



Lead Teacher of Religious Education

Application Pack

Dear Colleague,

Thank you for your interest in the post of **Lead Teacher of Religious Education** at Vantage CE Academy Trust based at **Flixton Girls School**.

Flixton Girls School is a member of the Vantage CE Academies Trust family of schools. We are incredibly proud of our outstanding schools and staff who go above and beyond for our families every day. To find out more about what we have achieved as a Trust family, take a look at our Impact Report. <https://vantageacademies.co.uk/about-us/impact-report/>

Vantage is a mixed CE Multi Academy Trust, which recognises and supports the individual ethos of non-faith schools; we are currently made up of six Church of England schools and four community schools.

The Trust operates across a diverse geographical area in the Northwest of England, from mono cultural areas to those with high levels of diversity, across three hubs in Knowsley, Bolton, and Manchester. These local hubs bring the added benefit of specialist teachers and communal headship, as well as further support and accessible advice.

We are incredibly proud to have been named as a 3 Star, World Class company based entirely on our employee's feedback in the B-Head Best Companies Survey. In addition to achieving the highest possible standard of recognition by Best Companies, Vantage Academy Trust also achieved the following recognition:

- Education and Training's 25 Best Organisations to Work For: Vantage CE Academies Trust is now the 7th Best Education and Training Company to Work For in the UK
- The North West's 100 Best Companies to work for: Vantage CE Academies Trust is the Top 40 Best Companies of Any Size to Work for in the North West
- The UK's Best 100 Large Companies to Work For: Vantage CE Academies Trust is the 51st Best Large Company to Work for in the UK

Flixton Girls School, Flixton Road, Urmston, Manchester M41 5DR

T: 0161 960 0160 W: www.flixtongirls.com E: flixtongirls@vantageacademies.co.uk



@FlixtonGS



FlixtonGirlsSchool

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aspiration • empowerment • excellence

You can find out more about the Best Companies lists and our Trust profile here:
<https://www.b.co.uk/companies/vantage-academy-trust>

This is an exciting opportunity for someone to join the Trust and support its operations.

If you feel inspired by our strategy and what we are trying to achieve, I'd be delighted if you submitted your application. Full details and all documentation are in this pack.

We very much look forward to hearing from you.

Yours faithfully



Jill Messham
CEO

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the Vantage family*



Learn About our School

Flixton Girls School

Are you a passionate classroom teacher? **Do you want to join an Ofsted good school?** Do you want to be part of a dynamic team that is dedicated to providing outstanding education to its students? If so, then we have the perfect opportunity for you!

Flixton Girls School is a good school on a journey to become a great school and we are seeking an exceptional classroom practitioner to join us on this journey.

At FGS we inspire students to discover their talents and fulfil their potential through our founding principles of aspiration, empowerment and excellence. These principles are at the heart of life at FGS, ensuring that each individual is able to achieve her personal best.

The successful candidate will join a fantastic department who secure excellent outcomes for our students (some of the best in Trafford).

You will have the opportunity to work within an effective team and will work closely with all stakeholders.

We take immense pride in the department's accomplishments, knowing that any educator, regardless of career stage, would find fulfillment working alongside our highly skilled and dedicated group of teachers.

To be successful in this role, we are looking for a person who has:

- A passion for education and a commitment to making a difference in the lives of young people.
- Excellent communication and interpersonal skills, with the ability to build strong relationships with all stakeholders (students, staff, and parents).
- The ability to inspire students in the classroom and get them excited about Religious Education as a subject.
- An understanding of the challenges facing young people and a commitment to promoting their welfare and well-being.
- The ability to work collaboratively as part of a team and to embrace change and new challenges.

To find out more about our founding principles take a look at our website here:

<https://www.flixtongirls.com/>

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Making your application

We want the best for our students - Are you a passionate, hardworking, and focused leader who understands how to build a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff?

Do you believe that you can secure outstanding outcomes for all students in a safe, vibrant, and happy school?

Are you inspired by what you have read? If so then apply for this post following the steps below:

Application

- Complete the online application form by visiting the Trust website:

[Current Vacancies - Vantage Multi Academy Trust \(vantageacademies.co.uk\)](https://vantageacademies.co.uk)

Deadline

- The deadline for the post is **Tuesday 17th June 2025** to arrive no later than **9am**.
- Interviews will take place **Monday 23rd June 2025**.

Shortlisting

- Unfortunately, will be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us within 3 weeks of the closing date your application has been unsuccessful on this occasion.

Salary & Hours

- MPS/UPS
- Full time: Monday – Friday
- 0.8 FTE will also be considered

Start Date

- September 2025 or as early as possible after this date.

Vantage CE Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974. In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

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Our Vision and Values

At Vantage Academy Trust, we are very proud of our values-led ethos; we are a principled employer who lives by our core values, which you can see embodied by the staff across each of our schools. We welcome enquiries about joining our Trust, from those who are like-minded regarding our values and aspirations.

Mission Statement

Our mission is to support and encourage the work of academies in our Trust through the excellent education of children and young people.

We are passionate about ensuring that every child gets the opportunities they deserve to thrive as learners, and ultimately, as global citizens.

