



# Risedale Sports & Community College

Learning and Achieving Together



## Working at Risedale Your candidate Recruitment Pack

### Risedale Sports & Community College

Principal: Colin D Scott BEd NPQH  
11-16 Comprehensive School

Call **01748 833501**  
or email  
**[enquiries@risedale.org.uk](mailto:enquiries@risedale.org.uk)**  
to find out more

Hipswell - Catterick Garrison  
North Yorkshire - DL9 4BD

**[www.risedale.org.uk](http://www.risedale.org.uk)**  
**@RisedaleCollege**



**"This is a GOOD school"**  
Ofsted



Principal: Colin D Scott BEd NPQH

Hipswell, Catterick Garrison, North Yorkshire, DL9 4BD. Phone: 01748 833501 Fax: 01748 836149

**- Recruitment Pack -**

**Head of Religious Education**

Full Time, Permanent, MPS/UPS + TLR2

Plus 10% recruitment allowance

June 2019

Dear Candidate

Thank-you for your interest in the post of **Head of Religious Education** at Risedale Sports & Community College. I hope you find all the information you require within this Recruitment Pack.

If you decide to apply, please do so using the **NYCC 'Job Application Form – Schools'** utilising **Section 16 - 'Supporting Evidence'** to detail how your knowledge, skills and experience meet the requirements for this post. **Please do not send a CV or apply through a recruitment agency.**

Return your application either via email to [jobs@risedale.org.uk](mailto:jobs@risedale.org.uk) or alternatively post your application to Colin Scott, Principal, Risedale Sports & Community College, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than **12 a.m. midnight on Sunday 23<sup>rd</sup> June 2019**. Please mark your envelope '**RE**' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in this post, and excuse my discourtesy in responding only if you are shortlisted for interview.

I look forward to hearing from you.

Yours sincerely



Colin Scott  
Principal





## - Job Information / Advert -

**Job Title:** Head of Religious Education

**Contract Type / Term:** Full Time / Permanent

**Grade:** Main Pay Scale/Upper Pay Scale + TLR2 + 10% recruitment allowance.

**Location:** Risedale Sports & Community College, Hipswell, Catterick Garrison DL9 4BD

**Start Date:** September 2019 or January 2020

**Closing Date:** 12 a.m. midnight Sunday 23<sup>rd</sup> June 2019

**Interviews to be arranged:** Week commencing 01<sup>st</sup> July 2019

An exciting opportunity has arisen for someone to join a growing and increasingly successful Humanities Faculty delivering Religious Education to the young people of Catterick.

If you are an exceptional and inspirational Religious Education Teacher who would be able to support and add expertise to our team of teachers then we would love to hear from you. We are looking for a person with drive and personal ambition who will inspire and enthuse our students and instil in them a love for the subject and desire to learn. The role will require an individual who can demonstrate resilience and experience of delivering innovative teaching methods to achieve improved academic outcomes.

At Risedale Sports and Community College, the RE Department, as part of the Humanities Faculty, is committed to excellence in teaching. We pride ourselves on putting the students at the centre of all we do, from creating an engaging, positive, welcoming environment to exploring cutting edge pedagogy.

At KS4 students studying the subject at GCSE follow the AQA specification. At KS3 students follow the NYCC (North Yorkshire County Council) agreed SACRE Syllabus and we are working towards delivering this through a thematic approach. At present in year 7 we study Christianity and Islam, in year 8 Hinduism and Judaism and in year 9 Christianity and the first 'theme' of Crime and Punishment. We have used the end of levels as an opportunity to introduce a mastery learning approach. This has enabled us to refocus the students away from reductive number labels to a genuine pursuit of skills and understanding.

We are looking to appoint a forward thinking, innovative and creative specialist. The successful candidate will be open to new ideas and committed to the philosophy of the team. The profession requires resilience, hard work, adaptability and a sense of humour.



The college offers all employees bespoke training and support; a highly cohesive and supportive staff team; outstanding CPD including up to date individualised action research; the opportunity to develop skills and interest through extra-curricular clubs and a chance to join Risedale at a very important point in the school's development.

Risedale Sports & Community College is a vibrant and happy place to learn, characterised by excellent relationships between staff, students and parents in the context of 'Learning and Achieving Together'. Students are at the heart of all that we do. The College currently has a population of over 500 students aged 11-16 years and enjoys an enviable and growing reputation in its local community. It is expected to expand to between 600 and 800 students over the next decade as the population of Catterick Garrison increases by becoming a 'Super Garrison'. Links with the Armed Forces are strong. The College has one of the largest proportions of service children (over 40%) of any secondary school in the UK. This military connection is an integral part of the college's distinctive character. Risedale is located in the beautiful county of North Yorkshire, bordering the North York Moors National Park, offering a high quality of life. The college is just a 5 minute drive from the A1(M) providing easy access to Teesside, Newcastle, York and the Leeds conurbation.

