



# Toynbee School

**Bodycoats Road  
Chandlers Ford  
Eastleigh  
Hampshire  
S053 2PL**

**Appointment  
of  
Teacher of Religious Studies**

**Contact Details:**

**Tel:** 023 80269026  
**Email:** [recruitment@toynbee.hants.sch.uk](mailto:recruitment@toynbee.hants.sch.uk)  
**Website:** [www.toynbee.hants.sch.uk](http://www.toynbee.hants.sch.uk)

## **Application Details**

I have enclosed with this pack the following details:

- Religious Studies Department Profile
- Letter from the Headteacher
- Person Specification
- Job Description

An application form (teaching staff) is available to download from Toynbee School website.  
[www.toynbee.hants.sch.uk/recruitment](http://www.toynbee.hants.sch.uk/recruitment)

## **Employment Checks**

Employment checks will be undertaken to establish positive outcomes in the following areas dependant upon role:

1. Personal Identity
2. Right to Work in the UK
3. Police check/Enhanced Level Disclosure and Barring Service Check (previously CRB disclosure)
4. Employment History
5. Qualifications
6. Health
7. References

## **Equal Opportunities Statement**

In our school we are committed to securing genuine equality of opportunity, whether required by law or not, in all aspects of our activities as an employer and service provider.

This commitment is based on our belief in the broad principles of social justice and our aim is to provide services and employment on a fair and equitable basis.

Our staff are encouraged to demonstrate their commitment to equality by taking active steps to: eliminate discrimination, promote equality of opportunity and promote good race relations.

## TOYNBEE RELIGIOUS STUDIES DEPARTMENT

### Teacher of Religious Studies

The aim of the RS Department is for our pupils to reflect on a range of individual, school, local, national and world issues in order to develop a vision for their future and the future of others. It is our hope that our pupils recognise the importance of their own creativity in improving the quality of life not only for themselves but also for future generations. Additionally, RS allows the development of rigorous, critical and analytical thinking and argumentation in the evaluation of particular concepts and ways of experiencing the world. Therefore, we aim to foster pupils' ability to reason, to avoid making assumptions or taking information at face value. Overall, we wish that students at Toynbee enjoy the subject, with excellent teaching and create enthusiastic, curious, and independent learners.

RS at Toynbee is a popular and successful subject; and the department are enthusiastic, hardworking, and forward thinking.

#### **Key Stage 3**

At Key stage 3, pupils have 2 x 1-hour periods of RS lessons across a two week timetable and are taught in mixed ability groups. Pupils begin their studies with a unit of learning on the beliefs of Christianity. Other units taught at KS3 include 'Inspirational People of Faith' which focuses on major historical figures such as Martin Luther King/Muhammad Ali/Malala and 'Religion and Conflict' where we study the causes, both religious and otherwise, of historical and contemporary conflicts including 9/11, Israel/Palestine and The Troubles. Pupils end KS3 with a broad understanding of RS with a wide range of skills.

#### **Key Stage 4**

RS GCSE is a popular option, and results are consistently strong. Pupils have 5 x 1 hour periods of RS lessons across a two week timetable, and are taught in mixed ability classes. Pupils who choose RS as a Full Course GCSE option in KS4 follow the Eduqas GCSE Religious Studies (9–1) Christianity, Islam and themes (Route A) specification. The religions studied are Christianity and Islam alongside secular traditions such as Humanism. The teaching of the GCSE aims to give an in-depth awareness of the beliefs and practices of these traditions alongside an analytical and evaluative exploration of four themes chosen for their importance to pupils lives and general awareness of the societies and communities we are a part of. Pupils who do not choose RS as a Full Course GCSE Option in KS4 will follow the Eduqas GCSE Religious Studies (9–1) Christianity, Islam and themes (Route A) Short Course specification. The RS department use consistent schemes of work and assessment strategies.

#### **RS Department Exam Results 2022**

9-7: 42%

9-5: 77%

9-4: 87 %

Progress 1 Score: +0.13

## Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering applying to be a Religious Studies Teacher at Toynbee School. We are proud to be a holistic and inclusive school that promotes the highest expectations of our pupils. It is an exciting time in our development as a school and we are determined to further improve on our journey to become "outstanding". We are proud of our successful OFSTED inspections in 2015 and 2019, however, we are never complacent and know that there is always more we can do to improve Toynbee for pupils, staff and the wider community. Our pupils know that they are at the centre of all we do and as a result they play a significant role in shaping the school's improvement.

Toynbee is a friendly school with a strong reputation in the local neighbourhood for excellent results and delivering on its 'Personal Best ethos'. Our parents have described the school as "a gem in Chandler's Ford", and our pupils' aspirations and dreams for their future are the central focus of our work here. We believe that only through full participation in school life can our pupils become the most incredible person they can be. We want them to thrive and develop their potential through every opportunity offered to them, both within and beyond the classroom. Our pupils can enjoy exceptional teaching, with friendly and respectful support alongside some of the best extra-curricular provision the County has to offer.

