



GREENSHAW
LEARNING TRUST



COMMITTED TO
EXCELLENCE

GREENSHAW HIGH SCHOOL



**Key Stage 3 Religious Studies
Coordinator
Recruitment Pack**

**ALWAYS
LEARNING**

Contents

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main Responsibilities and Duties**
- **Job Description**
- **Person Specification**
- **The Recruitment Process**

A Warm Welcome from the Headteacher

Dear Candidate,

Welcome to our school and thank you for taking an interest in joining Greenshaw High School. We are the highly popular founder school in a thriving multi academy trust. We are very proud of our great community and look forward to welcoming you, should you wish to be part of our special community.

Greenshaw High School is a highly over-subscribed 11 to 18 mixed comprehensive secondary school situated in Sutton, South West London. We currently have around 1,960 students on roll, with staff providing teaching, pastoral care and many other support activities across the school. We have a very diverse population of students, meaning that this school offers a fully comprehensive range of opportunities for colleagues who work here.

We are fortunate to be a highly popular school with a long standing and trusted record for excellent education. This was endorsed in our most recent Ofsted report (October 2024) that judged four areas of our school's performance to be 'Outstanding'. We believe this comes from our ambition to achieve two different educational targets.

The first is striving for all of our students to achieve **high outcomes** - we have been in the top 10% of all schools for progress at GCSE in two of the last three years, and enabled over 60 students each year to achieve a place at a Russell Group university. We are particularly proud that the progress of our disadvantaged students is also in the top 10% nationally at GCSE and that we are one of the most respected schools for the education of SEND students in Sutton.

The second ambition is to do all we can to create a culture of **high welfare**. We prize the dignity of all members of our community, greeting our pupils at the gate when they arrive at school, as they enter each classroom and around school. We encourage, and model, high quality social interaction throughout the school day so that our pupils are naturally welcoming and interested in others. Alongside our care for pupils we also have absolute regard for the workload of all colleagues, those that teach and those that are non-pupil facing, with a culture of warmth and support. I am very proud that our Ofsted report, while grading 'Behaviour and Attitudes' as outstanding, also used the adjective 'friendly'.

These are very exciting times for our school. We are on the cusp of a significant building project that will see two thirds of the school rebuilt, totally upgrading the day to day experience for our pupils and staff. While we work tirelessly to maintain the fabric of the existing buildings, and the decor within them, I am very excited about our students being able to learn in brand new science labs, drama studios, and art facilities supported by a twenty first century learning resource centre.

Joining Greenshaw represents an excellent professional opportunity. You would be joining a staff group, teaching and non-teaching, who are totally committed. Our Research School status means we have access to the most recent findings about educational effectiveness, alongside a rich training programme for all colleagues.

We are at the heart of the Greenshaw Learning Trust, a multi academy trust with extraordinary outcomes for our children across primary and secondary phases, spread over nine local authorities in southern England. This means we are also very well connected to subject leads, professional support and wider networks. As a group each school is focused on developing our own excellence, as well as committing to the successes of our other partner schools.

I know that there is often a relatively tight window for applications but we always welcome visits prior to making an application. If you would like to arrange a visit, or talk over the phone or online, do please contact the school's HR team at hr@greenshaw.co.uk.

If our vision for education is one you share then please do read on. We are ambitious about promoting excellence, life changing opportunities and inclusion. I very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification. We encourage applications from all candidates who would like to play their part in our work to continue the development further of our successful school.

I look forward to welcoming you in person at Greenshaw High School very soon.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nick House'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Nick House, Headteacher

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates nearly 23,500 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed by:	Head of Department
Contract:	Permanent
Salary:	Main/Upper Pay Scale (Outer London) + TLR2B
Place of Work:	Greenshaw High School, Grennell Road, Sutton, SM1 3DY
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.
Holiday Entitlement:	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure
Probation Period:	New employees are required to complete a six-month probationary period
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

We are looking for a Key Stage 3 Religious Studies Coordinator. This is an exciting opportunity to join Greenshaw High School and become an integral member of the Religious Studies Department.

About the Religious Studies Department

The Religious Studies department is a forward thinking, lively and positive team 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.