For further details relating to the job and an application form please visit our website <http://www.risedale.org.uk/recruitment>

Completed forms should be emailed to [jobs@risedale.org.uk](mailto:jobs@risedale.org.uk) or alternatively can be posted to Colin Scott, Principal, Risedale Sports & Community College, Hipswell, Catterick Garrison. North Yorkshire DL9 4BD.

PLEASE NOTE: The school will not accept referrals or CVs from supply or employment agencies for this post. Applications must be sent personally by the applicant.

Visits to the college are welcomed and if you would like to visit then please contact Stephanie Blood on 01748 833501 Ext. 202 to arrange a suitable time.

Closing date: 12 a.m. midnight Sunday 23<sup>rd</sup> June 2019.

Interviews will take place week commencing 01<sup>st</sup> July 2019.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.



## Job Description

**Job Title:** Head of Department - RE  
**Grade:** Main Pay Scale/Upper Pay Scale + TLR2  
**Responsible to:** Head of Faculty



**1. To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**

- Head of Department.
- To be accountable for the department's standards and achievement of targets and to manage efficiently and effectively the resources made available.

**2. To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.**

- To fulfil all of the requirements and duties set out in the current Pay and Conditions
- Documents relating to the conditions of employment of teachers.
- To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.
- To achieve any performance criteria or targets arising from the School's Performance Management arrangements.

**Have knowledge and understanding of:**

- The college's aims, priorities, targets and action plans.
- The relationship of the subject to the curriculum as a whole.
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change.
- The implications of the Code of Practice for Special Educational Needs for teaching and learning.

**Planning and setting expectations:**

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Work with the SENCO, and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:



- contribute to whole-college aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment;
- are based on a range of comparative information and evidence, including the attainment of students;
- identify realistic and challenging targets for improvement;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and criteria for success.

## Teaching and managing students' learning by ensuring:

- Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs.
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Effective development of students' literacy, numeracy and information technology skills through the subject.
- Teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Teachers of the subject know how to recognise and deal with racial stereotyping.
- Effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

## Assessment and evaluation:

- Analyse and interpret relevant national, local and college data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the college, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

## Student achievement:

- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational linguistic needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.



## Relations with parents and the wider community:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the students' wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.

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## Managing own performance and development:

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in college development.
- Achieve challenging professional goals.
- Take responsibility for your own professional developments.

## Managing and developing staff and other adults:

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks, evaluating practice, and developing an acceptance of accountability.
- Appraise staff as required by the college policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs and subject associations.

## Managing resources:

- Establish staff and resource needs and advise the principal and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Deploy, or advise the principal on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.



- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.

### Strategic leadership:

- Develop and implement policies and practices to ensure governors are well informed about subject policies, plans and policies, the success in meeting objectives and targets, and subject-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.

## 3. To use best practices in the tasks you do

- Use self-evaluation to enhance students' opportunities for academic progress and personal development.
- Be responsible for personal development linked to faculty/school objectives and priorities.
- Seek out the most efficient/effective practice and be an active participant in a process of subject/team development.



## Person Specification

**Job Title:** Head of Department - RE

**Grade:** Main Pay Scale/Upper Pay Scale + TLR2



Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of recent CPD</li> <li>Honours degree to include study of specialist subject</li> </ul>
Experience / knowledge / understanding	<ul style="list-style-type: none"> <li>Recent relevant experience in teaching RE to KS3/KS4</li> <li>Experience of planning and delivering curriculum at the relevant Key Stage</li> <li>Knowledge of assessment, recording and reporting of students' progress and achievements in the subject, and of the role of assessment for learning in ensuring student progress</li> <li>A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate leadership and management experience</li> <li>Understanding of the Ofsted framework</li> <li>Timetabling/rooming a department</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Transferable ICT skills</li> <li>Excellent time management</li> <li>Efficient record keeping</li> <li>Excellent classroom practitioner</li> </ul>	<ul style="list-style-type: none"> <li>Ability to work under pressure</li> <li>Experience of leading and delivering curriculum development which raises standards</li> </ul>
Attitude and values / personal qualities	<ul style="list-style-type: none"> <li>Ability to relate to and build relationships with pupils, parents, and other members of the College community</li> <li>Enthusiasm and commitment to the aims and objectives of the College</li> <li>Good communication and presentation skills</li> <li>Quick to perceive and deal with problems</li> <li>Make a positive contribution to the wider life of the school</li> <li>Willingness to participate fully in College activities</li> </ul>	

## Commitment to the role of the Personal Tutor

Personal tutors are seen as a vital link in the learning process and in the management of the school. The role centres on monitoring and mentoring, and requires tutors:

- to be aware of the strengths and needs of each student in their tutor group (usually 25 maximum)
- to assist in raising the level of performance of students (by monitoring progress, reviewing and target setting) using allocated time-tabled time
- to promote the development of a positive attitude (by monitoring attendance/punctuality, checking Student Planners etc.)
- to communicate and interpret agreed guidelines and practices to students
- to communicate effectively with parents and colleagues on a day-to-day basis.

