



Prince Henry's Grammar School  
COLLABORATIVE LEARNING TRUST



# TEACHER OF ETHICS, PHILOSOPHY & RELIGION (EPR)

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## INFORMATION FOR APPLICANTS

MPS/UPS  
+ TLR2A Opportunity for Area Leader

Permanent, Fulltime  
Required from September 2025



## TEACHER OF ETHICS, PHILOSOPHY & RELIGION

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**Location:** Prince Henry's Grammar School

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**Contract:** Permanent, fulltime

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**Closing Date:** Friday 16<sup>th</sup> May 2025

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**Selection Day:** Tuesday 20<sup>th</sup> May 2025



## TEACHER OF ETHICS, PHILOSOPHY & RELIGION

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Thank you for your enquiry regarding this post.

Please look on the school's website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Administrator at the school:

[hrs@princehenrys.co.uk](mailto:hrs@princehenrys.co.uk)

The closing date for applications is **noon on Friday 16<sup>th</sup> May 2025**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held **Tuesday 20<sup>th</sup> May 2025**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a classroom teaching observation, a written or data task, meeting with students or, dependent on the role, a combination of the above. The outcomes of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with KCSiE policy 2024.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

## INFORMATION ABOUT THE POST

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### POST OF TEACHER OF ETHICS, PHILOSOPHY & RELIGION (EPR)

This post has arisen due to staffing changes within the faculty. It may be suitable for an ECT or a colleague with more teaching experience who is looking for the challenge of a different school context.

There is also the additional opportunity to apply for the Area Leader role linked to this vacancy. **Please state within your application** if this is a development opportunity that you wish to explore further, or if you wish to apply for the 'teaching only' post.

### The Humanities Faculty

This is a very well-respected faculty with a high profile in the school, consisting of teachers of Geography, History, Politics and Ethics, Philosophy and Religion (EPR). The Humanities Faculty has a cohesive and vibrant group of staff who share best practice and aim to drive up outcomes for students. The successful candidate will support this vision. The faculty already has a proven track record of academic success and expects high standards from students and staff alike. There is a strong ethos of teamwork amongst its members and they meet regularly to share ideas, resources and expertise. There is a strong take-up of the faculty's subjects at KS4 and KS5.

### ETHICS, PHILOSOPHY AND RELIGION

Ethics, Philosophy and Religion is a thriving and popular subject across all key stages. Results have historically been good, particularly in terms of attainment and progress at A level. There has been a dramatic increase in the number of students opting for the subject at GCSE in recent years, with over 80 students currently taking the subject.

- Year 7-9: All students study the subject for 2 lessons per fortnight in mixed ability format. The course is designed to build progression and develop key skill areas.
- Years 10-11: Students who have opted to study the subject at GCSE have 5 lessons per fortnight in each year. There are currently four groups across KS4. All students have 1 lesson per fortnight of PREP (Philosophy, Religion, Ethics and Public Citizenship)
- Years 12-13: A level courses in the subject are taught with each group having 9 lessons per fortnight. There is currently one group in each year group.

### Key Stage 3

The Programme of Study covers a wide range of broad themes and enquiry questions which aim to develop students' understanding of the Abrahamic religions initially, before progressing to covering a wider range of worldviews and tackling philosophical and ethical questions.

### Key Stage 4

For students opting for GCSE, the specification followed is AQA Religious Studies, studying Islam and Christianity. A range of resources and learning activities are used throughout the course. The PREP programme of study covers a wide range of different topics and includes critical thinking and debating skills. The decision was made to move to non-examined RS to allow greater scope for staff to plan and deliver a really exciting RS curriculum outside the confines of the GCSE specification, and to give students a broader understanding of the role religion has played in shaping the modern world, while allowing those who want to study the subject in depth to opt for the full course GCSE.

