



CHEAM HIGH SCHOOL

PHILOSOPHY, RELIGION AND ETHICS DEPARTMENT TEACHER

Information for Teaching Applicants



“An
Outstanding
School”

Ofsted 2015, 2010 & 2007

PHILOSOPHY, RELIGION AND ETHICS DEPARTMENT INFORMATION



Subject Leader: Deanne Parr

The Philosophy, Religion and Ethics department is a thriving and successful department that maintains high expectations of all students. We are an extremely popular subject and now have at least three classes per year in KS4. Religious Studies is taught at all Key Stages, including A Level. The department takes pride in its academic achievements – in the last set of GCSE exams taken in 2022, 93% of students gained a 9-4 grade at GCSE with 49 % achieving grades 9-7. At A-Level, 100% of students achieved a grade A-D, with 48% achieving grade A-A*

The Department

There are currently two teachers of Religious Studies/ Philosophy, who also help deliver the LIFE programme (PSHE and Citizenship), and each teacher benefits from having their own classroom. The department is housed within the Humanities block, and each teaching room has its own interactive whiteboard. The department is well resourced, boasting an array of artefacts from the six largest faiths, audio-visual equipment, a growing amount of ICT resources and a large number of written resources. The department also works closely with the Humanities Curriculum Support Officer (CSO) and benefits from the administrative support that is provided by their attached CSO.

Teaching and Learning

In PRE, we use a wide variety of teaching and learning techniques to ensure that students have an exciting, challenging, reflective and dynamic learning experience. High standards of behaviour and quality of work are expected from all students and homework is set once a fortnight at Key Stage 3 and once per week for other students.

In Key Stage 3 (Year 7 and Year 8), Religious Studies is taught to all students for one sixty-minute period per week. At KS3 students study the following topics:

- Judaism
- Christianity
- Islam
- Creation Stories
- Beginner's Philosophy

In Key Stage 4 (Year 9, 10 and 11) students opt to study GCSE Religious Studies as part of the options process. Students follow the AQA Religious Studies A syllabus. The two religions that they study at GCSE are Christianity and Islam along with topics such as Crime and Punishment and Religion and Life, Human Rights and Social Justice and Peace and Conflict.

In Key Stage 5 we follow the AQA A Level Philosophy and Ethics syllabus. We are pleased with the growing numbers that have opted for A Level over the past few years.

What We Are Looking For

We are looking for a committed, enthusiastic and hard-working colleague to deliver positive learning experiences for all students and maintain our high expectations of work and behaviour in Philosophy, Religion and Ethics. The successful candidate should be able to contribute to the continued raising of achievement through focusing on high quality teaching and learning, assessment and self-evaluation. The department works collaboratively and has shared high quality resources in place for all units. The successful candidate would contribute to the ongoing development of these resources and benefit from the work of the rest of the team. The ability to work well with colleagues whilst being able to use initiative and work independently is also required. We offer a supportive environment where the sharing of good practice is valued, and we look forward to hearing how you will be able to contribute to the department.

January 2024

PERSON SPECIFICATION: TEACHER



Qualifications

- Degree or equivalent in a relevant subject area
- Professional teaching qualifications

Experience

- Teaching experience within the UK education system
- Initial teacher training teaching experience or secondary phase teaching experience in the subject

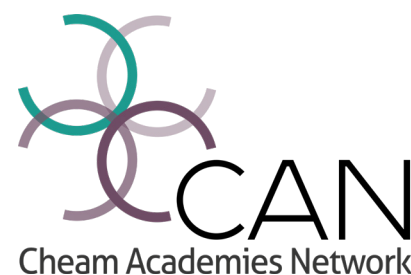
Knowledge Skills and Understanding

- Strong and secure subject knowledge, understanding how to apply your understanding to support students' learning
- Knowledge of the UK education system and relevant curriculum requirements
- The Core Professional Standards and Teaching Standards for subject teachers
- The characteristics of high quality teaching in the subject and how students learn and progress as a result
- Strategies to maximise student progress including assessment for learning
- Understanding of how to develop students' literacy, numeracy and ICT skills through the subject.
- Strategies to support student achievement including strategies relating to SEN, MAGT, EAL or underachieving students
- How to use the contribution of ICT to aid teaching and learning, including how to provide and deliver distance learning eg during enforced school closure.
- How to establish positive and supportive classroom working relationships, including how to motivate and enthuse students
- The role of the tutor and the contribution of all staff to children's well-being
- The importance of equal opportunities and personal, social, health and careers education, including British Values
- Safeguarding requirements and the contents of Keeping Children Safe in Education Part 1
- How to support and develop colleagues' teaching skills (Upper Pay Spine teachers only)

