



CHANNING

**Teacher of Religion, Philosophy & Ethics
Full Time or Part Time (4 days)**

from April or September 2026



Information about the post for candidates

The School

Girls Enjoying Success

Our mission:

We foster fearless learners through inspiring education, exceptional co-curricular opportunities and meaningful partnerships, creating bespoke outcomes for every child: “Each of us is intended to have a character all our own, to be what no other can exactly be and do what no other can exactly do.” (William Ellery Channing)



Our Unitarian ethos encourages our pupils to be intellectually curious, open-minded and respectful. We build on the power of an all-girls education to develop kind, confident, articulate young women who are ready for life's challenges.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.

This emphasis on bespoke outcomes is at the heart of our five new strategic objectives, which you can find here: [Channing 2035](#).

Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe, supported by Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, has been known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community. Our success was endorsed by [our latest ISI inspection in November 2025](#).

Academic achievement

Academic results are excellent. Virtually all our sixth formers go on to University or other higher education institutions, some after a gap year. However, we believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond that which they might have thought possible.

Community spirit

The Headmistress and members of staff know every girl personally and as an individual. We have a strong family tradition and an enthusiastic and supportive parents' association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge diversity of the extra curricular activities on offer to pupils and it is expected that all staff will contribute to this side of the life of the school.

Exceptional setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious



teaching rooms. An ambitious building programme, completed in 2017, provided us with excellent dining facilities, a Music Department, a new Sixth Form Centre, Sports Hall with fitness suite and a state-of-the-art Performing Arts Centre. We are currently developing a STEM building complete with DT facilities which is due for completion in Summer 2026.

Teaching & Learning

Channing is a collaborative learning community. We provide an excellent and relevant T&L CPD programme that inspires all staff and pupils to achieve their full potential. We support the ongoing development of outstanding teaching and learning which stimulates and challenges all pupils.

Our current whole-school Teaching and Learning focus is to develop a culture of ambitious and inspirational teaching, alongside a shared understanding of every pupil and how best to support them. Central to this is our use of the [Learning Pit](#), which recognises that deep learning involves challenge and productive struggle, and that pupils make the greatest progress when they are supported to persevere through difficulty.

To promote consistently excellent teaching across the school, we have developed the [Principles of Great Teaching at Channing](#) and the accompanying Trusted Techniques. Together, these provide a shared understanding of what high-quality teaching looks like in practice, using a common professional language. They reflect both educational research and our collective expertise, and emphasise teaching that stretches pupils intellectually and supports them to move from challenge to secure understanding.

In recent years we have had a focus on developing *Fearless Learners*. We believe that it is possible to teach pupils to become more confident, proactive, independent learners in such a way that they become more courageous, fearless learners. To this end we have worked with both teachers and pupils to develop a range of resources that support us all

to become more fearless in our learning. These include:

- An Infographic generated from discussions with all teachers ~ [What do Fearless Teachers look like at Channing?](#)
- A student-friendly Infographic based on what our student body thinks [Fearless Learners look like at Channing](#)

'*Spotlight*' is Channing Senior School's Teaching & Learning publication. It supports the professional development of our teaching staff. It is distributed twice monthly and focuses on the development of classroom practice and current educational research. All teaching staff are encouraged to contribute, and it reflects our commitment to being a collaborative, learning community. The most recent Spotlights can be [found on our website](#).

T&L Briefings are held every other Monday. These are an opportunity for teaching staff to come together to discuss educational research and how it might impact on their pedagogy. Recent themes have included: *Protecting Thinking in the Learning Pit*, *Questioning that Deepens Learning*, *AI & Tech: Pedagogy First*, *Integrity, Intelligence, Creativity, and Safety* and *Strong Starts to Lessons Protect the Flow*.

The *TLC* is our *Teaching & Learning Community*. It is open to all teaching staff. We meet about once a month. It leads on a number of initiatives which support the development of T&L across the school. These include a Journal Club, systems for teachers to share learning with each other, peer observation and the curation The Teaching and Learning Knowledge Interactive Toolkit.

The vacancy

We seek to appoint a dedicated and inspiring full-time or part-time (4 days) Teacher of Religion, Philosophy and Ethics from September 2026 to contribute to an already thriving subject. The successful applicant will be a well-qualified, enthusiastic educator with a genuine passion for the discipline and the capacity to teach with clarity, curiosity and high standards. Strong teamwork skills and the ability to build positive,

professional relationships with pupils are essential. Candidates applying for the full-time role should indicate in their application what other subject(s) they can offer, and to what level.

Religion, Philosophy and Ethics at Channing

As part of the school's Unitarian foundation we provide a broad KS3 RPE curriculum. All pupils study Religion and Philosophy at Year 7, following a Religion course exploring the six major world religions in one period per week, and a Philosophy course in the second period. Pupils begin to understand persuasive reasoning, construct basic arguments by considering structure and argument elements and develop flexible thinking/problem-solving. Later in the year, we introduce the fundamentals of Philosophy: questioning and listening skills, analysing stimulus material and developing arguments. This is informed by the examination of famous philosophical theories.

