

Chislehurst & Sidcup Grammar School



Full-time Permanent Teacher of RS with A level experience
essential

Required for January 2019 or earlier

Information for Candidates



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Our school

The school opened in the Autumn Term of 1931 and has been at three different sites since then. 'Chis & Sid' has been at the current site for over fifty years and has undergone considerable building development, which includes a new Art & Technology block.

Chislehurst and Sidcup Grammar School aims to educate and prepare for life, able students from all backgrounds. This mission is dynamically carried forward within a caring, happy and supportive community. The education that 'Chis & Sid' offers develops its students intellectually, emotionally and physically. The ingrained idea of excellence in school life allows students to reach the highest academic, sporting, cultural and aesthetic standards. The special quality of learning in the classroom is equally matched by the richness of teaching that students experience.

Whilst healthy competition is central to the 'Chis & Sid' ethos, there are also many opportunities for students to enter into the wider life of the school. Service to the school and community is enthusiastically performed and high levels of leadership and responsibility are actively taken on by students at all levels. There is a supreme belief that building 'Chis & Sid's' tradition of excellence comes not from dwelling on yesterday's successes but performing tomorrow's tasks. The continued success of 'Chis & Sid' is matched by an ongoing focus on site development and improvement. Upon extremely attractive grounds, almost unique in the south east of England, a heavy investment programme in new facilities is unfolding. Aside from a range of well resourced specialist teaching areas, the school continues to add new buildings. In 2005, the Jubilee Pavilion was opened and the new Art, Design and Technology building opened in Spring 2007. The construction of the Sidcup Leisure Centre provides yet another development for the school; a modern sports hall further augments 'Chis & Sid's' great sporting tradition. Significant enhancements to the Sixth Form Centre have also provided our Year 12 and 13 students with a dedicated study facility closely attached to the school's Learning Resource Centre.



Mission, Aims & Values

Mission

Helping the learners of today become the leaders of tomorrow

This school aspires to educate, in partnership with parents and students, inquiring, well informed and compassionate citizens who will go on to make a better world by occupying positions of responsibility and influence.

Aims

- To teach with high expectations, striving to ensure students fulfil their potential in both the academic and complementary curriculum.
- To develop inquiring, knowledgeable, creative and articulate lifelong learners.
- To encourage students in leadership and other positive contributions to the life of the school and wider community.
- To encourage students to adopt healthy, physically active and safe lifestyles.
- To develop students who are both happy and capable of future independence.
- To develop students who will respect others, take responsibility for their own actions and become good citizens.
- To ensure students display self-discipline and responsible behaviour that makes a positive difference to the life of the school.
- To develop excellent working relationships between all those involved in the life of the school.

Values guiding the work of staff and students

- To be excellent role models in all we do.
- To strive to make a positive difference.
- To ensure that health and safety are never at risk.
- To show respect for the environment.
- To be calm, polite and fair in all our relationships.
- To allow no place for any form of aggression or violence.
- To act with open-mindedness, understanding and forgiveness.
- To ensure the needs of the individual and school community are in harmony.
- To show respect for each person's unique role in the life of the school.



Curriculum

The school's curriculum is designed to:

- prepare students for the opportunities, responsibilities and experiences of adult life
- be balanced, broadly based, relevant and differentiated to match student needs, aptitudes and abilities
- promote the spiritual, moral, social, cultural, mental and physical development of each student

Students have equal opportunities to the curriculum at all key stages; where options are available, every effort is made to provide students with the options of their choice. Student progress is assessed and the results recorded and reported to parents.

Year 7: On entry, our students study the full range of traditional subjects in addition to German, French and Latin as part of Key Stage 3.

Year 8: Students continue to study the full range of subjects as in Year 7.

Year 9: Students continue to study the full range of subjects as in Years 7 and 8. The end of Year 9 marks the end of Key Stage 3 and final assessments are made at that point.

Years 10 and 11: All students take GCSE in Mathematics, English Language, English Literature, Biology, Chemistry, Physics, PE, at least one Language subject and RS.

Years 12 to 13: GCE A Level courses are followed by all students in the Sixth Form - it is expected that all students follow at least four courses from the beginning of Year 12. The range of A Levels offered include, Mathematics, Further Mathematics, English, PE, Drama, Music, Music Technology, Chemistry, Physics, Biology, Business Studies, Economics, Psychology, French, German, Classics, Art, Product Design, Food Technology, Computing, ICT, Geography, History, Religious Studies (Philosophy) and Government & Politics.



The Department

RS Curriculum Overview

Religious Studies, Philosophy and Ethics at Chis and Sid deals with people and ideas, developing thinking skills which are key to any academic subject. Pupils develop their religious literacy through an ability to gather information, use a variety of enquiring techniques, ask and consider challenging philosophical questions and empathize with alternative viewpoints. Religious Studies also provides an opportunity for pupils to explore their own beliefs and gain an essential understanding about the world in which we live in and the people with whom we share it. At KS3 we teach to the non-statutory Bexley Agreed Syllabus, 2014. Within Bexley, we have links to SACRE and deliver training and support to teachers in other schools both in the borough and beyond and we have a longstanding link with Kings College, London, as centre for initial teacher training.

