Felsted

Teacher of Theology, Ethics and Philosophy

Role Information Pack



Teacher of Theology, Ethics and Philosophy

Commence September 2021
Term-time only (34 weeks per year)
Permanent | Part-time (50% timetable/Three days per week)

This independent day and boarding School in Essex has an exciting opportunity for a suitably qualified and passionate Teacher of Theology, Ethics and Philosophy (Religious Studies). The role will require the person to teach across the ages ranges covering GCSE, A Level and IB.

The department consists of three teachers, with close working with our resident Chaplain. There is a collegiate culture, with the informal sharing of ideas and best practice a key feature. It is essential that the successful person is committed to delivering exceptional learning to our students, has excellent subject knowledge, specifically a specialism in Philosophy, and is willing to fully contribute to the co-curricular activities at the School, including boarding, tutoring, sports and activity programmes. This position is a permanent role working part-time (50% timetable/three days per week) from September 2021. Applications are welcome from NQTs and more experienced teachers. Felsted School has its own salary scale which compares favourably against other independent schools and is well above that of the maintained sector.

If you would like to apply for this role, please visit our website. www.felsted.org/employment-opps to access our online application form.

Closing date for receipt of applications is Friday 16 April 2021 at 12:00 noon. Interviews will be held week commencing 19 April 2021.

Felsted is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.

Job Description: Teacher at Felsted School

RESPONSIBLE TO

Head of Department or immediate Line Manager, and through them to the member of SMT appointed as Line Manager for that Department or area of the school; and ultimately to the Headmaster

CORE PURPOSE

The postholder will be required to exercise his or her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.
To be accountable for raising the standards of teaching, learning and attainment of students taught directly by them in their subject or curriculum area. To deliver the professional responsibilities common to all classroom teachers at the school as listed below to a good standard. To undertake regular Tutoring of a group of students to support and enhance their progress by establishing excellent relationships, offering good advice and assistance with the setting of 'learning targets', and support of a wider nature as required. To make an appropriate and significant contribution to the extra-curricular activities and life of the school.

SPECIFIC RESPONSIBILITIES

1. ### Professional Attributes
   Including high expectations of all students, establishing strong and positive relationships, acting as a role model, developing awareness of professional and legal responsibilities as a teacher, understanding the way the school works, and sharing in collective responsibility for implementing its policies and procedures.
2. ### Teaching and Learning
   Maximising learning outcomes through high expectations, personalised learning; excellent subject knowledge; strong professional knowledge of the learning process; good classroom management and professional judgement; and a reflective and self-evaluative approach to personal professional development and the enhancement of teaching and learning.
3. ### Tutoring
   To support and carry out Tutoring within the Boarding Houses as directed by the Head of Boarding
4. ### Extra-Curricular Commitment
   To make an appropriate and significant contribution to the extra-curricular activities and life of the school.
5. ### Working Collaboratively
   To work collaboratively within the Department or curriculum area team at all times
6. ### To take Responsibility for Personal Professional Development
   To act upon advice and feedback, to identify training priorities and needs, and to undertake appropriate courses, development sessions, and qualifications as appropriate

Professional Responsibilities of a Teacher

1. PROFESSIONAL ATTRIBUTES

1.1 Have high expectations of students including a commitment to ensuring they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
1.2 Demonstrating the positive values, attitudes and behaviour which the teacher also expects from students.
1.3 Awareness of and compliance with the professional and legal duties of teachers and the statutory framework within which they work, including Health and Safety and Child Protection issues.
1.4 Awareness of the policies and practices of the workplace and sharing in collective responsibility for their implementation.
1.5 Work co-operatively and collaboratively with colleagues in and out of the classroom.
1.6 Understand the management and line management structures of the school and the roles of colleagues with specific responsibilities

2. TEACHING AND LEARNING

2.1 Setting High Expectations

a. Setting high and appropriate expectations for all students
b. Demonstrating that the teacher is a positive role model at all times
c. To be able to maximise the learning outcomes of a class over a period of time
d. To support and implement the concept of 'personalised learning', and to be able to maximise the learning outcomes of each individual for whom they have responsibility
e. To make appropriate provision for individuals with particular needs such as Learning Support or Gifted and Talented provision

2.2 Subject Knowledge

a. To have a secure knowledge of their subject / curriculum area and the ability to communicate this to students
b. b. To be responsible for keeping subject knowledge up to date and in depth, to understand the layers of complexity of subject knowledge, and be able to make complex topics accessible through simplified visual imagery, analogy, stepped sequences, etc..
c. c. To have a good knowledge of the requirements of any syllabus taught and the application of knowledge and understanding required in public examinations

