



# KS3 Religious Studies Co-ordinator

## Recruitment Information



COMMITTED TO  
EXCELLENCE

GREENSHAW HIGH SCHOOL



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## A Warm Welcome from the Headteacher

Dear prospective colleague,

Thank you for your interest in joining Greenshaw High School. This is a truly unique opportunity to play a key role in shaping the provision of secondary education and lifelong learning opportunities within Greenshaw. Our school is a highly over-subscribed 11 to 19 mixed comprehensive secondary school and sixth form situated in Sutton, South West London. I take immense pride in the work of all of our staff and students, and having been at the school since 2001, continue to be amazed by their achievements.



At Greenshaw High School our students and staff work very hard to ensure the best academic results. For example, in 2019 over a quarter of our Year 11 students attained a grade 7 or higher (previously A grade at GCSE) in English, and just under one in four did the same in Maths. 11% of all GCSE passes were at grades 9 and 8 (the new highest grades) setting up our Year 11 students for future success. In our sixth form, students achieve results in the top 25% of the country and they on to some of the best university courses in the world. Despite the national controversy around examination results in 2020, over 40 of our sixth form students progressed to Russell Group universities, including both Oxford and Cambridge.

Alongside the pursuit of academic excellence we also have a key role in our students being happy and successful members of society. I do not want great exam results at the cost of young people's wellbeing. All staff are aware of the importance of promoting student welfare and we maintain a department of non-teaching staff to support students with mental health and wellbeing. I also believe that happiness comes from feeling engaged with your community and knowing that you are making a positive contribution. Within the last year, students in our school have volunteered at food banks, collected items for a women's refuge and raised funds for a cancer charity, all in Sutton. More widely, we have committed to global development with biennial expeditions overseas – with the most recent seeing a group of students and staff build community facilities in Zambia.

Our staff play an integral part of in the achievements of the school and its students. Should you join us, you will work alongside an exceptionally committed and professional staff, guided by experienced middle leaders who will equip you with the support, training and resources you require to become the very best in your chosen area.

As an employer, we offer a range of staff benefits, including excellent CPD opportunities and career progression, automatic entry in to a recognised pension scheme and employer contributions, a cycle to work scheme, gym membership, eye care vouchers and other corporate discounts. Since October 2018, both staff and students also benefit from a two week October half term.

If you feel that you have the skills, experience and drive to help support the school's vision and its students then please do read on. I look forward to welcoming you in person at Greenshaw High School soon.

Yours sincerely,

**Nick House, Headteacher**



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## Introduction to Greenshaw High School

Greenshaw High School is a highly over-subscribed 11 to 19 mixed comprehensive secondary school and sixth form situated in Sutton, South West London. Greenshaw High School converted to Academy status in June 2011 and is part of the Greenshaw Learning Trust. Throughout its history, Greenshaw has been popular with parents of children of all abilities and there continues to be a large demand for places. There are currently 1700 students on roll, with over 200 staff providing teaching, pastoral care and other support across the school.

We are a successful and popular school with an established record of nurturing high levels of attainment in its students. We provide a first rate teaching environment that challenges all students to achieve their very best and an individual pastoral support programme to guide them in this endeavour.

At the heart of our enterprise are our core values, with their emphasis on equality of opportunity, respect for others and the value of learning. Upon these foundations we have built a thriving educational establishment, where students have flourished and continued to study a wide range of subjects at some of our country's most prestigious universities.

We welcome the fact that, year on year, a growing number of students aspire to join our school. We are matching this burgeoning demand with an expansion of the facilities that are available and the courses that are on offer. We are firmly of the belief that the quality of teaching and learning and the level of pastoral care we provide are of the highest quality.

Specialist facilities allow us to make use of the latest technologies and resources. We have an all-weather sports pitch, music centre, studios for art, drama and dance, a gymnasium, a sports hall equipped with an eight lane climbing wall, a multi-gym, a number of IT suites, specialist science laboratories and a reading lounge. As our student numbers have increased, a new purpose-built extension building opened in September 2016. Staff facilities include a newly refurbished staff room, a number of new staff work rooms with IT facilities, staff shower rooms, a free-to-use gym (outside of school hours), and secure cycle storage.