Our academic curriculum is traditional and there is plenty of choice for all pupils' talents to be recognised. We pride ourselves on finding flexibility for individuals' needs and whilst this is provided for across the schools' academic and extra-curricular activities, it is especially evident in our Visually Impaired Resource Centre that supports VI pupils across Hampshire and beyond.

When pupils join Toynbee they are put into one of four houses and it is through our House System that pupils are given the chance to earn rewards, achievement points and enter inter-house competitions, which both reinforce and celebrate the gifts and talents of our pupils.

Alongside the impressive exam results our pupils achieve; we want them to grasp every opportunity to learn a new skill or participate in an event which stretches and enriches them. We believe that opportunities taken open doors and develop the whole person. None of this could be achieved without our excellent Guidance Support Team who enable our pupils to flourish and grow in confidence and ability during their time with us.

If you are ready for the next challenge in your career, and would like to be part of this dynamic, exciting journey, we look forward to receiving your application.

Yours sincerely,

Matthew Longden  
Headteacher

## Person Specification: Teacher

Criteria	Essential (E) or Desirable (D)
<p><b>Professional Values and Practices</b></p> <ul style="list-style-type: none"> <li>• High expectations of all students</li> <li>• Ability to contribute to the corporate life of the school</li> <li>• Commitment to their own professional development</li> <li>• Commitment to equal opportunities</li> </ul>	<p style="text-align: center;">E E E E</p>
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Good Honours Degree (subject area)</li> <li>• Qualified Teacher Status</li> </ul>	<p style="text-align: center;">E E</p>
<p><b>Teaching and Classroom Management</b></p> <ul style="list-style-type: none"> <li>• Ability to inspire and motivate learners</li> <li>• Ability to plan lessons on the basis of learning objectives and information about prior learning</li> <li>• Ability to select and prepare appropriate resources</li> <li>• Understanding of and compliance with safe practices</li> <li>• Understanding of and compliance with the requirements of the National Curriculum programmes of Study and related schemes of work</li> <li>• Understanding of the importance of literacy, numeracy and Citizenship within their subject area</li> <li>• Ability to use new technologies to support and accelerate learning</li> </ul>	<p style="text-align: center;">E E  E E D  D  D</p>
<p><b>Monitoring and Assessment</b></p> <ul style="list-style-type: none"> <li>• Ability to assess students' learning and to use this assessment to plan future teaching and raise student achievement</li> <li>• Understanding of the importance of Assessment for Learning</li> <li>• Understanding of the use of success criteria and grade/level descriptors when making assessments</li> </ul>	<p style="text-align: center;">E  E E</p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Have written and oral skills of a high order</li> <li>• Be able to build professional relationships and work sensitively with a wide variety of people</li> <li>• Demonstrate good presentational skills</li> </ul>	<p style="text-align: center;">E E  E</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Verbal and written communication skills suitable for working with parents, colleagues and students</li> <li>• Experience of working with young people outside the classroom</li> <li>• Have a love of teaching and learning and sensitivity to young people</li> <li>• Have integrity, optimism, flexibility, resilience</li> <li>• Have stamina to cope with the demands of the post</li> <li>• Be able to adapt to changing circumstances and new ideas</li> <li>• Show commitment and reliability</li> </ul>	<p style="text-align: center;">E E  D E E E E E</p>

## Toynbee School Job Description

<b>Post</b>	Teacher	<b>Current Post Holder</b>	
<b>Allowance/ Scale</b>	MPS/UPS	<b>Date Reviewed</b>	
		<b>Signed</b>	

### Accountability:

The teacher will be:

1. responsible to the Headteacher
2. responsible to the Head of Department for all classroom activities
3. responsible to the Progress Director and Guidance Manager when fulfilling the role of tutor
4. professionally related to colleagues within the school on a number of levels.

### Job Purpose:

To teach effectively in an identified departmental area fulfilling all the professional responsibilities of a teacher.

### Duties and Responsibilities:

1. Careful planning and preparation of lessons and a willingness to contribute to departmental discussions on the curriculum.
2. The assessment of pupils in accordance with departmental policy and the recording of assessment and the provision of reports as required.
3. Consultation and communication with parents and a contribution to all meetings arranged for this purpose.
4. Taking part in arrangements for further training in professional development as a teacher.
5. Maintaining a good order and discipline amongst pupils whilst maintaining the highest standards of care and courtesy.
6. A reasonable contribution to the general duties of the school and cover of absent colleagues in accordance with generally accepted policies.

7. Careful observations of all the rules pertaining to Health and Safety in the Department and sensible care of all stock and equipment.
8. Participation in departmental and pastoral meetings as required.
9. Care of the teaching area with a contribution to display areas to provide a stimulating and attractive learning environment.
10. To be a tutor and contribute fully to the pastoral organisation of the school.
11. Any other duties deemed suitable by the Headteacher in line with the expectations of a main scale teacher.