Key Stage 3

RS, Philosophy and Ethics at Chis and Sid encourages the students to develop their religious literacy. This is done through a systematic examination of the major faith traditions in the world in which they live. The course is based on critically assessing the impact of these traditions on the world through an in depth examination of specific beliefs and practices of the major faith traditions. The students are also given opportunities to critically evaluate their own and other's responses to matters of religion and ethics and to relate it to their own life. The result of the three years of study is to build the skills necessary for the RS GCSE that is part of the curriculum here at Chis and Sid as well as better equipping them to be the leaders of tomorrow. In terms of content, Y7 starts with a transition section in which the students examine how different faith traditions describe 'god'. In this section the students also look at arguments for and against the existence of a deity, thus opening the door to Humanist and non-faith based beliefs. This is followed by a section on pilgrimage, which includes a trip to Canterbury Cathedral. After that there is an in depth study of Hinduism that leads to a look at public worship in the major faith traditions and the year ends with an examination of the Christian themes found in CS Lewis' *The Lion, the Witch and the Wardrobe*. Y8 is taken up with examinations of Buddhism, the life of Jesus, Sikhism and section on the rights and responsibilities humans have towards different aspects of life on earth, for example, the use of violence and the environment. Y9 starts with an examination of Judaism and is followed by a look at the ongoing Israeli-Palestinian Crisis. This is followed by a critical look at different ethical and religious issues facing sports today. The year ends with an introduction to the topic of Islam, which will figure prominently in the GCSE.

Key Stage 4

Students follow the academically rigorous OCR J625 GCSE in Religious Studies. This critical thinking approach to religion allows the students to further develop their religious literacy by deepening their knowledge of the beliefs and practices of Christianity and Islam. They also apply this knowledge, alongside non-religious perspectives, to some of the most pressing religious, philosophical and ethical issues facing the world today. Over the two years they hone the skills of constructing well-informed, balanced and structured written arguments, useful in an area of academic study.

Key Stage 5

Building on the knowledge and skills of the previous years, the students, following the OCR H573 A level, embark on an in depth study of religious and ethical thought, starting with the early Greeks and bringing them up to the modern day. There is also a section on the development of Christian thought and how these ideas have and continue to impact on the world in which the students live. The course helps to continue the development and strengthening of the academic skills of making and defending arguments, both verbal and written. The students learn to see the world as some of the greatest thinkers, both past and present, have seen it, asking the same questions and, possibly posing new answers or, better, new questions. The course encourages the students to, as Newton said, stand on the shoulders of giants only that they may see further.

Enrichment

The RS Department provides a wide range of extracurricular and enrichment opportunities. There is a weekly Philosophy Club that provides a place for students from across the key stages to meet and discuss philosophical and ethical ideas and apply them to the issues of the day. The students are also made aware of the many competitions and challenges from institutions of higher learning that provide platforms to extend their learning. At KS3 we take the students to Canterbury Cathedral as part of our pilgrimage topic. KS5 sees trips to conferences specifically designed to deepen their understanding of the topics covered. Also, at KS5 we have organised and run study days for the entire key stage on topics like migration and human rights. We are always on the lookout for new and exciting experiences for the students.

Teacher of RS Job Description

- To plan, prepare and teach lessons as required by the department.
- To set homework and mark written work regularly and ensure that the correct procedures are followed if work is missing, incomplete or late.
- To set, supervise and mark school examinations and course work for public examinations.
- To assess, record and report on the development, progress and attainment of students and to communicate this information to parents via written reports and Parents' Evenings.
- To provide written information for the UCAS and other similar forms.
- To provide guidance and advice when subject choices are made.
- To review methods of teaching and programmes of work and participate in arrangements for further training and professional development.
- To contribute to departmental extra-curricular activities.
- To consult your line manager about any problems occurring over academic matters, such as aspects of the curriculum or the syllabus for GCSE or A-level.
- To keep records of attendance at lessons as required.
- To keep records of books distributed.
- To encourage as much use as possible of the school libraries and other resources.
- To invigilate and undertake administration associated with public examinations.
- To maintain good order and discipline among students and safeguard their health and safety.
- To consult Head of Learnings, Assistant Heads or Form Tutors about serious discipline problems or any other difficulties students may cause, or may appear to be having.
- To contribute to PSHE and General Studies programmes as required.
- To attend Departmental, Year, Staff, Parents' and Inset meetings.
- To attend assemblies.
- To provide cover for absent staff, especially within the department, and to carry out other duties as required.
- To act as a Form Tutor if required.
- To adhere to school policy on safeguarding and update training as required.
- To ensure the safeguarding and well-being of children and young people at the school in accordance with school policies.

Person Specification

Skills, qualities and qualification	Essential	Desirable	Method of assessment
A strong academic background and a good honours degree or equivalent in Geography or other related subject	✓		Application Form
Teaching qualification	✓		Application Form
The ability to teach Geography at KS3, KS4 and A level	✓		Application Form Lesson
A willingness to participate in extra-curricular activities and trips	✓		Interview
Very good teaching, communication and interpersonal skills	✓		Interview
Strong ICT competence	✓		Application Form
Excellent written and spoken English	✓		Application Form Interview
Efficiency and reliability	✓		Application Form Interview
Committed to the safeguarding and well-being of children and young people	✓		Interview

Pay scale

Main pay range (£26,662 - £37,645)

Upper pay range (£39,519 - £42,498)

Other benefits

- Competitive pay and pension scheme
- Family-friendly working with a childcare voucher scheme
- An Investors in People employer
- Tailored induction programme
- Bluesky professional development scheme with the possibility of funding for additional qualifications.

How to apply:

Please apply via TES website.

CVs will not be considered and should not be submitted.

If you have any questions, please contact jobs@csggrammar.com

References

Please note that it is our practice to take up references before shortlisting for interview. Current and previous employers will be contacted as part of the verification process pre-appointment checks.

When an applicant is short-listed, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview. Your referees should include your most recent employer. References from relatives or friends are not acceptable.

Safeguarding

Chislehurst and Sidcup Grammar School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service (DBS).

Candidates for teaching and support staff posts will be assessed at interview for their suitability to work with children. Appointment is conditional upon at least two satisfactory references, which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

How to find us

The school is located within a 5-minute walk from Sidcup train station, has local bus services and is close to both the A2 and M25.