In choosing Greenshaw as the place to start or continue your career, you will be on the right path to a successful future.



“The best community of teachers that I could ever have hoped for. The patience, care, loyalty and commitment of a group of people who have walked alongside my son through his tribulations, challenges and successes in his time at the school” – *a parent.*



## Our vision

We are absolutely committed to achieving excellence. In our school this should always encompass the twin aims of high wellbeing for young people and adults, alongside academic excellence. Maintaining both of these can present challenges, but it is our clear ambition.

## Our learning

As a comprehensive school, we hold dear the idea of curriculum breadth. We want all of our students to experience a wide range of subjects from maths, English, sciences, humanities and languages, but retain a place for the performing and creative arts. We will offer broad pathways in our comprehensive schools that suit students' prior attainment, and will always find the right course for our learners, rather than suiting any particular government performance measure.

We also accept our social responsibility to educate our students about important areas that do not fall neatly into subject categories, but are critical to young people being empowered citizens and intellectually capable. This includes the books we read in tutor time, and the homework scheme we call *The Big Ideas that Shaped the World*.

## Our ethos

We believe that consistent hard work will always beat any notion of 'talent', without hard work. We aim to train all of our learners into the regular completion of homework, and constant hard work through the school day – and beyond – to build the habits necessary for success.

## Our social responsibility

A marker of our educational excellence will be our students' social impact. This means within the immediate community around our school, across Sutton and more widely, even on the international stage. This could include volunteering, raising funds or making other forms of contribution. We want excellent academic results that allow students to enter the next phase of their education, but also productive citizens as they move in to adulthood.





## Examination results

Greenshaw is justly proud of its success over half a century years in achieving the very best for its students. Our students successfully progress to a wide range of destinations both at the end of their GCSE and A Level courses.

## A level results

In 2020, the centre assessed grades achieved by A Level students allowed them to go on to a wide range of destinations. The majority of our Year 13 students progressed to undergraduate courses (including medicine and law) at prestigious Russell Group universities, including three that are now studying at Cambridge and Oxford Universities. We are also proud that our strong work in the creative arts continues to enable large groups of students to move on to foundation art courses, and directly into world leading institutions such as Central St Martins University for the Creative Arts.

Where national comparison is possible, our A Level results have been significantly above national average progress in each of the previous eight years. As an example, in 2019, over one in five of every A Level grade at Greenshaw High School was at A or A\* with 73% of students achieving a pass at A\*-C.

## GCSE results

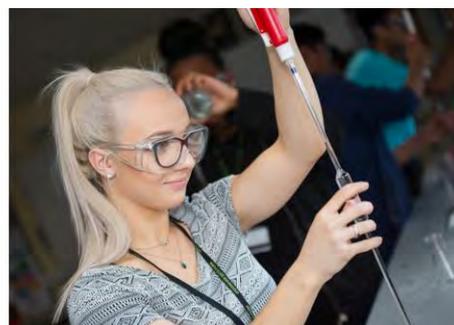
In 2020, the centre assessed grades achieved by our Year 11 students saw them access a range of BTEC, A Level and other courses at our school and colleges. We are really proud that the rate of our students remaining in education at the age of sixteen is above the national average. In 2019, Greenshaw High School celebrated the GCSE results achieved by students of the school, with 72% of all qualifications graded at 4 or better (the old 'grade C'), and 23% of all qualifications at 7 or higher (what used to be the old 'grade A').

Greenshaw High School's Progress 8 score in 2019 was +0.05, which is in line with national average. Our Attainment 8 measure is 50.01 points, which is well above the average score of 44.3 points.

33% of all students in Year 11 in 2019 were entered for the English Baccalaureate. 21% of all students in Year 11 in 2019 achieved the English Baccalaureate.

The percentage of Greenshaw students staying in education or employment after Key Stage 4 was 98% in 2019.