## **Key Stage 5**

The specification followed at A Level is EDUQAS Religious Studies, studying Philosophy, Ethics and Buddhism. It is a successful course with nearly 20 students studying the A level across the two year groups currently, with room to grow. Again, a range of resources and learning activities are used and we have the use of a bank of textbooks which have been specifically written for the course. There is also a small library of relevant textbooks/resources within the faculty for use by our Sixth Form students.

## **Resources**

There are three specialist teaching rooms and a range of textbooks and artefacts to support the teaching of different religions. Each scheme of work is fully resourced with a range of materials to support teaching. Teachers are encouraged to adapt these, if needed, to meet the needs of their particular classes while still ensuring that crucial learning is covered.

## **GEOGRAPHY**

Geography has a track record of success at all key stages, but also ambition for further improvement, particularly with the consistently high number of students who opt to study the subject at KS4 and KS5. The Geography team works collaboratively to provide interesting and stimulating courses to enable all students to gain a better understanding of the world they live in and become active global citizens. There are high expectations of all students in terms of academic achievement and of conduct in a supportive, dynamic and engaging environment.

## **Curriculum structure and content**

Year 7:	All students study the subject for 3 lessons per fortnight in mixed ability format
Year 8 & 9:	All students study the subject for 3 lessons per fortnight working within broad ability sets. The course is designed to build progression and develop key skill areas
Years 10–11:	Students who have opted to study the subject at GCSE have 5 lessons per fortnight in each year. There are currently nine groups across KS4
Years 12–13:	A level courses in the subject are taught with each group having 9 lessons per fortnight

## **Key Stage 3**



The Programme of Study covers a wide range of topics which aim to enthuse students about their natural and built environment at a range of scales, from local to global. Topics covered also support students in developing a broad range of geographical and transferable skills.

### **Key Stage 4**

The specification followed is AQA GCSE Geography. A range of resources and learning activities are used throughout the course. We also have the use of a bank of textbooks which have been specifically written for this course.

### **Key Stage 5**

The specification followed at A Level is also AQA. Again, a range of resources and learning activities are used and we have the use of a bank of textbooks which have been specifically written for the course. There is also a small library of relevant text books/resources within the faculty for the use of our Sixth Form students.

Fieldwork and skills-based work are seen as important to the geographical education of all students and there is work of this nature planned for each key stage. This is an area we are very keen to further develop. Perhaps the most exciting element of this is our biennial field trip to Iceland.

### **Resources**

There are four specialist classrooms. Geography staff have worked collaboratively to develop a bank of resources for all units taught (electronic and paper-based resources) at KS3 and KS4, in line with National Curriculum and exam board requirements. We do, however, encourage individual members of staff to tailor lessons and resources to the needs of their specific classes and students. This includes differentiation for ability groups and students with Special Educational Needs. At KS5, staff have developed their own resources based on exam board requirements and specialist areas.

## **HISTORY & POLITICS**

History and Politics courses are popular across all Key Stages. This is reflected in the large numbers of students opting to study GCSE history and history or politics in the Sixth Form. There are around 240 students studying History at KS4 and around 75 studying History and Politics at KS5. Many of our students elect to study History or Politics at university.

### **Curriculum structure and content**

- |              |   |
|--------------|---|
| Year 7:      | All students study History for 3 lessons per fortnight in mixed ability format  |
| Year 8 & 9:  | All students study History for 3 lessons per fortnight working within broad ability sets. The course is designed to build progression and develop key skill areas |
| Years 10–11: | Students who have opted to study History at GCSE have 5 lessons per fortnight in each year. There are currently nine groups across KS4                            |

Years 12-13: A level courses in both History and Politics are taught with each group having 9 lessons per fortnight

### **Key Stage 3 History**

We deliver a curriculum that closely follows the skills and knowledge set out in the National Curriculum, while also incorporating many of the values of the Schools History Project. The Scheme of Work is structured so that students explore six thematic aspects of history through a chronological journey. The themes that students study are: Power, Beliefs and Attitudes, Everyday lives, Conflict, Migration/British unity and identity, and Empires. Each thematic unit is focussed around the development of specific second order concepts. Assessments have been integrated that support both knowledge and second order skill development.