Skills and Qualities

- Ability to reflect and develop your own practice with the commitment to ensure the growth of your professional abilities
- Good organisational skills, and the ability to consistently meet deadlines
- Positive attitude, with good interpersonal skills demonstrating consistently the positive attitudes, values and behaviour which are expected of students.
- Desire and ability to work well as part of a team
- Adaptability to changing circumstances and new ideas
- Commitment to support students to achieve and develop
- Energy, vigour, perseverance and a good sense of humour!

JOB DESCRIPTION: TEACHER



- 1) To plan and deliver well-structured lessons in line with the school's curriculum and teaching schedule, setting goals that stretch and challenge students of all backgrounds, abilities and dispositions within a safe and stimulating environment and deploying support staff effectively.
- 2) To support students to make the best possible progress through the use of a variety of teaching, learning and other support strategies, taking responsibility for their outcomes and planning teaching to build on prior knowledge and understanding.
- 3) To ensure that teaching is adapted to respond to the strengths and needs of all students, using differentiation to address their learning needs and overcome barriers, including those students that have SEND, are MAGT or Student Premium or have English as an Additional Language.
- 4) To assess and record students' achievements, to prepare reports and take part in parental/carer consultations. To use assessments to support students to reflect on what they have achieved, address misunderstanding and inform future planning. To give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
- 5) To set homework and other out of class activities to consolidate and extend the knowledge and understanding students have acquired, checking completing and providing feedback as required.
- 6) To set work on-line or deliver on-line lessons as required within the framework of directed time and also within any school enforced closure period, giving feedback to students as requested.
- 7) To manage behaviour effectively to ensure a good and safe learning environment, implementing school policy and supporting this through clear and fair rules and routines for behaviour in classrooms with an emphasis on rewards and praise, alongside any necessary sanctions.
- 8) To contribute to the design and provision of an engaging curriculum within the relevant subject area as part of the subject team and at a level proportionate to the responsibilities that you hold.
- 9) To participate in the Trust's Performance Management scheme, actively seeking to support your own development by undertaking in-service training to keep abreast of developments in national and school initiatives.
- 10) To contribute to the school's pastoral system (through the role of tutor and/or mentor) by promoting equal opportunities, British values and tolerance as part of your support for students' well-being.
- 11) To observe and implement current school policies and good practice, taking heed of guidance and requirements as laid down in your teams as well as in the staff handbook. In particular, to be aware of the need to avoid unsanctioned social media interactions with students.
- 12) To perform duties and attend meetings as reasonably required.
- 13) To act within, the statutory frameworks which set out your professional duties and responsibilities.
- 14) To carry out such particular duties as the Headteacher or CEO may reasonably direct from time to time, in accordance with the current Teachers' Pay and Conditions of Service Document.

INFORMATION: TEACHING APPLICANTS



Aims of Cheam High School

Our aim is the pursuit of excellence for all. We strive for the development of individual potential in a stimulating and inspiring school that is at the heart of the local community. Cheam High School aims to create a welcoming and exciting learning environment where we:

- provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- celebrate success, promote a "can do" attitude and inspire each to achieve their best
- support personal development, social responsibility and a sense of self-worth
- develop the attitudes and skills that support a healthy and fulfilled life together with the confidence for a lifetime of learning
- work as partners in learning with students, parents and the community
- provide a safe, supportive and well-ordered environment where students and staff are happy and confident as they aspire to achieve

Ofsted Report 2015

OFSTED GRADES		
Full Inspection	Feb 2015	Outstanding (1)
Mathematics Subject Inspection	Feb 2012	Outstanding (1)
Full Inspection	May 2010	Outstanding (1)
Full Inspection	Jan 2007	Outstanding (1)

Cheam High School received an excellent report following a visit from Ofsted in 2015. The Inspectors judged the school as outstanding in all categories. Below are some of the Inspectors' comments:

