

# MORPETH SCHOOL



Teacher of RS (Fixed-Term until Aug 26 in first instance)  
Application Pack



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Dear Candidate,

Thank you for your enquiry about the vacancy for the post of **Teacher of Religious Studies** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website [www.morpethschool.org.uk](http://www.morpethschool.org.uk) will give you a strong sense of the school. You will find the Job Description/Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedeno ([recruitment@morpeth.towerhamlets.sch.uk](mailto:recruitment@morpeth.towerhamlets.sch.uk)).

**Completed applications should be returned to this address by Friday 17<sup>th</sup> October 2025. Successful candidates will be contacted by telephone and invited for interview the following week.**

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



**John Pickett**  
Headteacher



Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels, where learning is excellent, every child is known and included and relationships are positive.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration.

We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and support – work together regularly throughout the year to develop our practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 100 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

## What makes us different?

### *Our KS4 curriculum structure*

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



## *Our inclusive approach*

We support students by:

- focusing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 13 pupils from Years 7 – 11.

We have 80 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

### **What do we offer?**

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments and professional learning groups both with a focus on developing pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.

*“A supportive community for students and staff”*

*“A school with a human face, diversity is appreciated”*

*“High professional trust and autonomy”*

*“I feel respected and appreciated”*

*“Supportive colleagues and an opportunity to grow”*

*“Excellent facilities and amazing SEN provision”*

*“Relational practice”*

*“Sense of community felt within the school”*

*“We teach each other something every day”*

*“A school that thinks about all communities and promotes equality and inclusivity”*

*“There is always a smile waiting for you”*





Position:	Teacher of Religious Studies
Salary:	Inner London Teacher Main / Upper Scale
Contract Type / Working Agreement:	0.6 FTE or 0.8 FTE 2 Terms in the first instance (until Aug 26)
Required for:	January 2026
Closing date for all applications:	12:00pm, Friday 17 <sup>th</sup> October 2025
Interview date:	w/c 20 <sup>th</sup> October 2025

An appointment as Teacher of RS is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centered focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

**How to apply:**

Completed applications should be returned to [recruitment@morpeth.towerhamlets.sch.uk](mailto:recruitment@morpeth.towerhamlets.sch.uk)

For full details and application pack see the school website [www.morpethschool.org.uk](http://www.morpethschool.org.uk) or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

## Morpeth School - Job Description for All Teachers

### 1. As a member of staff

*Under the guidance and direction of the Headteacher, Associate Headteacher or Deputy Headteacher to:*

- carry out the professional duties of a schoolteacher
- carry out a share of supervisory duties in accordance with published rotas
- participate in appropriate meetings with colleagues and parents/carers
- implement whole school and Authority policies

### 2. As a member of department

*Under the guidance and direction of the Head of Department, to:*

- plan and prepare courses and lessons
- teach the pupils in assigned groups/classes, including the setting, marking, assessing and recording of work carried out by pupils in school and elsewhere
- write reports and profiles as required, including the National Record of Achievement
- communicate with parents/carers re pupils' progress
- participate in arrangements for professional development
- prepare courses of study, teaching materials and training programmes
- maintain positive behaviour among pupils and safeguard their health and safety, both in school and in authorised school activities elsewhere
- participate in meetings relating to curriculum, administration or organisation
- adhere to the school's policy and practice re. cover
- participate in public and internal examination arrangements
- register the attendance of pupils following school guidance
- be responsible for maintaining learning environments with regard to health and safety, good order, appearance and display
- follow the procedures outlined in the Staff Handbook

### 3. As a member of a House or Year team

(Coaches and Tutors or attached staff)

*Under the Guidance and direction of the Head of House (Years 7 – 11) or Head of Year (6<sup>th</sup> form), to:*

- get to know the pupils well
- get to know families well through regular contact, sharing successes and participating in Meet Your Coach / Tutor days.
- plan sessions, reading through guidance notes in advance
- develop skills in facilitating a coaching circle
- promote high standards of work, behaviour, attendance and punctuality from members of the Coaching / Tutor Group
- keep an accurate and up-to-date register following school guidance re. attendance and punctuality
- write reports as required
- prepare initial drafts for references, testimonials and reports to outside agencies, as appropriate
- teach the CPSHE programme as required
- attend assemblies with the group and supervise their arrival, behaviour and departure
- participate in Head of House / Head of Year meetings

## Teacher of RS – Selection Criteria

Please address these criteria in your application form and interview

1. Qualified teacher of Religious Studies.
2. A commitment to inclusive education and the raising of aspiration and achievement.
3. A secure knowledge of current curriculum developments and approaches to teaching and learning, particularly those relating to Religious Studies.
4. Experience developing engaging schemes of learning which support all students to make outstanding progress, ideally including at A-level.
5. An understanding of the purpose and use of assessment procedures, and an ability to maintain accurate records to track and support pupil progress.
6. A commitment to engaging in continuing professional development
7. High level communication, administrative and organisational skills.
8. An excellent record of attendance and punctuality.
9. Commitment to the protection and safeguarding of children.

## Religious Studies Department at Morpeth School

The Religious Studies department at Morpeth is staffed by a committed team of subject specialists. We are dedicated to developing students' religious understanding, as well as the skills of critical thinking and philosophical enquiry.

Each pupil has a fortnightly lesson (100 minutes) of Religious Studies at Key Stage 3 (Year 7 & 8), and a weekly lesson at Key Stage 4 (Years 9 & 10). All pupils sit full course GCSE by the end of Year 10.

Our Key Stage 3 course is designed to be philosophically engaging as well as to support students to be religiously literate about the major world faiths (particularly regarding similarities and differences within religions). Our curriculum incorporates religious understanding, debate, and critical thinking. Through studying a range of perspectives and ideas, we aim to develop in students a deeper and more involved understanding of their own faith position, whatever that may be.

At Key Stage 4 all pupils are entered for the AQA full course GCSE, covering Islam, Christianity and Thematic Studies. Religious Studies is a respected and high achieving subject throughout the school, and one in which students want to do well.

Pupils have the opportunity to continue the subject at A-Level. We teach OCR Religious Studies course, focusing on Ethics, Philosophy and the development of Islamic thought. We are committed to continuing and developing this subject at Key Stage 5 over the coming years.

We have a well-resourced, well-funded department and we regularly organise trips which help pupils to engage with issues of faith and belief beyond the classroom. These have included trips to the London Buddhist Centre, the Jewish Museum, St Paul's Cathedral, Brick Lane and a number of art exhibitions. We run an annual drop morning which includes a visit to a local synagogue and an interfaith workshop.

As a team, the RS department is supportive, reflective and collaborative. We have well developed systems to support with homework setting, monitoring and behaviour. We have a realistic marking policy. We work together with joint planning sessions, build opportunities to share and develop subject knowledge, and regularly discuss how to develop our classroom practice to support learners to fulfil their potential.