2.3 Professional Knowledge

a. To establish a safe and purposeful, supportive environment in which students can learn effectively, including classroom and out of school contexts
b. To develop a good understanding of the learning process and how students learn, to underpin the planning and sequencing of learning tasks and develop the process of 'learning how to learn' in their subject area.
c. To create effective lesson plans, and to plan effective sequences of lessons which comply with Schemes of Work and allow for individual differences in the classroom
d. To have developed a range of teaching, learning and behaviour management strategies to deliver the aims and objectives of the Department as expressed in Schemes of Work; to promote teaching and learning activities which stimulate student interest and involvement
e. To have knowledge of a range of assessment techniques including formative assessment, teacher summative assessment, peer and self-assessment and the ability to apply these; to implement the Department policy on assessment, and the Department policy on record-keeping to ensure close tracking of student progression.
f. To implement Department policy with regard to levels of expectation of classwork and homework / Prep, and to ensure that Prep tasks are understood and followed by all students
g. To provide information on student progress and achievement as required for reports, grades, referrals and references
h. Have a good working knowledge of ICT skills and applications

i. To make students aware of opportunities for extending their educational experience outside those timetabled, both in and out of school, and to foster and support participation in such activities as appropriate

2.4 Professional Judgement

a. To establish and sustain a clear framework of classroom expectations and discipline, compliant with school policy, which promotes learning, self-control and independence in students

2.5 Capacity to Reflect and Evaluate

a. To engage in regular reflection and self-evaluation regarding professional practice, and to be able to evaluate the impact of their teaching on the progress of all their students and modify it appropriately.

3. TUTORING

3.1 Support and carry out Tutoring regularly within Boarding Houses as directed by the Head of Boarding

3.2 To enhance Tutees' progress by establishing excellent relationships, offering good advice and assistance with the setting of 'learning targets', and support of a wider nature as required.

4. CO-CURRICULAR COMMITMENT

4.1 To make an appropriate and significant contribution to the extra-curricular activities and life of the school.

4.2 To be responsible for personal development of skills and expertise in extra-curricular activities as appropriate.

4.3 To work as part of a team where appropriate in chosen extra-curricular activities.

5. WORKING COLLABORATIVELY

5.1 Communicate effectively as required with pupils, colleagues, Governors and parents

5.2 Liaise with HMs, pastoral staff, and parents / guardians as required to promote the well-being of students and with HOD and pastoral staff in the case of student learning or behavioural difficulties

5.3 To advise the Head of Department of resource or curriculum needs of which he /she may not be aware

5.4 To undertake an equitable share of the setting and marking of internal examinations or public examination coursework assessment as directed by the Head of Department

5.5 To contribute to Schemes of Work and learning resources as agreed

5.6 To provide all relevant information to the Head of Department as required – predicted grades, pupil entries, attendance, and any other information requested, and to make sure that students are well informed about all relevant subject information and deadlines

5.7 To report back to the Department from INSET or working groups

5.8 To support the Head of Department in providing professional support and guidance for student teachers or NQTs within the Department

5.9 To be familiar with procedures within the Staff Handbook to help the smooth running of the school

5.10 Contributing to school self-review and to the relevant sections of the school Self Evaluation process concerning Department effectiveness

5.11 Any other duties that might reasonably be expected of a Subject Teacher, as befits this standard position within the school staffing structure

6. TO TAKE RESPONSIBILITY FOR PERSONAL PROFESSIONAL DEVELOPMENT

6.1 To undertake appropriate in school or externally provided professional development as agreed with the Head of Department and Staff Development Manager to enhance teaching skills and subject knowledge

6.2 Act upon advice and feedback, and be open to coaching and mentoring

6.3 To play a role as appropriate in the development of Department self-review and approaches to teaching and learning; to undertake responsibilities within the Department which might be reasonably delegated or shared

6.4 To participate in Departmental consultation concerning the subject or curriculum area and the cross-curricular work of the Department as appropriate

6.5 To identify other key areas for personal development in knowledge and skills which will enhance the development of the school's provision, in line with the School Development Plan

Felsted is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.



Our History

We are a leading independent co-educational day and boarding school, situated in the picturesque village of Felsted in North Essex. Originally founded by Richard Lord Riche as a Church of England Grammar School, we are proud of a heritage that dates back to 1564.

