



The Earls High School

Teacher of Religious Education
Candidate Pack



**STOUR VALE
ACADEMY
TRUST**

Welcome



Dear applicant

The parents of Halesowen have been sending their children to The Earls High School for well over three hundred and sixty years.

We started as a small grammar school and the proud traditions of high standards in behaviour and high expectations of academic progress have stayed with us in the school's present form as a thriving, innovative comprehensive school.

At The Earls High School, we believe that people really do matter the most; our school is made a very special place by the students and staff who come here together to learn.

If you share our values and our commitment to developing students who have the skills and attributes to thrive in their next steps, we look forward to your application.

A handwritten signature in blue ink that reads "Jamie Fox". The signature is written in a cursive style with a large, sweeping initial 'J'.

Mr Jamie Fox
Headteacher

Contents

Join our team.

Application Information.

Job Description.

Person Specification.

About the School.

Safeguarding Statement.

Stour Vale Academy Trust.

Join our team

In common with all schools, the main reason to join our organisation is to make a difference to the lives of young people. Having said that, choosing the right school for the next stage in your career is a critical choice.

So why choose The Earls High School?

1. **We are fortunate to have fantastic students who are keen to learn and ambitious in their plans for the future.** They have great relationships with the staff in school and in January 2020 OFSTED rated behaviour at the school as good.
2. **Staff wellbeing is at the forefront of our thinking.** We are serious about ensuring that there is a healthy work-life balance for staff. We have recently achieved The Carnegie Mental Health Award for Schools this year in recognition of our work in this area. Examples of how we support wellbeing are:
 - Appraisal is rooted in research and development rather than performance targets and graded lessons.
 - Staff are trusted to do their work with autonomy and without intrusive, high stakes Quality Assurance. There is no requirement for staff to submit lesson plans.
 - There are minimal written reports and data capture is limited to three times per year.
 - Marking and feedback policies are developed at a faculty and minimising workload is a critical element of our approach in this area.
 - Directed time is well within the 1265 hours.
 - Flexibility is supported, many staff are part-time at school.
 - We have a generous approach to supporting family life, with requests for leave supported without question.
 - School counsellors and Mental Health First Aiders are available for everyone.
 - Staff are discouraged from sending emails outside of normal working hours.
 - Our administrative support is excellent.
 - There is a comprehensive induction package for new staff joining us.
 - All teaching staff are provided with a laptop.
3. We have a clear vision for learning at the school and have a well-developed training plan so that all teachers are able to research, learn and develop their practice.
4. The school is popular in the local community and is oversubscribed. This, along with effective management of resources, means that the school is very stable financially.
5. We have a friendly, welcoming atmosphere and we are very proud of our school. Our staff turnover is low, and we provide many opportunities for progression and career advancement in the school and across our Multi-Academy Trust.

Applicant information

We are seeking to appoint an enthusiastic and committed full-time Teacher of RE to start next academic year. Part-time applications will be considered.

The large and successful Humanities faculty consists of Religious Studies, Geography and History. The faculty has 10 full time members of staff and 1 part time staff. The high quality of teaching in the Humanities faculty is a strength and significant numbers of students opt to do Humanities at Key Stage 4.

The Faculty requires an enthusiastic, committed teacher of RE who is able to teach Religious Studies to GCSE level and have the flexibility to teach any one of the these Humanities subjects at Key Stage 3.

The Earls High School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

Application closing date	9am 12 th June 2024 We reserve the right to close early if sufficient applications are received.
Interview date	To be advised
How to apply	Please complete an application form and return to hr@earls.dudley.sch.uk by the closing date.