Achievement and Standards

"Staff at all levels place students' academic achievement, personal development and well-being at the forefront of

their work. This results in a highly inclusive, purposeful and collegiate atmosphere in which students, teachers and other adults thrive. This, coupled with exceptional care, guidance and support and good teaching, ensures that all students make good progress and most make outstanding progress. In particular, an exceptionally high proportion achieve five or more A to C grades at GCSE with very little variation between subjects and groups of students."*

Teaching and Learning

"Teachers' subject knowledge is a clear strength because it gives students confidence and this means they feel able to ask questions, safe in the knowledge of an expert reply. Lesson planning is detailed and systematically builds on assessment information so that work is pitched at exactly the right level. As a result, students' learning moves along at a good pace."

"The headteacher, ably supported by a dedicated team of senior and middle leaders, continually seeks ways of improving aspects of school life, with a very high priority given to teaching and learning."

"The leadership of teaching and learning is outstanding. A climate of improvement pervades the school because of the exceptional drive and ambition to maximise both the academic and personal outcomes for all students."

"Teachers are skilled practitioners and there is much excellent classroom practice."

"The achievement of PEP students and of those studying Level 2 applied learning courses is outstanding."

Curriculum and Other Activities

"The curriculum is well matched to the very wide range of students' abilities and interests with clear progression routes in both academic and applied learning courses. Students are very mature and take responsibility for their own learning, particularly in their approach to private study. At the end of Year 8, students are offered a very wide range of academic and applied learning qualifications from which to select. The introduction of applied learning courses since the last inspection, with outstanding facilities for courses in construction and hair and beauty, is engaging students as well as raising self-esteem."

"Challenging targets are set for each student and their progress is tracked rigorously with well-planned and supported interventions, if needed. Students are well aware of their targets and they pursue them enthusiastically. During lessons, they enjoy high-quality oral feedback and questioning from teachers and this further supports their outstanding progress. Teachers mark students' work regularly and there are many examples of helpful comments, which inform students about the quality of their work and the steps they should take to improve it."

"Outstanding partnerships enhance almost all aspects of school life, including curriculum provision, links with external agencies to support students' wellbeing and the professional development of staff."

"The outstanding curriculum is regularly reviewed and honed to ensure that the needs of all students are met regardless of their interests and abilities."

Care, guidance and Support

"Students with special educational needs and/or disabilities and those speaking English as an additional language make outstanding progress because of the highly appropriate curriculum and the excellent care and support they receive. A wide range of trips, activity days and after-school activities enriches the curriculum further. These, together with the very well received and planned 'life course', impact well on students' personal, social and cultural development."

The equality of opportunity offered students, regardless of their background, ability or educational need, in all aspects of school life, is outstanding."

"Transition arrangements for the new Year 7 are highly regarded and students say they are extremely well supported in making their choices as they move through the school and beyond."

"Students receive outstanding care and support from both within school and from outside agencies."

Effectiveness and Efficiency of the Sixth Form

"All students, including those in the PEP unit, make particularly strong contributions to the school and wider community"

Students receive excellent care, guidance and support, including the PEP students and those speaking English as an additional language."

"Students enjoy sixth-form life and benefit from good facilities and teaching. Students are very mature and take responsibility for their own learning, particularly in their approach to private study."

"Progression to university, employment and training is exceptionally high and well supported by the school's guidance systems."

Personal development and well-being

"Students are overwhelmingly positive about the school and say they receive good teaching, are able to participate in a wide range of activities and feel exceptionally safe. Parents and carers have high regard for the school. Amongst many positive comments, one said, 'Both my children enjoy attending Cheam High School and are very enthusiastic about lessons and the good quality of teaching.'

"In all the lessons observed, students were keen to participate and benefited from a wide variety of tasks in extremely positive learning environments where they felt confident to ask questions and seek advice."

"Their behaviour, both in lessons and around school, is good and contributes well to their very positive attitudes to school."

"Students are extremely well prepared for the next stage of their lives, developing excellent workplace and basic skills, including those in information and communication technology (ICT)."

"Students' attainment has been consistently above average and has risen year-on-year against almost all indicators."

"Students are very polite and friendly and they get on together extremely well."

Ofsted Mathematics Inspection 2012

The department was judged outstanding overall and in all four categories of: Achievement; Teaching; Curriculum; Leadership and Management.

