



**FUTURE
ACADEMIES**
LIBERTAS PER CULTUM



Lead Teacher of Religious Education Recruitment Pack



WELCOME FROM OUR PRINCIPAL



Dear Applicant,

I am excited to introduce myself as the Associate Principal at The Grange Academy. We are a flourishing, mixed, non-selective secondary school and sixth form, based in Bushey, Hertfordshire, welcoming students from ages 11 to 18.

As part of the **Future Academies** family of schools, we share a commitment to high standards of excellence. With the support of our sponsors, we engage with the best teachers, leading universities, and prominent employers across the country to ensure our students are equipped with the **knowledge, aspiration, and respect** to achieve *libertas per cultum* — “freedom through education.”

We have been on a rapid improvement journey as a school and are now working on becoming the best school in the local area. For us, this looks like a school offering the following:

- An ambitious and accessible curriculum
- High expectations and disruption free learning for all students
- A broad range of enrichment opportunities
- A place where all professionals feel part of something whole, can thrive and develop.

Thank you for your interest in this role. As the Lead Teacher of Religious Education, you have an exciting opportunity as an enthusiastic and dedicated individual to join our team and contribute to the continued success of The Grange Academy. In this role, you will play an essential part in supporting our students' academic development and personal growth.

Future Academies is passionate about diversity and inclusivity. We welcome applications from individuals who have the skills and experience to fulfil the requirements of the job description and whose values align with the ethos of our academy. We encourage applications from candidates of all backgrounds, regardless of any protected characteristic.

If you believe you have the skills, experience, and qualities we are looking for, we strongly encourage you to apply. We look forward to meeting you and learning more about how you can contribute to our vision.

If you would like to discuss the role in more detail, please do not hesitate to contact **Emma Stevens, HR Officer**, at e.stevens@thegrange.futureacademies.org.

Thank you for your interest, and we look forward to receiving your application.

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Aziza Ajak

Associate Principal – The Grange Academy



JOB DESCRIPTION

JOB TITLE:	Lead Teacher of Religious Education
LINE MANAGER:	SLT
HOURS:	Full Time
SALARY:	FMPS3-FUPS3 (£37,141 - £50,471) Starting salary to be confirmed upon appointment, subject to experience.
PLACE OF WORK:	The Grange Academy
RIGHT TO WORK:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance
STAFF BENEFITS:	<p>Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:</p> <ul style="list-style-type: none">• A supportive ethos and concern for the well-being of all colleagues.• Excellent CPD opportunities and career progression.• Employer Contributions to Local Government or Teachers Pension Scheme.• Mintago – employee benefits platform.• Employee Assistance Programme.• Access to a Virtual GP• Eye Care Voucher scheme.• Partnership with YellowNest -Salary sacrifice childcare. <p>For further information regarding our staff benefits, please visit our website.</p>
PROBATION PERIOD:	The post holder will be required to complete a 4-month probation period

THE ROLE

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and subject to any amendments due to government legislation.

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. To monitor and support the overall progress and development of students as a teacher and Tutor. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment and progress. To share and support the school's responsibility to provide and monitor opportunities for spiritual, personal and academic growth.

Engage with opportunities for professional development to continuously develop as a classroom practitioner and subject specialist.

PLANNING

- Plan teaching to achieve progression in students' learning through:
 - Identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught and specifying how these will be taught and assessed.
 - Setting tasks for the whole class, individual and group, including homework, which challenges and motivates.
 - Setting appropriate and demanding expectations for students' learning, motivation and presentation of work.
 - Setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do.
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge students.
- Make effective use of assessment information on students' attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs.
- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study.

TEACHING AND CLASS MANAGEMENT

- Ensure the effective teaching of classes and individuals, so that teaching objectives are met, and best use is made of available teaching time.
- Establish and maintain a purposeful working atmosphere.
- Set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems.
- Establish a safe environment, which supports learning and in which students feel secure and confident.
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
 - Matching the approaches used to the subject matter and students.
 - Clear structure and presentation of content.
 - Effective use of resources and time.
 - Providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework.



- Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required.
- Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress.

ASSESSMENT, RECORDING AND REPORTING

- Mark and monitor students' class work and homework as required by subject and school policies.
- Assess and record student progress as required by subject and The Grange Academy policies, including National Curriculum and other standardised tests, and baseline assessment where relevant.
- Write reports and profiles as required, including the National Record of Achievement.
- Participate in appropriate meetings with colleagues and parents/guardians.

OTHER

- Participate in curriculum, pastoral, administration, and organisation meetings.
- Contribute to the work of curriculum and pastoral teams.
- Take responsibility for own professional development and keep up to date with research and development
- Cover for absent colleagues in accordance with school policy.
- Contribute to examination arrangements.
- Implement school policies consistently and follow the procedures outlined in the Academy's policies.
- Carry out any other reasonable responsibilities compatible with the role and grade of this post.

SAFEGUARDING

As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the trust expects all members of staff and volunteers to share in this commitment. To this end, both an 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check will be required for this role.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

The Job Description will be subject to periodic review to fit in with the needs of the Trust and provide development opportunities. It is not a comprehensive set of tasks, but sets out the main expectations of the Trust in relation to the potholder's responsibilities and duties at this time

To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> • Possess and demonstrate excellent and up to date subject knowledge underpinned by a degree in a related subject. • QTS. • Demonstrates outstanding teaching at Key Stage 3,4, and 5, including having high aspirations for students. 	
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ul style="list-style-type: none"> • Able to develop positive and professional working relationships with pupils, parents and colleagues. • Able to evidence relevant professional development. • Be willing to assist in the development of the department and in the creation of new schemes of work (if required). • Can demonstrate excellent ICT, organisational and administrative skills. • Committed to further developing their own professional development. • Present the highest standards of personal presentation. 	<ul style="list-style-type: none"> • Be an energetic and supportive form tutor.
Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements		
	<ul style="list-style-type: none"> • Able to demonstrate strong leadership traits. 	<ul style="list-style-type: none"> • Be willing to positively contribute to the extra-curricular life of the department and academy, including running extra-curricular sessions and competitions.

WHAT WE OFFER YOU?

1

Colleagues who care about the children they serve and each other.

2

A curriculum that is centrally resourced and locally owned.

3

An evidence-based hybrid CPD offer, striking balance between central input and local tailoring to context.

4

Bespoke leadership development opportunities with the chance to be involved in a year-long programme including executive coaching.

5

A thoughtfully crafted staff benefits offer through our partner, Mintago, including tax-free childcare, cycle to work vouchers, virtual GP access and much more.

6

A two-week October half term with no reduction in holidays elsewhere.

7

Integrated instructional coaching through StepLab, enabling feedback, which is timely, developmental, and low stakes.

8

Access to a generous enrichment fund, outside of the school funding envelope, through a bidding process to our charity sponsor, Future.

9

We lean into the size of our MAT. With ten schools, we are small enough for you to know everybody, and big enough for you to lean on them for support.

10

We treasure staff voice and use SchoolSurveys to get benchmarked data on how our staff feel and what they think. 83% of staff feel their line manager make them do their job better, against a contextual benchmark of 69%.

APPLICATION PROCESS

1. Applying for the role

To apply for the post, please visit our website.

[Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)

Applicants should complete the online application form via FaceEd. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.

Applications must be received no later than **Monday, 28 April 2025** Applications after this date will not be considered.

2. Interview Process

The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

3. Notification & Feedback

Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.

Unsuccessful candidates will be given the opportunity to receive professional feedback.

4. Taking up the post

The successful candidate will take up the post as soon as possible.

5. Additional information

For further information please email:

e.stevens@thegrange.futureacademies.org

and a member of the HR team will contact you.

6. Safeguarding

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