This is an important, demanding and time-consuming role which makes a significant contribution to the achievement of students. It is essential that applicants for teaching posts understand that they will be required to be Personal Tutors and therefore must endorse this philosophy.



*"Teachers know their subjects well. They have developed a clear culture of learning and respect with their pupils for whom they obviously care deeply"*

## Information about the Humanities Faculty

Risedale Sports & Community College Humanities Faculty is committed to excellence in teaching and consists of a team of forward thinking, innovative and creative specialists. The staff are passionately committed in helping all students achieve, enabling personal growth and offering experiences that will be relevant to real life and empowering them to make a positive contribution to society.

The faculty consists of Geography, History and RE. All subjects are taught in a suite of rooms located in one area of the school, and all teachers have their own classroom. At KS4 students follow the Edexcel history specification and AQA specifications in both geography and RE. At KS3 we teach topics that build on learning from KS2, ensure that national curriculum requirements are met and provide the building blocks for KS4. The faculty's vision is to inspire in pupils a curiosity and fascination about the world and its people so that when they leave Risedale they value the difference in the world around them.

We have great expectations of all of our students and instil a 'can do better' mentality from the start. Our faculty expectation is 100% in everything we do. We pride ourselves on our nurturing ethos and high aspirations which all students are encouraged to exceed their potential. Our aim is to work with students, parents and others in the community to provide the best for all our students in their future and our mantra is "pride (in our work), passion (in our lessons) and belief (in ourselves)."

The staff in Humanities believe the subjects of Geography, History and RE enable all students to have a better understanding of the world by teaching them how to think creatively and critically, to reason, and to ask questions.



*"Since starting at Risedale in September I have thoroughly enjoyed working here with a dedicated team of staff and students who want to achieve. As a head of faculty I support my teachers/heads of departments in their role."*

Richard Sherwood – Head of Humanities Faculty

## Our Mission Statement

Risedale Sports and Community College – committed to nurturing and sustaining a positive future for all, through an inclusive and exceptional learning journey.

## Aims

- To ensure everyone exceeds their potential
- To shape our curriculum to meet the future aspirations of our children
- To learn from failures and celebrate success
- To always be a force for resilience and excellence



## Catterick Garrison

Risedale Sports & Community College is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities prompted by the planned expansion to the Garrison over the forthcoming years. The newly built Princes Gate Retail Park offers all major amenities including supermarkets, cafes, shops, cinema, a leisure centre and library. Risedale is just a 5 minute drive from the A1(M) providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M). For more information about living and teaching in North Yorkshire please visit [www.inspireleadteach.co.uk](http://www.inspireleadteach.co.uk)





## Risedale Sports & Community College

Risedale Sports & Community College is a smaller than the average sized secondary school and currently has over 500 students aged 11-16 years. It enjoys an enviable and growing reputation in its local community. It is expected to expand to between 600 and 800 students over the next decade as the population of Catterick Garrison increases and becomes a 'Super Garrison'. Links with the Armed Forces are strong. The college has one of the largest proportions of service children (over 40%) of any secondary school in the UK. This military connection is an essential part of the college's distinctive character.

Risedale has been on an 8 year journey of improvement leading to a GOOD judgement by Ofsted in 2015. Justifiably proud of this accomplishment college staff are by no means complacent and know there is more work to be done and are enjoying the challenge. We work diligently to better ourselves, and our staff consistently seek to affect positive change among our students. In September 2016 Risedale welcomed its new Principal Colin Scott, whose passion, determination and dedication is already a formidable force, striving to empower staff and students so they can achieve and be the very best they can.



**Principal Colin Scott and  
Lt. Col Joe Jordan, Catterick Garrison  
Commander and Risedale Governor.**





## Child Protection

### Information / Instructions for applicant

*We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:*

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with Safer Recruitment and Selection Guidance, for appointment to this post, references will be taken up prior to interview.
3. All reference requests will specifically ask for information about the candidate's suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bind overs.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974 therefore all convictions, cautions and bind overs, including those regarded as "spent" must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on the Barred List, barring or restricting work with young people or vulnerable adults. For new employees to North Yorkshire County Council, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board, Local Authority's and School's Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.