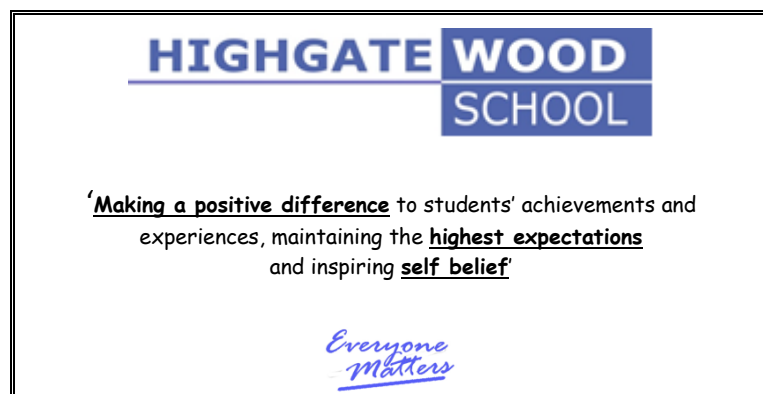


**Person Specification**  
**Head of Religion, Ethics and Philosophy**  
**TLR1A (£8291 pa)**



The successful candidate will share a commitment to:

- our core values as defined in our mission statement & motto (above) and our student ethos underpinned by Courtesy, Consideration, Contribution and Co-operation;
- a belief that every student can achieve irrespective of starting point or circumstance.

You will commit to our staff culture (as defined below) and will play your role in promoting and contributing to this culture amongst all staff at HWS.

## HWS Culture – Non-Negotiables

### SHOW UP!

- ✓ **S**tudents come first
- ✓ **H**ard work – we do whatever is necessary to provide the best experience for our students
- ✓ **O**ur own children. We make HWS a school that we would be proud to send our own children to. We work to this end every single day.
- ✓ **W**e and not I. We are a team. We do what we say we do – we stick to school strategy, behaviours and processes.
- ✓ **U**naframed of failure. We are not afraid to fail, nor to learn from failure. When things go wrong, we do not blame – we support each other and we look after each other
- ✓ **P**rofessional trust and accountability. We trust each other implicitly professionally because we hold ourselves and each other to account openly and honestly for doing all of the above

Candidates will be required to demonstrate how they meet the criteria in the person specification through their application, tasks and/or formal interview.

| Specification  | Assessed through application | Assessed through tasks | Assessed through formal interview | Evident in reference |
|--|------------------------------|------------------------|-----------------------------------|----------------------|
| <b>1 Qualifications</b>  |                              |                        |                                   |                      |
| 1 First degree in a relevant subject area.   | ✓                            |                        |                                   |                      |
| 2 Recognised teaching qualification and QTS.   | ✓                            |                        |                                   |                      |
| 3 Evidence of continuing professional development in areas related to the teaching of Religion, Ethics and Philosophy and/or leadership. | ✓                            |                        | ✓                                 | ✓                    |
| <b>2 Experience</b>  |                              |                        |                                   |                      |
| 1 Evidence of teaching and leadership in urban, multi-ethnic communities   | ✓                            |                        | ✓                                 | ✓                    |
| 2 Evidence of teaching across the 11-19 age range.   | ✓                            | ✓                      | ✓                                 | ✓                    |
| 3 Evidence of improving achievement of students across the attainment range.   |                              | ✓                      |                                   | ✓                    |
| 4 Evidence of writing schemes of work at Key Stage 3, 4 and Post 16.   | ✓                            |                        | ✓                                 |                      |
| <b>3 Knowledge &amp; Understanding</b>   |                              |                        |                                   |                      |
| 1 Ability to teach Key Stage 3 and 4 Religion, Ethics and Philosophy and A level Philosophy.   | ✓                            | ✓                      | ✓                                 | ✓                    |
| 2 Understanding of developments affecting the teaching of Religion, Ethics and Philosophy.   | ✓                            | ✓                      | ✓                                 |                      |
| 3 Ability to interpret data and set targets for teaching groups, year groups and examination classes.                                    |                              | ✓                      | ✓                                 |                      |
| 4 Understanding of children from a wide range of backgrounds with varying and complex needs.   |                              | ✓                      | ✓                                 |                      |
| 5 Understanding the use of ICT as a Learning and Teaching tool.  | ✓                            | ✓                      | ✓                                 |                      |
| 6 Understanding the use of ICT as a Leadership and Management tool.  | ✓                            | ✓                      | ✓                                 |                      |
| 7 Knowledge, understanding and promotion of safeguarding practices.  | ✓                            | ✓                      | ✓                                 | ✓                    |
| <b>4 Skills &amp; Competencies</b>   |                              |                        |                                   |                      |
| 1 Excellent interpersonal skills – ability to relate well to staff and to motivate team members.   |                              | ✓                      | ✓                                 | ✓                    |
| 2 Effective organisation and time management skills.   | ✓                            | ✓                      | ✓                                 | ✓                    |
| 3 Capacity to relate well and to motivate young people.  |                              | ✓                      | ✓                                 | ✓                    |
| 4 Ability to prioritise, problem solve and take decisions.   | ✓                            | ✓                      | ✓                                 | ✓                    |
| 5 An excellent classroom practitioner.   | ✓                            | ✓                      |                                   | ✓                    |
| 6 Excellent oral and written communication skills  | ✓                            | ✓                      | ✓                                 |                      |