### **Key Stage 4 History**

We follow the Edexcel specification with students having access to lesson resources on our virtual learning environment. The course includes Medicine with a focus on the historic environment of the British Sector of the Western Front, Weimar and Nazi Germany, Elizabeth I 1558-88 and the Cold War. The course has ambitious content and we also work hard to embed the skills students will need to access concepts, sources and interpretations of the past.

### **Key Stage 5 History**

We deliver the AQA History A level course with students studying the following modules: 1H Tsarist and Communist Russia 1855–1966, 2S The Making of Modern Britain 1951–2007 and a historical investigation. Both of the taught units are worth 40% of the course and are taught over a two-year period and the historical investigation, which is worth 20%, is a 4,500-word essay on the student's own bibliography, primary evidence and historians' interpretations. Students are taught by the same member of staff over two years to provide continuity of feedback and support.

### **Key Stage 5 Politics**

The A level Politics course follows the AQA specification. Students explore the political landscape of Britain and the USA and work towards a comparison of the respective systems. At the same time, students are grounded in political theory by learning about key ideologies such as liberalism and feminism.

The History and Politics team takes its obligations to enrich students' experiences seriously, and runs a number of trips to support its students. In recent years, there has been a Sixth Form trip to London and Paris, a Year 11 trip to Poland and annual trips to the French/Belgian Battlefields.

The History and Politics team also play a full role in wider whole school initiatives. For example, in November, every student in the school was taught about Remembrance in assemblies and on a designated PSHE day.

### **Resources**

History and Politics have a suite of five classrooms. All rooms have data projectors and multimedia equipment / LED screens, and a wide range of electronic resources have been developed for these. There is an extensive collection of both printed and digital resources; many of the former are held in a specific Short Loans collection in the school library.

## **STAFFING STRUCTURE**

Faculty Leader

Area Leader (TLR2A) for Geography

Area Leader (TLR2A) for History

Area Leader (TLR2A) for Ethics, Philosophy and Religion

There are currently 17 specialist teachers within the Faculty, including 6 in Geography, 7 in History & Politics and 4 in Ethics, Philosophy and Religion





# INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

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Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds

## VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

### Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

### This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

*We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature*

## COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

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The Collaborative Learning Trust promotes employee wellbeing across all of our schools. One of the many ways we implement this is through our fantastic employee benefits which include:

### **Employee Assistance Programme:**

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

### **Pension Scheme:**

We offer a fantastic teaching and support staff pension scheme.

### **Cycle to work scheme:**

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

### **Home and Tech scheme:**

Spread the cost of a Curry's gift card over 12 months through salary sacrifice (terms and conditions apply).

### **bYond:**

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

### **Extras discounts:**

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

### **Tastecard Promotions:**

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

### **RAC Membership Cover:**

A 12-month salary sacrifice offering different levels of cover options for up to 3 vehicles (terms and conditions apply).

## INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

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Prince Henry's is an over-subscribed comprehensive school with over 1640 students, including around 350 in the Sixth Form. We are proud of our school, students, staff and community and were delighted to have our recent Ofsted report from November 2024 endorse our strengths in judging us 'Outstanding' in all areas. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website [www.princehenrys.co.uk](http://www.princehenrys.co.uk) and the school's prospectus documents [here](#).

## INFORMATION FROM THE HEADTEACHER

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Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. Having recently been judged as 'Outstanding in all areas' from Ofsted (November 2024), our focus is on maintaining the exceptional offer and experience whilst pushing ourselves even further to ambitious levels. This includes the offer of CPL which includes leadership development and bespoke packages, and the opportunity to be outward facing with other schools within the trust and alliances of which we are a member.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully,

**Sally Bishop**  
**Headteacher**

## JOB DESCRIPTION: TEACHER OF ETHICS, PHILOSOPHY AND RELIGION

<b>Name:</b>	
<b>Job Title:</b>	<b>Teacher of Ethics, Philosophy &amp; Religion</b>
<b>Salary Grade:</b>	<b>MPS/UPS</b>
<b>Contract Type:</b>	<b>Permanent, fulltime</b>
<b>Responsible to:</b>	<b>Faculty Leader</b>