*"We are so thrilled and proud of what our daughter has achieved – she has had the support of a great school who really did have her best interests at heart. Many thanks to you all." –  
a parent*





## Our commitment to you

At Greenshaw High School, we recognise that our staff are our most important asset and that the quality and commitment of our staff is critical to the school's success.

Conditions of service for all staff are in accordance with the Conditions of Service for School Teachers in England and Wales for teaching staff and National Joint Council for Local Government Services for support staff.

The Greenshaw Learning Trust has been recognised under the Valued Worker Scheme as meeting all six of the Valued Worker Scheme principles. The Valued Worker Scheme is a joint initiative promoted by NASUWT, GMB, Unison and Unite, and promotes the adoption of policies and practices that demonstrate an employer's commitment to treating all employees fairly, equitably and with dignity through the adoption of six principles:

1. Enabling all employees to have a safe, secure and enjoyable working environment;
2. Ensuring the wellbeing and dignity at work of all employees;
3. Providing CPD for all employees;
4. Providing good pay and conditions which include a commitment to the living wage (as defined by the Living Wage Foundation);
5. Having formal agreed mechanisms for consultation and negotiation, working in partnership with employees and trade unions;
6. Ensuring policy development and working practices are informed by the use of information and evidence.



As a school, we are committed to promoting the health and wellbeing of all of our staff. All staff are provided with access to our Employee Assistance Programme (EAP). This is a free, confidential service, which provides useful information, practical support and counselling on a wide range of work, family and personal issues. The EAP is available to all members of staff at the school and can be contacted 24 hours a day, 7 days a week, 365 days a year

In addition to the Employee Assistance Programme, our staff benefits include excellent CPD opportunities and career progression, automatic entry in to a recognised pension scheme and employer contributions, a cycle to work scheme, gym membership scheme, eye care vouchers and other corporate discounts.

## Our commitment to your career

Greenshaw High School is committed to providing excellent CPD opportunities and career progression for all staff. We are a school that prioritises staff training and development and believe that all members of staff should have a thorough induction and an inspiring programme of training and professional development.

Wednesday afternoon lessons end an hour earlier, allowing our training to be done within the school day, rather than in twilight sessions. We call this part of the week 'Professional Growth', and it is divided between departmental sessions on subject pedagogy, and broader professional enquiry in areas such as assessment, mind set and language. This Professional Growth programme has recently been awarded Silver status by the Teacher Development Trust, an award that has been gained by only forty other schools.



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By investing in staff development through seminars and meetings, and conducting research projects, our staff are up to date with the latest thinking and practice in education. This in turn enables them to provide the best learning opportunities for the students of the school, which is our core purpose.



## **KS3 Religious Studies Co-ordinator required from September 2021**

**Main/Upper Pay Scale (Outer London) + TLR2B (Outer London)**

**Full time and Permanent**

**Applications from candidates seeking part time employment would be considered**

### **About the Religious Studies Department**

The Religious Studies department is a forward thinking, lively and positive team comprised of experienced specialist teachers. Our aim is to ensure that all students think critically about their beliefs and the views of others, and engage fully in developing as responsible, respectful and informed young people. All students at Greenshaw study Religious Studies in Years 7 to 9. In Year 10 and 11, students study a course entitled Social and Religious Studies, which prepares them for the AQA Specification A Religious Studies GCSE, focusing on Christian and Islamic beliefs and practices, and philosophical and ethical themes. RS remains a very popular subject in Sixth Form where we offer AQA Philosophy A-Level covering Epistemology, Moral Philosophy and Metaphysics. Results at both GCSE and A Level are consistently excellent.

We believe that Religious Studies offers a unique opportunity to prepare students for living in an increasingly diverse society. We encourage our students to examine their own beliefs; analyse a variety of views; consider life's big philosophical questions; and examine their own decision-making and behaviour through a study of contemporary issues. We invite students to look at issues within their own local community, across the wider UK and then internationally through topical case studies. Our goal is to shape the spiritual, moral, social and cultural development of students; to build community cohesion on a local and national level; to promote equal opportunities; to encourage diversity; and to develop in our students the critical thinking and writing skills essential to success in the workplace.