Felsted School offers an outstanding academic education, combined with excellent pastoral care and co-curricular activities. Felsted is truly international. We offer the International Baccalaureate in addition to A Levels, and as a global member of Round Square, pupils enjoy superb exchange programmes. The School cultivates an environment of self-confidence and intellectual curiosity where pupils benefit from a well-rounded education.

In 2014, we celebrated our 450th anniversary, one of only a handful of schools in the country that have claimed this milestone. The event was marked by a historic service at St Paul's Cathedral and a royal visit by Her Majesty the Queen and His Royal Highness the Duke of Edinburgh.



Felsted Senior School

The Senior School educates some more than 540 students aged between 13-18, of which over 80% of students take advantage of the School's boarding provision. Boarders at Felsted lead full lives. There is time to ensure academic work is completed to a high standard, to be involved in a breadth of co-curricular activities and to build lifelong friendships. Personal qualities such as confidence, independence, organisation and leadership will be developed in a caring and happy community.

In addition to our two Day Houses there are eight boarding houses in total at Felsted: six for Boarders in Years 9 to Lower Sixth and two for Upper Sixth Boarders. Each house offers unique environments for study and personal development, supported by a Housemaster or Housemistress (HM), Assistant Housemaster or Housemistress (AHM), a Resident Tutor (RT), a Matron and a Tutor team.

Academic

At the end of a challenging year, many of the students at Felsted are able to celebrate their results as they prepare to move on to the next stage of their lives and education. All of the students, teachers and parents deserve great credit for the way in which they have coped through this time. Our Year 13 leavers accepted offers for some of the best universities around the world, in countries as diverse as Canada, the Netherlands, United States of America, Italy and of course the UK, with offers for Cambridge, Durham, Warwick, UCL, Bath, Exeter and City University among others.

International Baccalaureate Results

- All 31 of our IB candidates were awarded their Diploma, with an average score of 36.1 points per candidate (4 points above the global average).
- Eight students achieved at least 40 points and fifteen achieved 35 points or more. This represents approximately half of our cohort achieving at this level, which is just outstanding.

A Level Results

- Felsted pupils have achieved an excellent 100% pass rate over the past 3 years. 33% of all grades were A*-A, 64% A*-B and 87% A*-C (3 year average).

GCSE Results

- Felsted pupils have achieved an excellent 100% GCSE pass rate over the past 3 years. 50% of all grades were 9-7, 70% 9-6 and 96% 9-4 (3 year average).



Due to the unique nature of this year's academic results, we do not anticipate any publication of leagues tables for schools across England. It is possible that some media outlets will generate their own league tables, based on data that they can generate from schools, but even this seems unlikely.
As Felsted has withdrawn from exam result league tables where possible, because the data generated is fundamentally flawed as a judgement of educational quality, this will not change our position. The Government progress tables, which have previously shown the high degree of progress made by students in the sixth form will also not be published this year.

As a school, we remain very proud of the hard work that our students and staff put in to their studies each year, and the progress that each individual makes during their time at Felsted, whether towards a place at some of the most competitive universities in the world, or getting across the hurdle of GCSE, A Level and IB studies. Further information on our exam results can be found on our website here: felsted.org/academic/exam-results.

International

We welcome students of all nationalities and routinely celebrate cultural diversity. Integrating international and UK students is an extremely important component of the Felsted ethos of valuing and respecting difference.

Through partnerships with organisations such as Round Square and Magic Bus, in addition to a fully integrated International Baccalaureate Diploma programme, Felsted is a globally-minded school that aims to prepare all of its students for international co-operation, communication and understanding, both now and in their future careers.

Sport

Felsted has an enviable reputation both locally and nationally for the high quality of its sporting teams and the dedication and expertise of the school's coaching staff. There is a strong tradition of sporting excellence at Felsted, however all abilities are catered for and every student is encouraged to enjoy a recreational interest in individual or team games, whilst developing a healthy attitude to fitness, exercise and wellbeing.



All students have the opportunity to represent the school in sporting fixtures during their school career, with travel to an away fixture once a fortnight the norm for the vast majority of students. Additionally, students who take their sporting expertise to a higher level will receive the opportunity to join one of the many Sports Trips and Tours.