Job description

JOB TITLE:	Subject Teacher
Main Purpose of the role	Subject teachers carry out the role in Teaching and Learning which is at the core of the school's purpose. They are therefore in a real and practical sense the most important members of staff. This is a role that all teaching members of staff fulfil.
Reporting to	Subject teachers are responsible to the Headteacher, through the Deputy Headteacher and their Head of Faculty for:
MAIN ACTIVITIES	
<ol style="list-style-type: none"> 1. All aspects of the teaching of their subject(s) to the classes for which they are timetabled. 2. The maintenance of standards within their classes. 3. The setting and completion of work appropriate to their subjects and classes, including homework. Homework should be set in line with school policy. 4. The regular, prompt marking of students' work in accordance with department and whole school assessment policies. 5. Operating the policies and procedures of the department and the school. 6. Making careful use of resources, equipment and the learning environment and checking the quality and condition of these items. 7. Class management, including the issues of discipline and order within their lessons. 8. The neat, attractive and regular display of students' work in classrooms, subject areas and around the school. 9. The full and effective use of curriculum time. Lessons should neither start late nor finish early. 10. The standards of presentation of students' work. 11. The maintenance of an up-to-date marking record, details of which should be regularly available to the Head of Faculty, is essential as is some format for the recording of lesson plans and activities in accordance with department and school policy. 12. The prompt completion of reports and contributions to students' Records of Achievement. 13. Attendance at parents' evenings as required by the classes taught and in accordance with the Directed Time Budget. 14. Working with the Head of Faculty and Learning Leaders and other staff as necessary to develop appropriate Schemes of Work and relevant teaching materials. 15. Making recommendations to the Head of Faculty and Learning Leaders about development ideas, equipment and resource purchase etc. 16. Teach and plan for PSHE as required. 17. Take responsibility for a Form as required. 18. Various other responsibilities directly connected with classroom teaching as required from time to time by the Headteacher. <p>As subject teachers we are responsible individually and collectively for all that occurs in the school as well as the whole education of the students. In this sense we are always 'on duty' while we are in</p>	

school with the students and we should not allow anything to go wrong if it is within our power to correct it, whether it is litter, bullying, misbehaviour or lack of work.

All adults within school are responsible for safeguarding the young people within our care and all concerns have to be passed on to the Designated Safeguarding Lead or the Deputy Safeguarding Leads. All adults must ensure they are working within the Keeping Children Safe in Education guidelines

Person Specification

	Ascertained by
An enthusiasm for education and a commitment to children.	Letter, reference, teaching
Good subject knowledge and a growing knowledge of effective subject pedagogy.	Letter, reference, teaching, interview
A wide range of interpersonal skills.	Interview, reference
Good communication skills.	Letter, reference, teaching, interview
Team working skills.	Letter, reference, interview
A proactive and forward-looking personality.	Letter, reference, teaching
Flexibility.	Reference, interview
Potential for further development.	Reference, interview
A secure understanding of how to work safely with young people.	Letter, reference, interview
Preferred Background	
Well qualified with up-to-date training.	Letter, reference
A successful record of classroom teaching (in service or training).	Letter, reference

The Earls is a 'good' school that sets high and demanding standards in all that it does. A recent visitor described it as 'vibrant'. It is an exciting and rewarding school to work in and the calibre of staff is very high. We put a great deal of time and resources into staff development believing that the quality of our staff drives the quality of our learning provision. We have a comprehensive induction programme for new staff. This post is, therefore, suitable for newly qualified teachers, as well as for more established colleagues and will be excellent preparation for further career development.

About the school

About the School

As a school we are extremely proud of our badge, you will see it everywhere around the school. We are proud because it sums everything that we believe in. The motto on the badge says 'Ut Fili Lucis Fiatis' and it means 'to become children of the light', and that is the reason we exist as a school. We believe that every young person who walks through our doors has enormous potential. Our staff work hard to help students to reach their best and become enlightened, or as our motto says, become children of the light.

Everyone at The Earls High School supports students to make as much academic progress as possible so that they are equipped for the next stage of their education or career. We believe that it is our duty to help them develop character too, so that they can communicate effectively, have the resilience to carry on when things get difficult, work effectively as member of a team and develop their leadership skills. We want students who leave us to be kind, compassionate and caring individuals; people who will support and help their neighbours and make a significant positive contribution to Halesowen or whatever community they choose to live in.

If we develop these three qualities in the young people who choose to come to our school, we can feel content that we have done our job well.

How do we achieve this at The Earls High School?