Building on this work in Year 7, all students study Religion, Philosophy, & Ethics in Years 8 and 9 where they develop their religious understanding and explore a range of contemporary philosophical issues such as medical ethics, and human rights and social justice. AQA GCSE Religious Studies is a popular option in Years 10 and 11, covering Christianity and Islam, with students consistently attaining excellent outcomes.

The School delivers the AQA A Level Philosophy course (7172) and students have honed their communication, evaluative and analytical skills over a number of years setting them in good stead to engage with, and be highly successful in, this fascinating area of study. A number of students each year proceed to Philosophy and theology courses at university, including at Oxbridge. The department has recently co-launched PPE Society with the Politics and Economics departments to explore the subject beyond the curriculum and develop links across disciplines.

Job Description & Person Specification

All staff are responsible, in every aspect of their work, for implementing and promoting the school's core values of courtesy, care and consideration for everyone in our community. Equally, we all have a responsibility to make sure that each girl is challenged and extended, so that her education is a fulfilling and a satisfying experience for her.

Subject teachers are responsible for:

- Lesson preparation, assessment, record keeping and the setting of and giving feedback on appropriate homework, in line with departmental policy and schemes of work
- Teaching lessons which engage and inspire all learners and are sensitive to and adapted for the needs of all pupils, in line with Channing's Principles of Great Teaching
- Adopting and supporting appropriate safeguarding and health and safety procedures
- Expecting and maintaining a high standard of work, punctuality, good discipline and order and general courtesy from girls at all times and leading by example
- Alerting the Head of Department, Form Tutor and Head of Year as appropriate if there is cause for concern about a girl's behaviour or academic progress
- Assisting as requested by the Head of Department in the preparation and marking of internal examinations, and in the preparation of students for public examinations, as appropriate
- Contributing to the department's programme of self-evaluation and its drive towards improvement by taking a full part in INSET opportunities of all kinds

- Keeping clear records of girls' attendance in lessons
- Setting appropriate work for classes during absence, where possible
- Completing any reports/grade-sheets/reference requests punctually, both external and internal
- Attending INSET, departmental and staff meetings, parents' consultation meetings and any other similar meetings requested by the Head
- Leading at least one co-curricular activity within or beyond the department
- Taking a full part in the department's programme of trips and visits, organising them and/or accompanying the group if the Head of Department so requires
- Treating school equipment and resources with care and reporting any problems immediately to the Head of Department/support staff/Bursar, as appropriate
- Covering lessons for absent colleagues
- All full time and part-time teaching staff are expected to be a Form Tutor or Co-Tutor, with the commensurate responsibilities for pastoral care, form times and teaching of PSHE
- Undertaking such other duties as the Head may reasonably request

Person Specification – Teacher of RPE

Qualifications:	Degree and teaching qualification in Philosophy and/or Religious Education. An experienced teacher with suitable qualifications who can motivate and inspire children and young people.
Experience:	Must have successful teaching experience in a secondary school. Have a working knowledge of Child Protection and Data Protection issues in the workplace.
Attitude and Approach:	Must possess a sensitivity to the needs of young people. A person committed to the school's Unitarian ethos, vision and strategic objectives. Have personal integrity, honesty, energy, stamina and enthusiasm. Willing to give generously of your time to support school events and activities. A commitment to the Teaching and Learning vision of Fearless Learners.
Knowledge:	Sound understanding of secondary curriculum and Post 16 education. Knowledge of successful strategies to develop an already good RPE department. Demonstrate a commitment to continuing professional development in order to provide up to date leadership.
Relating to and Influencing others:	Ability to establish positive relationships with staff, pupils and parents. Demonstrate flexibility and be able to develop links between the school and community. A person with a calm and professional approach able to sustain working relationships with organisations and individuals.
Organisational Skills:	Plan and organise effectively, leading the department. Demonstrate a high level of organisational skills and the ability to delegate effectively. Effective project management skills including budgeting and strategic planning.
Decision Making:	A decisive problem solver able to see the bigger picture and the impact of decisions.
Communication	An effective and open communicator - with children, adults, colleagues and

Skills:	<p>professionals. A firm commitment to consultation and communication both internally and externally supported by excellent communication skills. Able to promote the school and the RPE Department.</p> <p>Excellent IT skills and proficiency in data analysis. Channing is a Google School and all staff are issued with an iPad and a laptop. Students are issued with their own iPads (Years 7-9) and Chromebooks (Years 10-11). They are free to use these devices or bring their own devices (usually laptops) in the Sixth Form.</p>
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Salary & Benefits

- Competitive salary scale, point dependent on qualifications and experience
- Enrolment into the APTIS pension scheme with a 10% employer contribution and minimum 2% employee contribution
- Laptop and iPad provided
- Free lunch and refreshments throughout the day
- Use of School sports facilities when available
- Annual Flu Vaccination
- Employee Assistance Programme provided by Education Support
- Extensive budget for INSET and CPD, with opportunities for internal progression

Applications

Applications are to be made via **TES.com in the first instance**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If you are unable to submit your application via TES please contact the HR department at recruitment@channing.co.uk.

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: Monday, 23 February 2026

Interviews: Friday, 27 February 2026

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.

In line with our Safer Recruitment Policy, all shortlisted candidates will be subject to online searches including social media and third party Safehire.

Registered Charity No: 312766