### Purpose of Role:

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students

### Main Duties:

1. To teach the lessons assigned
2. To provide effective teaching for whole classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
3. To use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
4. To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships as published in the school's 'Positive Discipline' framework of rewards and sanctions
5. To maintain good order and discipline among the students and take care of their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere
6. To prepare risk assessments as necessary following the School's Health and Safety Policy
7. To undertake the role of Personal Tutor where required (see separate Job Description)
8. To take part, as required in the review, development and management of activities relating to the curriculum
9. To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught as identified by the school's Teaching & Learning & Assessment Policy
10. To set appropriate and demanding expectations for students' learning and motivation and set clear targets for students' learning, building on prior attainment
11. To identify students who have special educational needs and know where to get help in order to give positive and targeted support and implement and keep records on Pupil Centred Passports (PCPs)
12. To assess how well learning objectives have been achieved and use this assessment for future teaching
13. To set homework in line with the School's Home Learning Policy
14. To mark and monitor students' class and home learning providing constructive oral and written feedback, setting targets for students' progress

15. To understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses as appropriate
16. To provide or contribute to oral and written assessments, records of achievement and references relating to both individuals and groups of students
17. To participate in preparing and presenting students for public examinations
18. To prepare and present informative reports to parents/carers and attend Parents' Evenings/meetings
19. To provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognizing that learning takes place outside the school context
20. To liaise with agencies responsible for students' welfare
21. To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught
22. To participate in arrangements made in accordance with the Performance Appraisal Cycle
23. To participate in arrangements for further training and professional development as a teacher
24. To follow school policy by attending and participating in meetings
25. Where appropriate to the individual, and in negotiation with the Line Manager, to undertake role(s) that would be beneficial to career development
26. To share corporate responsibility for the implementation of school policies and practices
27. To set a good example to all students in their presentation and their personal conduct
28. To evaluate teaching critically by reviewing teaching methods and programmes of study and use this to improve professional effectiveness
29. To establish and maintain effective working relationships with all colleagues
30. To advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements
31. To select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met

*Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.*

## **HEALTH & SAFETY**

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

## **SAFEGUARDING**

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

*In line with KCSiE 2024, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.*

Signed ..... Date.....



## JOB DESCRIPTION: PERSONAL TUTOR

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<b>Name:</b>	
<b>Subject:</b>	<b>Personal Tutor</b>
<b>Salary Grade:</b>	<b>MPS/UPS</b>
<b>Responsible to:</b>	<b>Key Stage Director</b>

### PURPOSE OF ROLE

The purpose of the role of Personal Tutor is to seek to know all the students in your form as well as possible and to become accepted as a person to whom they can turn for guidance. You should closely monitor the progress, attitude and behaviour of the students in order to encourage their overall development and liaise with colleagues to ensure the individual progress and development of your tutees.

### Main Duties:

1. To carry out a rolling programme of academic monitoring of the students in the form with guidance from Key Stage Director and Assistant Headteachers
2. To attend year group meetings
3. To be involved with the production of IEP's working with Key Stage Director and SENCO
4. To provide the Assistant Headteacher with relevant information for the preparation of references and internal reports
5. To deliver the tutorial programme under the guidance of the PSHE/Citizenship Co-ordinator
6. To implement the school's Positive Discipline system within the Tutor Group and to maintain high standards of behaviour and achievement
7. To build good relationships with the Key Stage Director and other members of the year team
8. To build good relationships with students within the tutor group and their parents to gain their confidence and ensure progress and development, academically and socially
9. To encourage students to develop the highest expectations of themselves
10. To meet parents, as required, to discuss the academic progress, welfare and behaviour of students
11. To work with the Key Stage Director to provide counselling for students as appropriate
12. To assess and monitor students' progress
13. To register students according to instructions, at the beginning of each session or as otherwise required (e.g. fire drill), to keep information about students up to date; to check on absences, punctuality and absence notes, reporting problems and maintaining a close working relationship with the Key Stage Director
14. To take an active role with, and ensure that students maintain, accurate records of rewards and sanctions, in accordance with the school's published Positive Discipline framework
15. To issue letters to parents via students
16. To check Student Planners weekly
17. To supervise students to, during and from assemblies and to prepare form assemblies when required

To undertake any other reasonable duties as commensurate with the post as determined by the head teacher.

*Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.*

## **HEALTH & SAFETY**

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

## **SAFEGUARDING**

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

*In line with KCSiE 2024, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.*

Signed .....

Date.....

## JOB DESCRIPTION: AREA LEADER OF ETHICS, PHILOSOPHY & RELIGION (EPR)

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<b>Name:</b>	
<b>Job Title:</b>	<b>Area Leader of Ethics, Philosophy &amp; Religion</b>
<b>Salary Grade:</b>	<b>TLR2a</b>
<b>Contract Type:</b>	<b>Permanent, fulltime</b>
<b>Responsible to:</b>	<b>Faculty Leader</b>

### **Purpose of Role:**

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students

### **Main Duties:**

1. To help ensure the delivery of an effective, high quality and cost effective EPR curriculum, with specific responsibility for KS3, KS4 and A-level EPR.
2. To liaise with the Faculty Leader to help produce a Faculty Area Improvement Plan compatible with the School Improvement Plan (SIMP). To aid the Faculty Leader in the review of progress against all improvement plans regularly in order to contribute to whole school improvement.
3. To engage relevant faculty staff in the creation, development and consistent implementation of effective schemes of work and Student Learning Plans in the designated area of the curriculum.
4. To work with the Faculty Leader to ensure effective preparation and assessment of internal examinations, including internal standardisation, in the designated area of the curriculum.
5. To keep up to date with all relevant assessment requirements and co-ordinate the process of preparing students for external examinations in the designated area of the curriculum. This includes the internal and external moderation and the completion of the required documentation for the awarding body. To liaise with the Faculty Leader, partner schools, Higher and Further Education, Industry, Awarding Bodies and other relevant external agencies as appropriate
6. To contribute to the overall development of the school's curriculum and other school policies, particularly from the perspective of the faculty area, advising the identified member of SLT of national or local developments
7. To contribute to PSHCE, Global Citizenship and equalities work according to school and faculty requirements
8. To work with the Faculty Leader to deploy staff effectively within the designated area of the curriculum, using staff skills, qualifications and

experience to enable the curriculum to be delivered to the appropriate level for identified groups/students

9. To co-ordinate appropriate arrangements for classes in the designated area of the curriculum when staff are absent, liaising with other staff as necessary in order to ensure that appropriate cover work is completed and the curriculum is delivered effectively.

### **Teaching, Learning and Professional Development of Staff**

1. To model 'outstanding' teaching and learning. To assist the Faculty Leader in the development and continued improvement of teaching and learning in the designated area of the curriculum, in line with the school's Teaching & Learning & Assessment Policy, in order to secure 'outstanding' student progress.
2. To maintain a personal commitment to professional development in order to facilitate the learning of the faculty team, and the school as a whole.
3. To liaise with the Deputy Headteacher and the Faculty Leader in order to help lead the professional development of all staff in the designated area of the curriculum. To support and mentor staff, including ITT trainees and NQT's, so that the Teacher Standards are met by all staff contributing to the designated area.
4. To assist the Faculty Leader to foster and oversee the use of technology to support teaching and learning in the designated area and ensure that every opportunity is taken by staff contributing to the designated area to develop and improve the literacy and numeracy skills of students, in line with school policy.
5. To assist the Faculty Leader to implement, co-ordinate and quality assure educational enrichment activities within the designated area of the curriculum, including booster classes as appropriate to provide a breadth of experience that will improve student enjoyment, learning and progress.
6. To support, develop and contribute to the work of the Red Kite Teaching School Alliance.
7. To ensure that the school's Performance Appraisal policy is implemented effectively throughout the designated area of the curriculum.