### **KS3 Religious Studies Co-ordinator - Job Description**

The main duties and responsibilities will include:

1. In consultation with the Head of Department, to lead the department's work on monitoring, evaluating, reviewing and developing the design and delivery of the Key Stage 3 curriculum and Schemes of Work, ensuring that all students at Key Stage 3 are given appropriate levels of academic challenge;
2. To lead the development of KS3 programmes of study that meet the needs of all students and that are informed by the Principles of Learning. To make sure that procedures are in place that regularly reviews these programmes in light of any lessons learned;
3. Embed the school's Principles of Great Assessment by developing and maintaining the systematic use of formative assessment that informs teaching and learning, including the use of systematic feedback loops to classroom teachers of results from assessment hour;
4. Support the Head of Department in the development and implementation of the department vision, teaching and learning policies, and behaviour management strategies and procedures;
5. In consultation with the Head of Department, lead the department's work on developing effective formative and summative assessment practices at Key Stage 3;
6. Co-ordinate Key Stage 3 modules and to implement and evaluate all Key Stage 3 assessments, providing feedback to the rest of the department;



7. Be responsible for the use of assessment data, leading to effective reporting;
8. Enhance students' academic performance through the use and review of performance data to identify underperformance and implement interventions;
9. In consultation with the Head of Department, monitor and evaluate the progress of all students in Key Stage 3 to ensure different groups of learners are making appropriate levels of progress, and to take steps to address areas of concern as soon as possible;
10. Keep an accurate and up to date database of assessment;
11. Under the direction of the Head of Department, to regularly monitor the quality of teaching and learning, ensuring that feedback is given to individual members of staff in relation to the Principles of Great Teaching, and colleagues are guided to select the most appropriate methods to meet the needs of the full range of students;
12. Under the direction of the Head of Department, to be responsible for making sure that the findings from assessment data, classroom visits, student work and student voice are used to respond to student learning needs in a timely and rigorous way;
13. After observing colleagues teach, agree strategies to improve learning outcomes and ensure that these are acted upon;
14. Share good practice and new developments with staff under the direction of the Head of Department to ensure the quality of teaching is high, and staff are supported in developing their teaching, planning and assessment skills;
15. Lead by example, demonstrating commitment to high quality teaching and learning in order to raise standards of achievement;
16. Regularly monitor teaching and learning in Key Stage 3, and share the findings with the Head of Department and the Senior Leadership Team;
17. Analyse exam results and assessments and reflect carefully and critically on teaching and learning strategies in light of these to support the Head of Department in planning and delivering CPD sessions;
18. Ensure that the required learning resources are in place, including textbooks, access to electronic resources and online learning platforms, within the set budget.
19. To undertake such other duties and responsibilities as may be reasonably requested by the Headteacher in accordance with the relevant Pay and Conditions Document.
20. the world;
21. Setting the highest standards and behavioural expectations in lessons and around the school;
22. Maintaining the highest standards of professional conduct and act as a role model to young people;
23. Selecting, using and preparing appropriate resources that maximise the impact of teaching on student learning;
24. Actively liaising with all specialist support available to provide appropriate provision for students with different learning and/or behavioural needs, but to remain accountable for the progress of those students;
25. Undertaking the role of form tutor;
26. Committing to and supporting the school's policy and practice in relation to safeguarding and child protection;
27. Undertaking such other duties and responsibilities as may be reasonably requested by the Headteacher in accordance with the relevant Pay and Conditions Document.

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

The job description, in consultation with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



### KS3 Religious Studies Co-ordinator - Person Specification

The below person specification outlines the abilities and skills for a standard teaching post. For responsibility or specialist posts, refer to previous recruitment activities or the selection panel.

