not heard from us by Friday 30th April, please assume your application has been unsuccessful.

**Applications may be submitted on email to
head@archbishoptemple.com or by post.**

Archbishop Temple School is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments are subject to an Enhanced Disclosure & Barring Service check. Further details will be sent to shortlisted candidates.