### **Self Evaluation and Quality Assurance**

1. To assist the Faculty Leader in monitoring and evaluating of the work of staff in the designated area of the curriculum, so that there is an accurate understanding of strengths and areas for development in order to inform improvement planning.
2. To work with other faculty staff as appropriate to regularly analyse student progress and attainment data for the designated area of the curriculum (at

student, teaching group and subject level) in order to identify and address any underachievement and support 'outstanding' achievement for all students within the faculty. To use the results of this analysis to inform improvement actions.

3. To communicate effectively with all members of staff contributing to the designated area so that they are familiar with (and work in line with) the aims and objectives of the faculty and the school. To promote whole school initiatives and maintain the consistent implementation of faculty and whole school policies and procedures.
4. To assist the Faculty Leader to monitor the work of staff contributing to the designated area and check the implementation of school policies for example setting of home learning, marking of students' work and the assessment and recording of progress. To involve these staff in the review and evaluation of their own work, including the standards and progress of students that they teach.

### **Student Progress and Well Being**

1. To liaise with designated members of the Senior Leadership Team, the SENCO and faculty staff to ensure that the needs of all students are met in the designated area of the curriculum so that they are able to fulfil their potential and make 'outstanding' progress.
2. To assist the Faculty Leader to ensure that appropriate challenging targets are set for all students in the designated area and that high expectations and high standards are maintained across this area of the curriculum.
3. To work with faculty staff to monitor and support the overall progress, attendance, development and well-being of students within the designated area of the curriculum to ensure equality of opportunity.
4. To support the school's Positive Discipline system (including Standards for Learning) in accordance with the published framework, in order to maintain an environment conducive to good teaching and learning
5. To ensure effective communication with parents/carers so that they are advised and informed of their child's progress as appropriate

### **Resource Management**

1. To work with the Faculty Leader to ensure that the teaching commitments within the designated area of the curriculum are effectively and efficiently timetabled and roomed within the constraints of the school
2. To monitor 'best value' expenditure and help the Faculty Leader to decide on the priorities for the spending of faculty capitation in consultation with other members of the team

3. To oversee the maintenance of records on capitation spending and commitment to ensure proper financial control within the designated area of the curriculum.

### **ADDITIONAL SPECIFIC RESPONSIBILITIES**

1. To play a full part in the life of the school community and support the achievement of its vision and aims. To contribute to the distinctive ethos of Prince Henry's Grammar School and to encourage staff and students to follow this example

*Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.*

### **HEALTH & SAFETY**

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

### **SAFEGUARDING**

*Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.*

*In line with KCSiE 2024, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.*

Signed ..... Date.....



## PERSON SPECIFICATION – TEACHER OF ETHICS, PHILOSOPHY & RELIGION (EPR)

<b>Title of Post</b>		Teacher of Ethics, Philosophy & Religion (EPR)	
<b>Specification Prepared By</b>		WSC/WLR	
<b>Date</b>		May 2025	
Qualifications		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in a relevant subject area	E	Application and Selection process
2.	Secondary QTS, or moving towards	E	
3.	Evidence of recent relevant training	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Successful teaching and ITT record or successful and productive teaching practice	E	Application and Selection process
Knowledge		Essential/ Desirable (E/D)	How identified
1.	KS3 Curriculum in Ethics, Philosophy & Religion	E	Application and Selection process
2.	Requirements of GCSE & A Level EPR specifications	E	
3.	Appropriate teaching and learning methodologies	E	
Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach KS3 and KS4 Ethics, Philosophy & Religion	E	Application and Selection process
2.	Ability to teach KS5 Ethics, Philosophy & Religion including Buddhism	D	

