



Lady Margaret School

Teacher of Religious Studies

Application Pack





Letter from Headteacher

Dear Candidate,

Thank you for showing interest in the post of Teacher of Religious Studies at Lady Margaret School.

Founded over 100 years ago, the school has a proud and successful heritage in educating girls. Following our centenary year, we are also looking to the future with the expansion of the Sixth Form and a move to a permanent four forms of entry.

We wish to appoint a Teacher of Religious Studies to be part of shaping that future, to build on the great strengths of the school, maintaining the highest academic and behavioural standards, whilst adapting to the fast changing educational landscape.

Lady Margaret School has always been a high performing school, as testified by its most recent 'Outstanding' Ofsted and SIAMS ratings. Recent results at GCSE have continued these high standards whilst reminding us of the challenge of building 'added value' for girls of all abilities. At A level, we enjoyed excellent results in 2018 and we continue to offer a rich curriculum for our students.

This post offers the chance to work with a committed and experienced staff as part of a learning community supporting each other to develop an innovative and exciting curriculum. This is a unique opportunity: to work in a school with a strong and proud heritage and to help lead it into the next exciting chapter in its history.

Thank you again for your interest in joining us.

Yours sincerely

Elisabeth Stevenson
Headteacher



Teacher of Religious Studies

Inner London Teachers' Pay Scale

Required for September 2019—permanent position

Lady Margaret School is a comprehensive Church of England school for girls aged 11-18. It is situated on Parsons Green in West London, and serves a diverse local community. It was founded in 1917 and became an Academy in September 2012. The school is extremely successful and over-subscribed. Staff, students and parents work together to develop each individual student within a culture of high expectations and respect. We aim to empower students to achieve high aspirations for themselves within a culture of hard work and respect for everybody.

Our exam results reflect the hard work of our staff and students. In 2018, 88% of our girls attained GCSE English and Mathematics at grades 9-4. Our Progress 8 score for 2018 is 1.03, which puts us in the top 50 schools in the country for this performance measure. At A Level, our results are consistently outstanding, with high numbers of girls progressing to a wide range of Higher Education courses. In 2018 69% of grades were A*-B. Students at LMS have a very good record of securing offers from top universities.

Following our centenary year, we look forward to building on this success. We are looking for a talented professional with an obvious enthusiasm and passion for their subject to join our Religious Studies Department in September 2019. The successful candidate will be required to teach their subject across the full age and ability range. This position is suitable for either an NQT or someone with more experience.

As a member of our staff community you will have the chance to work with a strong staff team to build on the current successes of the school as we move forward into the next stage of our development.

Closing date for applications: Monday, 20th May 2019, 12pm
Interviews will be held on: Thursday, 23rd May 2019

For further information about this position, and an application form, please refer to our website (www.ladymargaret.lbhf.sch.uk), contact Mrs Wendy Gainham by email (recruitment@ladymargaret.lbhf.sch.uk) or telephone 020 7736 7138 (8.30 am till 4.30 pm).

Lady Margaret School is committed to safeguarding children. The successful candidate will be subject to an enhanced DBS check.

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Lady Margaret School Religious Studies Department

The Religious Studies department is a highly successful department with strong A level and GCSE results. In our recent SIAMS inspection (December 2016) the department was graded 'outstanding.' The inspection noted that, "The effectiveness of Religious Education is outstanding" and that "students are actively engaged in lessons." Our vision is that regardless of background, all students are able to engage, enjoy and excel in Religious Studies. We aim to equip students with the tools to enquire, evaluate and reflect upon religious and philosophical issues. Religious Studies is a thriving department with many students opting to study the discipline at A Level and many going on to read Theology, Philosophy and Religious Studies at degree level. Over the past few years, the number of students progressing onto these courses at university has increased significantly and we have a strong track record of students gaining places at Russell Group universities.

The subject is taught by four dedicated and passionate subject specialists who seek to provide thought-provoking and engaging lessons for all students. We provide opportunities for students to learn beyond the classroom, through philosophy club, visits to the Baitul Futuh Mosque in Morden and essay writing competitions. There have been frequent opportunities where guest speakers have been invited in to speak to students on religious and philosophical issues such as the problem of evil and suffering, miracles and the impact on Marxism and Nietzsche on religion. There is also the opportunity for members of the department to supervise the Extended Project Qualification (EPQ). The department is well -resourced with detailed and up-to-date schemes of work at KS3, 4 and 5.

