



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Teacher of Philosophy, Religion & Ethics (PRE)



Crown Hills Community College

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office@crownhills.leicester.sch.uk

crownhills.com





Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college.

Over the last six years we have been on a journey to try and make this school not only one of the best schools for children to attend but also one of the best schools to work in as a member of staff. That is extremely rare and we urge you to come and see us in action, speak to the staff and speak to the students. Every decision that we take is done with a lot of thought and consideration and we put well-being at the centre, so that teachers can teach and students can learn.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC

<https://www.buzzsprout.com/273805/9656144>

There is always a tension between well-being and accountability but I do believe that we are getting closer to finding the sweet spot between the two. Although it is not the end of our journey, we have been recognised for the work we do in this area; we have won the TES well-being school of the year and we won the silver award for the prestigious Pearsons Award for secondary school of the year 2023.

These are indeed exciting times to join us and make a difference to the lives of others.

We have a very different approach and we are trying to create a very different culture at CHCC, a culture whereby those in leadership do not hold authority and deserve to be followed; leaders at CHCC have to earn the right to lead and we welcome and appreciate challenge if we do not live up to the standards that are expected of us.

The THIRST values permeate all that we do and are a framework that staff can hold leaders to account for the way that they lead. We have high expectations but we will provide the support, training and resources for you to deliver the best possible education for our students.

We are very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

We have removed lesson observations from the appraisal process and linked it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn, without fear.

As a result, we have improved our headline figures year on year and initial analysis places us in the top 12% of schools nationally for progress, although we know that we can still do better.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

Curriculum is obviously now at the forefront of what we do and is the progression model. We have spent a significant amount of time ensuring that the curriculum is sequenced appropriately so that students are knowing, remembering and therefore able to do more.

We are a knowledge-first school, where teachers are considered to be the subject specialists and impart their knowledge to students, we are not a school that focuses on discovery. Please read a little more about this approach on our website.

Philosophy, Religion and Ethics (PRE) is part of the Humanities faculty which consists of 9 members of staff. Students experience discrete PRE lessons at key stage 3, with two lessons a week in Year 7. The PRE curriculum is sequenced into learning episodes and unit overviews, with each unit overview identifying key threshold concepts. PRE is a popular G.C.S.E choice at key stage 4 with numbers increasing and we are looking for a specialist who is able to deliver across both key stages. Alongside this, the PRE specialist will be able to teach other humanities subjects.

I would also urge you to read our well-being charter that provides you with an understanding of things that we do to just make your job that little bit easier, not tokenistic but just genuine little things that help.

As part of our recruitment process, it is important that you attend our information evening at 5pm on Thursday 29th January. In order to be shortlisted you must attend either in person or online. Please email Rachael in order to confirm your attendance rbarnett@crownhills.leicester.sch.uk

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our eteach portal, <https://www.eteach.com/jobs/crown-hills-community-college-jobs-9453/?oo=ag> please include e-mail addresses of all referees, together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post by 9am on Friday 6th February 2026. Please include your cover letter in the supporting statement section.

Interviews likely to be W/C 9th February.

I look forward to meeting you and receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'F Adam', with a long horizontal flourish underneath.

Mr F Adam
(Principal)

Commitment to safeguarding

Crown Hills Community College is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including an online search, an enhanced DBS check and satisfactory references. Online searches will only take place on shortlisted candidates and will be carried out only to identify any matters that might relate directly to the employer's legal duty to meet the safeguarding duties set out in Keeping Children Safe In Education. Shortlisted candidates will be notified of the form the search will take and any information gathered through an online search that gives rise to legitimate areas of concern will be raised with the candidate directly in the interview.

*All appointments will be subject to references and pre-employment checks.

JOB DESCRIPTION

Job Title: Teacher of Philosophy, Religion & Ethics	11-16	Maintained
College: Crown Hills Community College	Grade:	MPS/UPS
Reports to: Principal via Head of Faculty	Salary:	£31,650 - £49,084
Term: Permenant		
Additional: Full time		

GENERAL:

The following are key areas of a teacher's role but all responsibilities are outlined in the Pay and Conditions of Service Document:

ROLE:

- To teach in the Faculty
- To support the mission statement and values of Crown Hills Community College
- To work as a full member of the Faculty and Pastoral Teams
- To exercise leadership and role model good practice for students
- To cover for absent colleagues when required in line with the Rarely Cover Policy
- To carry out any other reasonable task as requested by the Principal.
- To align with and work within the staff values of THIRST (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Well-being Charter

KNOWLEDGE AND UNDERSTANDING:

- Has good subject knowledge and ability to apply knowledge-first/knowledge-rich and responsive teaching strategies appropriately, especially in main subject specialism
- Actively keeps up-to-date with subject knowledge
- Takes account of relevant curriculum developments
- Actively participates in the college's professional development of teachers

TEACHING – PLANNING:

- For knowledge to be delivered first – effectively and efficiently
- To plan responsively to the needs of the class
- For all students to progress through the curriculum
- For all students to grasp threshold concepts
- Use Curriculum Map and Unit Overviews when planning for progression
- Contribute to curriculum planning
- Take account of different starting points and EHCPs where appropriate
- In collaboration with appropriate colleagues
- For literacy and numeracy
- Plans homework regularly and in accordance with policy
- For the active use of TAs (where available)