3.	Ability to teach another subject in the Humanities Faculty or PSHE	D	
4.	Ability to develop and sustain good working relationships with colleagues	E	
5.	Good organisational skills	E	
6.	Excellence as a practitioner in Ethics, Philosophy & Religion	E	
7.	Excellent classroom management skills	E	
8.	Ability to enthuse and motivate students	E	
9.	Good ICT skills	E	
10.	Ability to use ICT packages to support the teaching of Ethics, Philosophy & Religion	E	
11.	Ability to use iPads to enhance teaching and learning	D	
<b>Personal Attributes</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to continued professional development	E	
6.	A personable nature to build effective relationships with parents and members of the school community.	E	
7.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers	E	
8.	Commitment to upholding the school's and the Trust's ethos, values, policies and procedures	E	

Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the school's and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration
4.	Willingness to work additional hours, occasionally, if required for the successful operation of the school	D	

## PERSON SPECIFICATION – AREA LEADER OF EPR

<b>Title of Post</b>		AREA LEADER OF ETHICS, PHILOSOPHY AND RELIGION	
<b>Specification Prepared By</b>		WSC/WLR	
<b>Date</b>		May 2025	
Qualifications		Essential/ Desirable (E/D)	How identified
1.	Degree or other appropriate qualification in a relevant subject area	E	Application and Selection process
2.	Secondary QTS	E	
3.	Evidence of recent relevant training	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Successful teaching and ITT record	E	Application and Selection process
2.	Successful teaching of KS3 and KS4 Ethics, Philosophy & Religion	E	
3.	Successful teaching of KS5 Ethics, Philosophy & Religion including Buddhism	D	
4.	Experience of leading an area of EPR Provision	D	
5.	Experience of line management	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	KS3 National Curriculum in Ethics, Philosophy & Religion	E	Application and Selection process
2.	Requirements of GCSE and A-Level Ethics, Philosophy & Religion specifications	E	
3.	Evidence based teaching and learning methodologies	E	

4.	Knowledge of the Leeds Locally Agreed Syllabus for RE	D	
Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	Ability to teach KS3 and KS4 Ethics, Philosophy & Religion	E	Application and Selection process
2.	Ability to teach KS5 Ethics, Philosophy & Religion including Buddhism	D	
3.	Ability to develop and sustain good working relationships with colleagues	E	
4.	Good organisational skills	E	
5.	Excellence as a practitioner in Ethics, Philosophy & Religion	E	
6.	Excellent classroom management skills	E	
7.	Ability to enthuse and motivate students	E	
8.	Good ICT skills	E	
9.	Ability to use ICT packages to support the teaching of Ethics, Philosophy & Religion	E	
10.	Ability to use iPads to enhance teaching and learning	D	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	Willingness to contribute to maintaining the profile of the faculty and the attainment of students	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Enthusiasm for the subject area	E	
4.	Willingness to contribute to extra-curricular activities	D	
5.	Commitment to continued professional development	E	
6.	A personable nature to build effective relationships with parents and members of the school community.	E	

7.	Commitment to inclusion, meeting the needs of all children, including the vulnerable, those with special needs/disabilities and potential high achievers	E	
8.	Commitment to upholding the school's and the Trust's ethos, values, policies and procedures	E	
<b>Equal Opportunities</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Acceptance of, and a commitment to, the principles of the school's and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
<b>Safeguarding</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
<b>Personal Circumstances</b>		<b>Essential/ Desirable (E/D)</b>	<b>How identified</b>
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration



			and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration
4.	Willingness to work additional hours, occasionally, if required for the successful operation of the school	D	

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## **GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM**

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Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

### **REFERENCES**

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

### **EMPLOYMENT HISTORY**

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

### **EDUCATION HISTORY**

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

### **OTHER COURSES OR PROFESSIONAL DEVELOPMENT**

Please include any professional development that may be relevant including dates and grades obtained.

### **INFORMATION TO ADDRESS THE PERSON SPECIFICATION**

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

## STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.
- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

***Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.***



# Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST



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A PROUD PART OF THE



**COLLABORATIVE  
LEARNING TRUST**

Working Together to Secure Success