Music

Music is part of the fabric that makes up Felsted life and has been for many years. The School has forged a strong partnership with The Junior Guildhall in London. The School provides broad opportunities for musicians of all types - our main aim is that everyone who wants to be involved musically can be accommodated. All students are involved in some way, whether it is singing in Chapel, participating in the Inter- House Singing Competition or through individual musical interest.

Felsted musicians are supported by five full-time members of staff and over 25 visiting instrumental and vocal teachers. Tuition is available in a wide range of instruments ranging from the violin, Harp, Saxophone and Drums through to the Cello, Oboe, Organ and Electric Guitar!

Singing plays a hugely important role both in Chapel and in more informal settings. Elsewhere, the School boasts a number of Orchestras, String Ensembles and Wind and Brass Groups.

Drama & The Arts

Felsted has a reputation for drama productions of the very highest quality. Drama overall makes a significant contribution to the co-curricular life of the School. Our Hunt Theatre is equipped technically to the standard of any small professional theatre: the extensive facilities include flexible seating, fully computerised lighting and sound controls, an impressive range of lanterns and sound equipment, dressing rooms, a front-of-house box office and a licensed bar. Larger scale productions tend to be put on in the School's majestic Grignon Hall, which can seat an audience of 400.



Application Process to Apply for this Role

To apply for this position, you will need to complete a formal application using our online process. We are unable to accept curriculum vitae (CV's) in substitution for an application form. Our online application form can be found at www.felsted.org/employment-opps.

By submitting an application form you are required to demonstrate how your skills, knowledge and experience relate to the role you are applying for. Your suitability for the post will be assessed by examining the information you provide us on your application form against the requirements within the job description, so it is important you provide as much relevant information as possible.

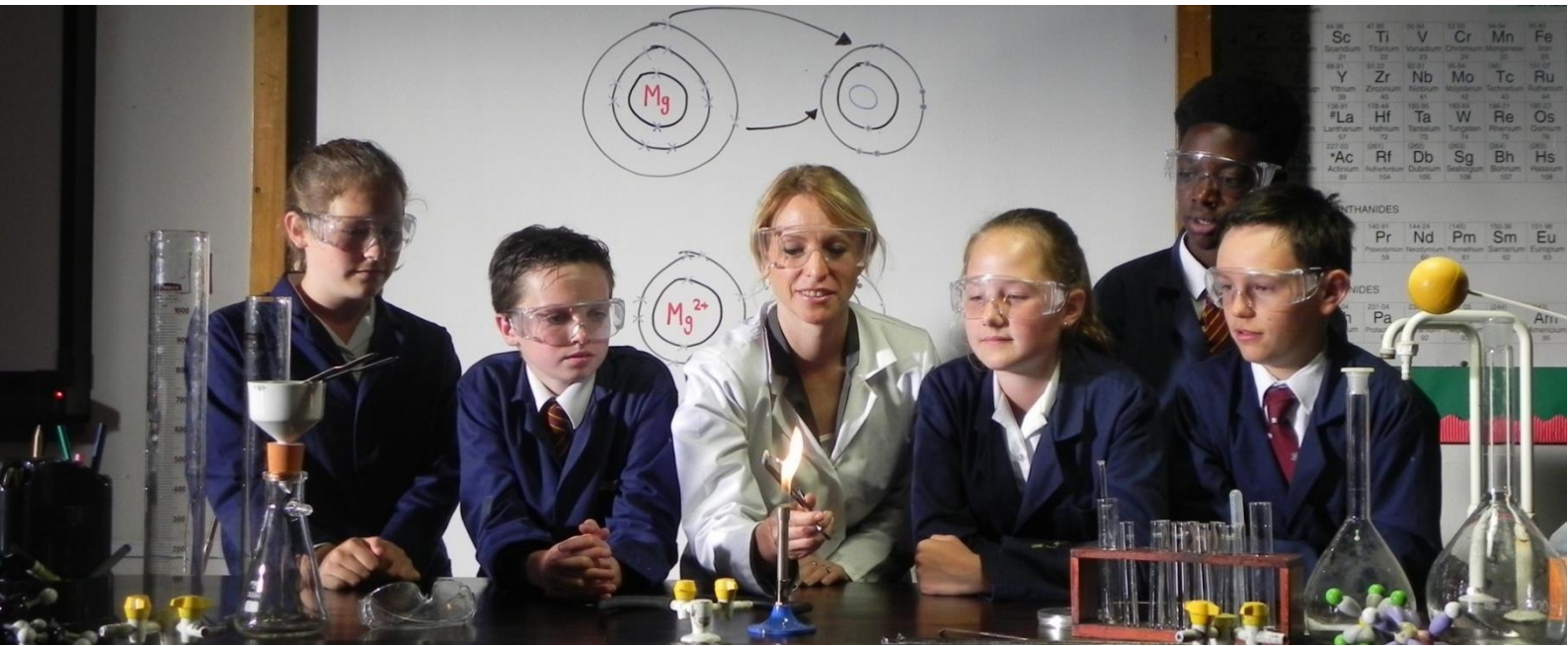
Our application form will ask you to declare any criminal convictions as all positions at Felsted involve a degree of responsibility for the safeguarding and welfare of children. All posts are exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) and therefore all convictions, cautions and bind-overs, including those regarded as 'spent' must be declared expect those that are protected.