About the School

Cheam High School is an 11 - 19 co-educational school for students of all abilities. It has a strong reputation in the locality and is heavily oversubscribed with approximately 1400 applicants for 320 places each year. The school was awarded Academy status in June 2011 and now forms part of the Cheam Academies Network Trust.

The school has many strengths. These include:

- Friendly and supportive staff
- Excellence in languages
- Applied Learning expertise
- Artsmark Gold award from the Arts Council to recognise the high quality of work in Art, Drama, Music and Dance (awarded for the third time in 2015).

- Recognition of the strong sporting ethos of the school and the high standard of its many extra curricular activities
- SSAT Consultant School Accreditation
- Investors in Careers Award recognising the quality of careers and progression advice to students
- Very good range of extra curricular trips, visits and activities in a wide range of subjects and interests
- High quality teaching and support of all staff via external INSET and in house training programmes. Pan London Gold Mark for Staff Development
- Strong examination results with 88% 4+(C+) in English and 85% Mathematics GCSE, and over 79% A*-C (including English and Maths); 98% A-E and 62% graded at top grades at Level 3
- NACE Challenge Award in recognition of provision for more able, gifted and talented students (awarded for the fourth time in 2019)
- High standards of work and behaviour

Workload Issues

The school is an example of workload good practice and teaching staff are supported through:

- Computers in every teaching room (networked to management system), supporting access to teaching resources and administration; strong emphasis on ICT in the school to minimise bureaucracy including email and internet/intranet access. Data projectors and interactive whiteboards in all classrooms
- Excellent reprographics department who support duplication and design of materials, lamination, display services, booklets and prospectus material as well as parents' weekly flyer
- Dedicated administrative support assistants who manage funds and collection as well as attendance tracking and a variety of analysis to support evaluation
- AV support and training including hardware and equipment care
- ICT technician support for departments/year teams and whole school network
- Very effective learning support team who work supporting students in classrooms as well as providing extra additional support activities including homework clubs
- Teachers released from invigilation and other administrative tasks to support development work
- Zero cover and dedicated curriculum administrative support in departments
- Full-time Year Managers (Support Staff) working with Year Leaders (Teachers) in each year group

There are excellent facilities including:

- Whole school ICT network with interactive whiteboards in every classroom; five specialist ICT

- rooms plus 30 further cross-curricular ICT bases for whole class use by other subject areas
- VLE to support teaching and learning
- Large Sports Hall, Gym, further indoor PE area and all-weather multi-user games area providing tennis and netball courts. All-weather surface pitch for football, rugby etc. Dance studio. Fitness gym for student and staff use
- 17 specialist science laboratories with three preparation rooms and dedicated ICT facilities
- School halls and kitchen areas providing students with high quality food
- Post 16 teaching centre which provides 12 classrooms; the 6th Form office and student support area; social and dining facilities for sixth form; study/computer resource
- Art and New Hall building with additional dining and social space as well as an excellent purpose built Art department
- Performing arts teaching block which contains six large specialist classrooms with performance space as well as three practice/tuition rooms and a large recording studio
- Technology/ICT block fully equipped with ICT facilities
- Learning Resource Centre (LRC) with additional ICT/learning facilities
- Languages building for our outstanding and innovative department, with tutorial rooms to allow for 1-1 Foreign Language Assistant work

The School Management and Communication Structure

The leadership team currently consists of the Executive Principal, Headteacher, two Deputy Headteachers and eight Assistant Headteachers, each of whom is responsible for major aspects of the school's work. Each member of the leadership team manages department, year and/or support staff areas. External INSET is co-ordinated by a Deputy Headteacher in order to meet identified needs within the school. The School is strongly committed to staff development and opportunities for progression at all levels within the school and there is an explicit staff development policy.

Post-16 Provision in the School

The sixth form is a very important part of the school with its own study, social and specialist teaching and examination areas. Most students stay on to take one of a range of courses and we also recruit approximately 80 external students each year.