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Shortlisting is carried out on the basis of how well you meet the requirements of the person specification. **When you complete your statement of suitability, you should mention any experience you have had which shows how you could meet these requirements.**

	ESSENTIAL	DESIRABLE
<b>Education, Qualifications and Training</b>	<ul style="list-style-type: none"><li>• Hold an appropriate teaching certificate and Qualified Teacher Status</li><li>• Hold a recognised degree (or equivalent) with a good classification in a relevant subject</li></ul>	
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"><li>• Excellent subject knowledge and a genuine passion for teaching your subject</li><li>• A proven track record of excellent outcomes and results at Key Stage 3</li><li>• Detailed knowledge of current curriculum and pedagogical developments in the teaching of your subject and the wider curriculum</li></ul>	<ul style="list-style-type: none"><li>• Experience teaching Key Stage 4</li></ul>
<b>Aptitude and Skills</b>	<ul style="list-style-type: none"><li>• Ability to teach your subject area up to Key Stage 4</li><li>• Demonstrate excellent and innovative pedagogical practice, with the ability to contribute to professional development sessions</li><li>• Desire to further raise overall achievement in your subject area through promoting the highest standards of teaching and learning</li><li>• A flexible approach to the teaching of your subject that seeks to promote the learning opportunities of all students and to secure the highest possible levels of achievement</li><li>• Demonstrate a commitment to following the school's principles of teaching, learning and assessment</li><li>• Have an effective approach to behaviour management, setting the highest standards and behavioural expectations</li></ul>	



	<ul style="list-style-type: none"><li>• Have sound skills as a classroom practitioner</li><li>• Willingness to participate in extra-curricular activities</li><li>• Willing to take responsibility for professional learning and fully engage in the school's Professional Growth Programme</li><li>• Ability to communicate effectively, both orally and in writing, with students, parents and colleagues</li><li>• Able to work effectively within a team and to make an active contribution to the success of the department, including co-planning and peer review</li></ul>	
<b>Additional Requirements</b>	<ul style="list-style-type: none"><li>• Have high professional standards and expectations</li><li>• Demonstrate a commitment to the role of tutor as a central figure in the life of a student and their parents/guardians</li><li>• Ability to appropriately deal with confidential information</li><li>• Demonstrate a commitment to comprehensive education and to the active promotion of equal opportunity</li><li>• Desire to enhance and develop skills and knowledge through CPD</li><li>• Demonstrate a commitment to safeguarding and promoting the welfare and development of young people and help demonstrate a positive attitude to helping them achieve their potential</li><li>• Recognition of the importance of personal responsibility for Health and Safety</li><li>• Commitment to the school's ethos, aims and its whole community</li></ul>	

## The Application Process

### How to Apply



All details, including the Application Form, Job Description and Person Specification can be found on the school's website: [www.greenshaw.co.uk](http://www.greenshaw.co.uk).

The completed application form should be accompanied by a statement of suitability of no more than two sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

The completed application form and statement of suitability should be returned to [recruitment@greenshaw.co.uk](mailto:recruitment@greenshaw.co.uk). Alternatively, hard copies can be submitted by post to HR Department, Greenshaw High School, Grennell Road, Sutton SM1 3DY.

Applications must be received no later than **9am on Monday 19<sup>th</sup> April 2021**. Applications received after the deadline will not be included.

The school reserves the right to commence the interview process at any time prior to the closing date, so early application is recommended.

### **Shortlisting**

Shortlisting will be finalised on the **19<sup>th</sup> April 2021**. Shortlisted candidates will then be contacted via email with the details of the interview process. Please make sure that you have clearly indicated an email address on your application form on which you can be reached and that is regularly checked. References will be taken up after shortlisting.

### **Interviews**

Interviews will be held during the week of the **19<sup>th</sup> April 2021**. Due to COVID-19 control measures in place at the school, alternative arrangements for interview may be made e.g. a virtual interview.

### **Notification of Outcome**

Candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have clearly indicated an email address that is regularly checked on which you can be reached.

### **Feedback**

Unsuccessful shortlisted candidates will have the opportunity for professional feedback during the week following the interviews.