TEACHING – CLASSROOM MANAGEMENT:

- Ensure the health and safety of students
- Implement subject and college policies and procedures
- Develop good relationships with all classes, ensuring an effective learning environment
- Ensure an effective lesson structure, good organisation and time management to motivate students to progress well

TEACHING – ASSESSMENT – PROGRESS:

- Have a clear understanding of the purposes and principles of responsive teaching and summative assessment
- Teach responsively to ensure effective feedback and progress through the curriculum
- Use questioning to develop a deep understanding
- Mark classwork for commitment in accordance with Policy
- Use subject-approved mark schemes
- Ensure students make the required progress
- Use assessment to inform planning and lesson delivery
- Ensure work is standardised, and participate in standardising the work of others to support validity and reliability
- Hold informative and constructive conversations with parents / carers or other staff regarding the progress of individual students in relation to what they know, and can do across the curriculum
- Provide data to parents/carers in line with College Policy
- At Key Stage 4 (KS4) provide valid and reliable predictions for the purpose of reporting to students, parents / carers and other key stakeholders

WIDER PROFESSIONAL EFFECTIVENESS – PERSONAL DEVELOPMENT:

- Identify and pursue opportunities for professional development to improve curriculum knowledge, teaching, learning and assessment in classes
- Evaluate the impact of all CPD on curriculum knowledge, teaching, learning and assessment and report to Head of Faculty and SLT
- Share CPD with others in the team and college as appropriate
- Observe others and be observed as part of whole school CPD and sharing of practice

WIDER PROFESSIONAL DEVELOPMENT – SCHOOL DEVELOPMENT:

- Implement all college policies and procedures
- Uphold the Teaching Standards within the college

PROFESSIONAL CHARACTERISTICS:

- Be committed to enabling students to learn and achieve in all subjects and aspects
- Be an effective role model for students
- Always meet deadlines and communicate any foreseeable issues in a timely manner
- Inspire trust and confidence in students and staff
- Be committed to working as part of a team and sharing good and best practice
- Be committed to improving own performance
- Have high expectations of all students
- Try to resolve problems
- Work to improve resources for themselves and others
- Be committed to safeguarding and promoting the welfare of children and young people.
- Align and uphold the THIRST values (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Wellbeing Charter.

ADDITIONAL REQUIREMENTS FOR TEACHERS ON U1, U2 AND U3:

Substantial and sustained:

- Good to excellent subject knowledge base
- High standards of literacy
- Very effective teaching
- Student progress through the curriculum

Also:

- Mentor and coach other teachers in aspects of CPD
- Observe others (and be observed by other teachers) to share good practice and teaching techniques to impact on other classrooms
- Take a leading role in any teaching and learning development group
- Be involved in the oversight of ITT and ECT students with the Head of Faculty, in terms of monitoring progress and improving techniques

PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task

QUALIFICATIONS & TRAINING

1	Qualified Teacher Status	E	✓	
2	Willing to participate in future professional development especially in priority T&L areas: knowledge-first/knowledge-rich and responsive teaching	E		✓
3	Good honours degree or diploma in relevant subject	E	✓	

EXPERIENCE & SKILLS

4	Teaching of subject relating to role	E	✓	
5	Experience of teaching in a comprehensive school	E	✓	
6	Potential to become an excellent classroom teacher based on the principles of knowledge-first/knowledge-rich and responsive teaching	E		✓
7	Able to communicate well in spoken and written form	E	✓	✓

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
8	Able to organise work and meet deadlines	E	✓	
9	Able to set and achieve targets (own and for students)	E	✓	
10	Able to accept responsibility and be held to account	E	✓	
11	Ability to work collaboratively as part of a team e.g. contributing to the planning of the unit overviews	E	✓	
12	Practical and willing to learn/try new things to improve performance	E	✓	
13	Good ICT skills, including word processing and familiarity with methods of on-line learning	E		✓
14	Ability to offer a second subject	D	✓	

MOTIVATION

15	Self-starter; enthusiastic, energetic and flexible	E		✓
16	Committed to high aspirations for all students and to the principles of comprehensive education	E		✓

ATTITUDE AND TEMPERAMENT

17	Decisive	E		✓
18	Co-operative	E		✓

19	Team worker	E		✓
20	Committed	E		✓
21	Sense of humour	E		✓
22	Ability to relate well to young people	E		✓
23	Reliable e.g. deadlines, time-keeping	E		✓
24	Patient and calm – not easily ruffled	E		✓

APPEARANCE

25	Professional appearance – dress and conduct	E		✓
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OUTSIDE ACTIVITIES

26	Ability to contribute to extra-curricular activities e.g. trips	D	✓	
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GENERAL CIRCUMSTANCES

27	Understands the needs of students in a multi-cultural, inner-city school	E	✓	
28	An awareness of recent education initiatives e.g. developments in curriculum thinking	D	✓	

EQUAL OPPORTUNITIES

28	Must be able to recognise discrimination in its many forms and willing to put the Council's Equality Policies into practice fully	E	✓	
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