At Key Stage 3 students are introduced to key aspects of the six major world religions. In Year 7 students explore what qualities make a hero and how heroes, such as Gandhi, Martin Luther King, Bonhoeffer and Mother Teresa have put their beliefs into action. Students also study Judaism which focuses on stories from the Torah and the importance of scripture for beliefs today. The timing of the scheme of work is such that we can include lessons on the Holocaust in order to reflect on the yearly theme from the HMDT and consider how we can ensure that collaborative commemoration and renewal is important to us and our futures. We also study Sikhism and Judaism. In Year 8 students study Islam and Christianity which act as an introduction and preparation for the new GCSE on Christianity, Philosophy and Social Justice and Islam and Ethics, which students begin at the end of Year 9. Students are introduced to some of the core beliefs and practices of Islam such as the Five Pillars of Islam, The Qu'ran and Hadith, The Prophet Muhammad, Islamophobia in the Media and the role of women in Islam. Students learn about and reflect upon Christian beliefs about the divinity and humanity of Jesus Christ and Christian practices. Religious art is used to further deepen students' reflection of Jesus' divinity and human nature. In Year 9 we study Buddhism then some 'big questions' such as 'what is the purpose of life?' and "what does it mean to be good?" as well as Humanist approaches. Students reflect on the Problem of Evil and Suffering with reference to a variety of religions.



Lady Margaret School Religious Studies Department

At KS4, the department follows Edexcel's New GCSE Specification: GCSE RS Full Course: Specification B: Area of Study 3: Christianity: Religion, Philosophy and Social Justice. This includes the following topics: Christian Beliefs, Philosophy of Religion, Living the Christian Life and Equality. Students also study Islam: Religion and Ethics, which includes topics on Islamic Beliefs, Marriage and the Family, Living the Islamic Life and Matters of Life and Death.

In 2018 95% of students achieved Grades 9-4 with 74% of these at Grade 7 or above.

At A Level, students follow the OCR syllabus A level Specification: H5F3, with examination papers on Philosophy of Religion, Religious Ethics and Development in Christian Thought. The Philosophy of Religion topics include: ancient philosophical influences, the nature of the soul, mind and body, arguments about the existence or non-existence of God and Religious language. In Religious Ethics, topics include: normative ethical theories such as Kantian ethics, Utilitarianism, Situation ethics and Natural Law and application to ethical issues such as euthanasia, business and sexual ethics. Many of our students achieve the top grades. In 2018 73% of our students achieved an A*/A, and 91% A*-B grade. These grades have been consistently high over the past few years, and show value added.

The department has a strong focus on professional development. The SIAMS inspection noted that, "all members of staff have extra roles of responsibility across the school" which "not only raises the profile of RE staff but enriches what they offer to the leadership of the department and the sharing of good practice." The department is very supportive of one another and provides regular opportunities to share best practice particularly around questioning and the spiral curriculum. There is a strong focus on developing teaching and learning and AfL. The successful candidate will have an enthusiasm and passion for the subject; they will be committed to their own professional development and share the vision of the department and the school as a whole.



Job Description — Teacher of Religious Studies

Job Title: Teacher of Religious Studies

Reports to: Head of Religious Studies

Overall Responsibility: Delivering the highest quality learning experiences to pupils learning Religious Studies

Date: 01 September 2019

Salary: Inner London Teachers' Pay Scale

Disclosure level: Enhanced

Safeguarding

- Lady Margaret School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment
- Appointment to this post is subject to an enhanced criminal record and background check

Aim and Main Purpose of the Job

To support the outstanding outcomes of Religious Studies by teaching an exciting and challenging Religious Studies curriculum, teaching consistently high-quality lessons, and promoting exceptional levels of academic development, attainment and wellbeing for LMS girls.

Overview:

1. To deliver consistently high quality lessons to pupils to enable them to make outstanding progress.
2. To support the development of an engaging, challenging and accessible Religious Studies curriculum for each year group that supports pupils to make outstanding progress.
3. To make a valued contribution to the school's pastoral and extra curricular programmes, including trips and school visits.
4. To be a committed Form Tutor, supporting the personal development and well-being of the girls in your tutor group.

Classroom Teacher:

1. Plan and deliver high-quality, challenging lessons
2. Prepare pupils for any internal or public examinations, to enable each pupil to achieve her potential.
3. Maintain high expectations of pupils and set them challenging but achievable targets.
4. Understand your responsibilities for pupils with particular educational needs. These will include identifying pupils with special educational needs, adapting your teaching accordingly, seeking advice from colleagues including the SENCO when appropriate.
5. Follow all relevant school and departmental policies in the planning and delivery of lessons.
6. Where a member of staff is under allocation to do cover lessons where necessary.