Our Policy on the Recruitment of Ex-offenders can be found on our website www.felsted.org/employment-opps.

Once the closing date for receipt of applications has passed, your application will be shortlisted. If you are shortlisted to attend an interview, you will be sent an interview invitation by email. If you have not been selected, you will be also be notified by email. The interview will be held with at least two recruiting managers and you will need to submit prior to your interview:

a. Identification to prove your Right to Work in the UK
b. A completed DBS application form along with three pieces of ID
c. Evidence of any qualifications you hold that are necessary for the post you are applying for.
d. If appropriate, documentation evidencing changes to your name.

All necessary forms will be attached to your interview invite email. Please note that if appointed to the position



Terms of Appointment

If you are appointed to the role, a formal offer letter of employment will be posted to you. The following notes provide guidance, without prejudice, on the likely main provisions of the agreement. However, benefits are subject to amendment from time-to-time.

Appointment Date

The appointment will commence 01 September 2021.

Salary

Teaching staff are remunerated via the Felsted Salary Scale. The appointed pay point is dependent on your qualifications and experience.

Pension Scheme

Felsted will comply with its legal obligations in relation to the provision of access to a pension scheme.

Healthcare Scheme

The appointee is eligible to join the Healthcare Scheme, currently with BUPA, with a 50% subsidy.

Felsted Connect

The appointee is provided with membership to Felsted Connect: an online multi-platform engagement tool where employees have access to hundreds of discounts, offers and cashback from high-street retailers.

Employee Reward Package

A list of employee benefits can be found on our employment opportunities website **https://www.felsted.org/employment-opps/rewards**

Terms of Employment

This role is a permanent part-time position (50%, three days per week) during term-time (34 weeks of the year). The hours of work are normal School hours (8.30am and 6pm and Saturdays until 4:00pm). As a member of Common Room, there is the requirement to attend INSET days before and after term starts and finishes. There will also be a requirement to contribute to the co-curricular and boarding life activities.

Criminal Background Checks

We require all successful applicants to allow Felsted to process and obtain (at our expense) an Enhanced level criminal background check (including a Barred List check) through the Disclosure and Barring Service. It is a condition of employment that the employee should not have been convicted of a criminal offence against children, nor have been dismissed from or resigned from a previous employer for misconduct of a similar nature. Having a criminal record is not necessarily a bar to employment; it will depend on the nature, circumstances and background of the offence. Our policy on the Recruitment of Ex-offenders that can be found on our employment opportunities home page. As a School where regulated activity occurs, under Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) applicants are obliged to disclose **spent** convictions in addition to any **unspent convictions,** except those that are classed as protected offences

The Disclosure and Barring Service's Code of Practice is intended to ensure that information released in Standard and Enhanced Disclosures is used fairly. The Code also seeks to ensure that sensitive personal information is handled and stored appropriately and kept for only as long as is necessary. Further information about the Disclosure and Barring Service may be obtained from: https://www.gov.uk/government/organisations/disclosure-and-barring-service and a copy of the Code of Practice is available at: https://www.gov.uk/government/ publications/dbs-code-of-practice.

You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or Department for Education.

Other Employment Checks

The offer of employment is also conditional upon satisfactory receipt of the following employment checks.

a. Proof of your Right to Work in the UK
b. Barred List Check
c. Two professional references
d. Medical
e. Overseas Police Check/Certificate of Good Conduct (if you have resided outside the UK within the last ten years)
f. Verification of professional qualifications
g. Verification of professional standing ((if you have taught outside the UK)
h. A TRA Check

We look forward to receiving your application.

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Independent / Co-educational / Boarding & Day / Ages 4-18

Felsted