In everything we do we are guided by our core values of Excellence, Care and Partnership. This can be seen in:

- **Great teaching.** We have a stable, dedicated and experienced group of excellent teachers who work hard to improve the learning of the students. We have a clear understanding of how children acquire knowledge and skills and the professional development of our staff is a crucial part of our success.
- **A rich and diverse curriculum.** We teach a full range of subjects from Year 7 to 9 and students then choose the subjects that they will specialise during Year 10 and 11. We give student the widest range of choices so that they can focus their learning on subjects that they enjoy and are good at.
- We have **high expectations** of our students. We will give lots of support, but we expect the students to make good decisions and to work to the best of their ability in every aspect of their learning. Even if dance or science or geography is not their favourite subject – we still expect students to try their hardest.
- **Extra-curricular** activities are an important part of life at our school. Every September we hold our Freshers' Fair for the new Year 7 students where they can sign up for orchestra, choirs, samba band, sports teams, dance companies, drama club, science club, history and chess club to name but a few. There is also a myriad of leadership opportunities: The Duke of Edinburgh Award, joining our Junior Leadership Team, becoming Head Boy or Girl, the Bushcraft experience, not to mention the opportunities they have to represent their house.

- **The Earls Gold Award** is our way of developing students as confident, accomplished individuals. It gives them a framework to demonstrate that they have a positive attitude to their learning but also recognises their contribution to their community, their commitment to developing their own health and well-being and their engagement in cultural activities. You see students wearing their 'Gold' flashes with pride; it shows us that they are students who are becoming well-rounded individuals.
- We put a huge emphasis on the **care** of our students to ensure that they are safe and happy at school. We have a large pastoral team and great form tutors who will support students so that they can learn effectively at school. Like any school, there are rare incidents of bullying, but we deal with these quickly and effectively.
- **Partnership** is also vital in so many ways, especially the partnership between the school and parents. Research has shown that a parent's efforts towards their child's educational achievement are crucial – often playing a more significant role than that of school or the child. When we have high quality staff at school, supportive parents and motivated students the results can be absolutely stunning.

Does our approach work?

Our exam results suggest it does. The attainment of our students is well above average and they also make good progress here.

But more than this, if you spend time in school you will see happy, safe, confident students who attend well. We know that our students will thrive when they leave us because they are so well prepared for their next steps. We also know that students make friendships and build relationships here that will last a lifetime.

Please don't take our word for it though, as a prospective member of staff, you are warmly invited to visit The Earls High School to see for yourself. We look forward to meeting you.

Safeguarding statement

The Earls High School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment. We strive to ensure that consistent and effective safeguarding procedures are in place to support families, students and staff at school.

The Designated Safeguarding Lead (DSL) is Mr Paul Ramage, Senior Deputy Headteacher. Other staff trained in child protection are listed below.

The Earls High School has policies and procedures in place to deal effectively with child protection and safeguarding issues, which include tackling radicalisation and extremism, together with recording and monitoring processes.

To promote a safe environment for students, The Earls High School employs a strict selection and recruitment policy which includes all statutory checks on staff and regular volunteers including Enhanced DBS (disclosure and barring service) checks.

All staff are trained to a level appropriate to their safeguarding responsibilities ranging from basic awareness for all, to Level 2 for key staff. Other safeguarding training is attended by relevant staff and governors. The training is monitored and comprehensive records kept by the DSL.

All concerns are passed through members of staff who are trained as 'Designated Child Protection Officers' in school in compliance with the HM 'sharing of information' guidance March 2015. Staff are required to report any causes of concern to the school safeguarding team. Referrals are logged and monitored to make sure that they are followed up appropriately.

Student attendance is monitored closely and concerns shared as appropriate with parents/carers, West Midlands Prevention Service, Social Care and the school Safeguarding team. The Earls High School works effectively with other agencies and parents/carers when necessary to safeguard young people.

If you have any serious concerns about your child, another student or a member of staff at Earls High School please do not hesitate to contact the Designated Safeguarding Lead (DSL) who will be able to provide you with the best advice and help using the appropriate degree of confidentiality.

Earls High School Designated Safeguarding Lead:

Mr Paul Ramage, Senior Deputy Headteacher

Other staff trained in Child Protection:

Deputy DSL: Mr Joe Toulson

Year Team:

Lower School: Ms Julie Bryant

Middle School: Ms Fiona Aston

Upper School: Ms Emma Tatton

Stour Vale Academy Trust

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently nine member schools, four primary, one junior and four secondary, with a further primary school and an infant school due to join in 2024

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

SVAT.ORG.UK

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will **create the difference together**.