Job Description—Teacher of Religious Studies cont'd

Assessment, reporting and communication

1. Implement the school approach to assessment and feedback to inform planning, develop learning and evaluate pupils' progress.
2. Provide formative oral and written feedback to help pupils reflect upon and improve their work.
3. Make effective and regular use of the school's assessment criteria and reporting procedure to inform learning.
4. Maintain regular records of pupils' attainment and progress.
5. Attend parents' evenings and Open Evenings as required.

Professional development

1. Demonstrate a commitment to continuous professional development by participating in opportunities to build your capabilities as a teacher.
2. Maintain an up-to-date expert knowledge of your subject area, relevant aspects of the National Curriculum and exam board requirements.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own teaching critically and use this to improve your professional development.

Form Tutor Responsibilities

1. Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, and academic progress.
2. Develop strong relationships with tutees based on trust and respect.
3. Deliver the PSHE curriculum to tutees in the weekly PSHE lesson.
4. Implement attendance, rewards, sanctions, behaviour and monitoring policies, including maintaining a weekly check of girls' day books.
5. Work with the Head of Year to identify the need for Intervention planning where necessary.
6. Monitor the safeguarding and welfare of girls in your tutor group
7. Make Heads of Year, SENCO and senior staff aware of any issues with girls as necessary.
8. Proactively engage parents to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
9. Model the ethos of the school.
10. Keep the form register and monitor patterns of pupil attendance / absence



Job Description—Teacher of Religious Studies cont'd

Notes

1. All the responsibilities outlined in this job description are subject to the general duties and responsibilities contained in the statement on conditions of employment under the Teachers' Pay and Conditions Act 1987.
2. This job description allocates duties and responsibilities but does not direct a particular amount of time to be spent carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the school's published time budget policy and have regard to Clause 4 (1F) of the teacher's conditions of employment.
3. This job description is not necessarily a comprehensive definition of the post it will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.
4. Staff are required to wear business dress and to be professionally presented.
5. Candidates must be in sympathy with the aims and objectives of a Church of England school and its ethos. (See prospectus for guidelines). Members of staff must support the church ethos of the school, including taking part in religious education and acts of worship.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken has not been identified.



Person Specification—Teacher of Religious Studies

| | Essential | Desirable |
|-----------------------|---|---|
| Qualifications | <ul style="list-style-type: none">• Qualified to at least degree level• Qualified to teach in the UK• Qualified to work in the UK• QTS or equivalent | <ul style="list-style-type: none">• Further professional qualifications• Experience of teaching A Level in this subject |
| Experience | <ul style="list-style-type: none">• Ability to deliver consistently outstanding lessons in this subject to pupils of all ages and abilities.• Proven record of significantly raising achievement with all groups of pupils across the age and ability range and of helping them achieve impressive examination outcomes.• Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop.• Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. | <ul style="list-style-type: none">• Experience of having worked successfully in at least one school in an urban, multicultural setting, teaching pupils from backgrounds of socio-economic disadvantage.• Successful experience of working particularly with high ability and SEN pupils.• Experience of teaching fieldwork at all Key Stages |
| Knowledge | <ul style="list-style-type: none">• Thorough knowledge of the requirements of the subject.• An understanding of the ways children learn and how individual needs may be assessed and met.• Good knowledge of current educational developments and initiatives relating to the subject and their implications.• An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. | <ul style="list-style-type: none">• Actively informed of developments in your subject area, and of broader pedagogic developments at local, national and international levels. |



Person Specification— Teacher of Religious Studies cont'd

| | Essential | Desirable |
|-------------------|---|---|
| Skills | <ul style="list-style-type: none">• Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents.• The ability to develop positive relationships with all young people• Well-developed planning & organising skills including time management, prioritisation, delegation and administration.• Ability to plan, monitor, evaluate, review and lead by example.• Sound judgement and problem solving skills. | <ul style="list-style-type: none">• An ability to use data confidently to inform planning.• Competent user of ICT |
| Motivation | <ul style="list-style-type: none">• Willing to support LMS school ethos as a Church of England school• Willing to be fully engaged in the whole life of the school including extra-curricular activities.• Willing to be a form tutor.• Committed to working collaboratively with colleagues.• A commitment to the safeguarding and welfare of all pupils. | <ul style="list-style-type: none">• Experience of leading successful extra-curricular activities which inspire and motivate learners. |