Courses offered include:

- Advanced courses (A Level or AS Level or BTEC Nationals) in over 38 subjects

- Support for Mathematics and English Level 2 qualifications
- Enrichment and mentoring activities to prepare for Adult life and the transition to Further Education or work
- Extended Project Qualification

Academic results are high with:

- 98% A - E grades at Advanced Level, with 52% at grade B or above
- 100% BTEC pass rate with 57% at Distinction or above
- Significantly above average progress in AS, A2 and BTEC Level 3 courses

The sixth form also offers specialist provision for a small number of students (maximum of 24) with Moderate Learning Difficulties within the PEP group. They follow courses at entry level 1 - 3 as well as accessing courses from within the sixth form portfolio as appropriate.

Teaching Organisation and the Curriculum

The school offers a wider curriculum than that required both at KS3 and KS4. There is a strong emphasis on academic progress and appropriate targets, supported by academic tutoring for all students. As a result of the commitment of staff and students, examination results have been consistently high in recent years.

All subjects taught may be studied to GCSE, A Level or BTEC Level 2/3. Students focus on their chosen KS4 option subjects from Year 9, beginning with a foundation course in the Autumn term. A system of setting is used for teaching groups from Year 7. The allocation of 12 or more teaching groups gives average class sizes of 27 students.

The SENCO is responsible for maximising support for students and staff through the coordination of additional programmes and the allocation of support staff. This includes responsibility for students with Education Health Care Plans. In addition there are support staff and classroom assistants who concentrate on working with students with EHCPs in identified subject areas.

Homework is set regularly in all subjects and monitored through the Student Journal.

Tutorial Organisation

The school's strong and effective pastoral system emphasises academic standards and good behaviour, with the tutors led by Year Leaders and Year Managers providing the first point of contact between parents and the school.

Students are allocated to mixed ability tutor groups on entry to the school and it is usual for tutors to take their groups from year to year. Tutors are essential to the aims of the school both in terms of keeping an overview of the "whole child" as well as being involved in emphasising academic progress.

The Personal, Social and Health Education (LIFE) programme, including careers and health education, is well supported by materials and INSET as appropriate. This is delivered by a dedicated teaching team.

School uniform is compulsory for all students below the sixth form. The sixth form has a formal dress code.

Working Within the School

Cheam High School supports new staff, whether newly qualified or experienced teachers, through a formal induction programme. This covers various areas such as how systems in the school work and the roles of various staff, as well as more practical issues such as discipline and the school detention system. In addition to the whole school programme each department has a clear statement of practice in terms of recognising and providing support for new members of staff. It is recognised that Newly Qualified Teachers in particular benefit from clear support procedures and that this initial investment brings benefits to both the individual and the school. There is a well structured programme ensuring that NQTs are given quality support in meeting the induction standards.

Informally you will find Cheam High School staff both welcoming and helpful. There is a staffroom social committee which organises various events as well as regular Friday evening sporting sessions for those with energy!

Safeguarding

The school takes very seriously the protection of children in its care. It does this through:

- Clear guidance and expectations for staff in terms of their conduct
- Strong staff awareness of child protection issues, with accompanying vigilance for any signs of concern
- Clear policies and procedures with respect to Safeguarding, including a named Designated Safeguarding Lead for Child Protection, training for all staff, and clarity as to how to manage any student disclosures.

All new staff undergo training in this area, and are expected to demonstrate appropriate attitudes towards both students and the school's responsibility for their protection. All adults in the school are subject to various checks, including those relating to safeguarding (eg Barred List, DBS as appropriate).

Cheam High School is committed to equal opportunities for its community. This includes a zero tolerance for discrimination.

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Further Information

Please have a look at our website www.cheam.sutton.sch.uk for further information about what we offer our students and staff.

Making an Application

On the website you will find an application form and further details about the post. We hope that this information encourages you to apply to Cheam High School and we look forward to receiving your application in due course. These can be emailed to HR at HR@cheam.sutton.sch.uk

Short listed candidates will be contacted by letter, email or phone and be invited to attend the school for interview. We look forward to hearing from you.



Cheam High School

"An Outstanding School"

OFSTED 2015, 2010 & 2007

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Mr P Naudi MA (Oxon)

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Cheam Academies Network

Chief Executive Officer:

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Cheam Academies Network (trading as Cheam High School) is a company registered in England and Wales, company number 07588097, registered address Cheam High School, Chatsworth Road, Cheam, Surrey, SM3 8PW. VAT registration number 120409266. T: 020 8644 5790