Key Stage 3 Religious Studies Coordinator - Job Description

The main duties and responsibilities will include:

1. Ensuring challenging KS3 programmes of study are informed by the Greenshaw Principles of Learning and meet the needs of all students with clear procedures for review and refinement;
2. Leading the writing of the curriculum for Years 7-9 and liaise with other relevant post-holders and subject specialists to ensure appropriate expertise and transition to KS4 programmes;
3. Overseeing the curriculum, teaching and learning and assessment of students from Years 7-9.
4. Lead KS3 formative and summative assessment practice so that those students, classes and topics that are falling below expectations can be identified and provided with additional support;
5. Support the HOD in improving the quality of teaching and learning by contributing to Subject Learning Communities (SLCs), learning walks, Drop Ins and modelling high quality teaching and learning;
6. Advise the teaching and technical staff on wider issues relating to KS3 Religious Studies teaching and learning e.g. safety protocols, practical procedures, administration of courses, etc;
7. Take responsibility for the successful completion of Religious Studies homework in year 7-9 and support the school with systems of rewards and sanctions.
8. Advise the Head of Religious Studies on books, equipment and purchases at Key Stage 3 and support the management of the Religious Studies budget

9. Lead in the delivery of our Curriculum Enhancement Days, where all pupils visit a range of places of religious worship
10. Undertake a range of other duties to support the development of the Religious Studies Department, including contributing to the termly development and review of the Department Development Plan (DDP)
11. Carry out any additional duties that may be requested by the Head teacher

General

The successful candidate will:

1. Teach your subject area up to Key Stage 4 (up to Key Stage 5 is desirable);
2. Play a central role in the department, contributing to extra-curricular activities, revision sessions, competitions, trips and open days;
3. Make a vital contribution to the efficient running of the department including setting and marking examinations and undertaking administrative tasks as delegated by the Head of Department;
4. Continue to develop the high standards of work and expectation of student progress within the department;
5. Enhance the quality of teaching and learning in the department and wider school through sharing resources and good practice, lesson observation, collaborative teaching and mentoring;
6. Adhere to the school's principles of teaching, learning and assessment;
7. Take responsibility for professional learning and fully engage in the school's Professional Growth Programme;
8. Promote high levels of written and oral academic language and develop students' knowledge of the world;
9. Set the highest standards and behavioural expectations in lessons and around the school;
10. Maintain the highest standards of professional conduct and act as a role model to young people;
11. Select, use and prepare appropriate resources that maximise the impact of teaching on student learning;
12. Actively liaise 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;
13. Undertake the role of form tutor;
14. Commit to and supporting the school's policy and practice in relation to safeguarding and child protection;
15. Undertake 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.

Key Stage 3 Religious Studies Coordinator - Person Specification

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
Education, Qualifications and Training	<ul style="list-style-type: none"> ● Hold an appropriate teaching certificate and Qualified Teacher Status ● Hold a recognised degree (or equivalent) with a good classification in a relevant subject 	
Experience and Knowledge	<ul style="list-style-type: none"> ● Excellent subject knowledge and a genuine passion for teaching your subject ● Detailed knowledge of current curriculum and pedagogical developments in the teaching of your subject and the wider curriculum 	<ul style="list-style-type: none"> ● Experience teaching Key Stage 5
Aptitude and Skills	<ul style="list-style-type: none"> ● Ability to teach your subject area up to Key Stage 4 ● Desire to further raise overall achievement in your subject area through promoting the highest standards of teaching and learning ● 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 ● Demonstrate a commitment to following the school's principles of teaching, learning and assessment ● Have an effective approach to behaviour management, setting the highest standards and behavioural expectations ● Have sound skills as a classroom practitioner ● Willingness to participate in extra-curricular activities ● Willing to take responsibility for professional learning and fully 	<ul style="list-style-type: none"> ● Ability to teach your subject area up to Key Stage 5

	<p>engage in the school's Professional Growth Programme</p> <ul style="list-style-type: none"> ● Ability to communicate effectively, both orally and in writing, with students, parents and colleagues ● 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 	
<p>Additional Requirements</p>	<ul style="list-style-type: none"> ● Have high professional standards and expectations ● Demonstrate a commitment to the role of tutor as a central figure in the life of a student and their parents/guardians ● Ability to appropriately deal with confidential information ● Demonstrate a commitment to comprehensive education and to the active promotion of equal opportunity ● Desire to enhance and develop skills and knowledge through CPD ● 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 ● Recognition of the importance of personal responsibility for Health and Safety ● Commitment to the school's ethos, aims and its whole community 	

The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **11.59pm on Thursday 8th May 2025**. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised shortly after the closing date. Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be held shortly after the closing date. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

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

5. Taking up post

The successful applicant will take up the post as soon as possible.

6. Additional information

For further information, please contact hr@greenshaw.co.uk.

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.