Our commitment to excellence in teaching and learning, in the curriculum, across our learning environments and in the quality of staff we employ is all key to providing children with the very best start in, and preparation for, life.



Maintaining a strong culture of professional development amongst our teaching staff as the quality of education in our academies can never exceed the quality of its teachers.



Developing our academies to be centres of excellence with a focus on the social and spiritual nurture and achievement of all their members.



Allowing every person to be an active and valued member of our community and developed in their own spiritual journey.



Developing future and aspirational thinking based on our educational heritage and to make use of the latest research in pedagogy and child development, ensuring that our wider learning environment reflects the high aspirations and expectations we have for ourselves and one another.



Fostering, maintaining and celebrating individual distinctiveness in our schools.



Ensuring our academies have a particular vocation to the least advantaged, to enable them, through education, to change their lives.



Encouraging pupils to be curious about the world around us and see their personal learning and growth as a continuous journey.



Not setting a limit on what is possible for ourselves, for one another, and for our community of schools

Job Title:	Lead Teacher of Religious Education
Reports to:	Head of Humanities
Contract:	Permanent
Salary:	MPS/UPS plus TLR 2c (£3391.00 per annum)
Start Date:	1st September 2025

Job Description

Overall, Purpose of the Post

- 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/ form 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
- To contribute to raising standards of student engagement in RE and extra-curricular activities run by the RE Department
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To carry out the duties of a teacher in accordance with the Teachers' Standards.

Key relationships:

- Operational staff, colleagues within the Trust, the Principal and Senior Leadership Team (SLT), teaching staff, other support staff, students, parents, governors, and outside agencies

This job profile includes the principal responsibilities of the post. However, the post will evolve. The post-holder will be required to adopt a flexible approach in order to meet the changing needs of the school.

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Main Duties and Responsibilities:

Responsible for:	To lead the Department in the following: <ul style="list-style-type: none"> To raise standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress at KS3 and KS4 and GCSE and CORE RE To be accountable for pupil progress and development within Religious Education Teaching and Learning, Assessments, and data with overall responsibility of Q&A across the subject area in both Key Stages To develop and enhance the teaching practice of others, including subject knowledge and classroom management To supervise the guidance of ITT trainees within the department To manage the development of ECT's within the department To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying within the department in accordance with the aims of the school and the curricular policies determined by the Governing Body and the Headteacher of the school To be accountable for leading, managing and developing the subject/curriculum areas To effectively manage and deploy teaching/support staff, and financial and physical resources The provision of a full learning experience and support for all students at the school – across Key Stage 3 and Key Stage 4.
Conditions of Service:	<p>Reference should be made to the School Teachers' Pay and Conditions Document, including the specific provisions referred to in this job description and the National Standards for Qualified Teacher Status published by the Teacher Development Agency.</p> <p>This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation</p>
Liaising with:	Principal/Vice Principal/SLT, teaching/operational staff/central trust staff and colleagues in the trust, LA representatives, external agencies and parents
Working Time:	Full Time – Permanent
Salary/Grade:	MPS/ UPS Plus TLR2c
Disclosure Level:	Enhanced
MAIN (CORE) DUTIES	
Operational/Strategic planning	<ul style="list-style-type: none"> To assist the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the department To contribute to the department's development plan and its implementation To plan and prepare courses and lessons To contribute to the whole school's planning activities

Curriculum Provision:	<ul style="list-style-type: none"> • To work with the Curriculum Leader and colleagues, to ensure that the curriculum delivers the <u>knowledge, skills and understanding</u> required for students to achieve excellence • Have a sound understanding of British Values and how this can be embedded within the curriculum • To provide students with the knowledge and “cultural capital” they need to succeed in life • Have a developed knowledge and understanding of the subject, including how learning progresses within it • To ensure that the curriculum is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to students’ development and well-being • To adjust the curriculum to effectively meet the needs of students • To support with cross-curricular provision including literacy, numeracy and ICT • To contribute to curriculum enrichment opportunities • To inspire global citizenship including ecology and environmental studies and activities
Curriculum Development:	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change to ensure the continued relevance to the needs of the students
Staffing Staff Development: Recruitment/Deployment of Staff	<ul style="list-style-type: none"> • To take part in the school’s staff development programme by participating in arrangements for further training and professional development • To continue personal development in the relevant areas including subject knowledge and teaching methods • To engage actively in the Performance Management Review process • To ensure the effective/efficient deployment of classroom support • To work as a member of a designated team and to contribute positively to effective working relations within the school
Student Behaviour	<ul style="list-style-type: none"> • Have high expectations of students including a commitment to ensuring that they can achieve their full potential • To follow the school’s behaviour policy in dealing with behaviour • To establish a fair, respectful, trusting, supportive and constructive relationship with students • To commit to safeguarding and the promotion of welfare and equal opportunities amongst all students and colleagues • Where necessary to resolve conflict between students and staff and empower students to use appropriate strategies to settle differences
Quality Assurance:	<ul style="list-style-type: none"> • To help to implement school quality procedures and to adhere to those • To contribute to the process of monitoring and evaluation of the curriculum area / department in line with agreed school procedures • To seek/ implement modification and improvement in professional practice where required • To review as necessary, methods of teaching and programmes of work • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Management Information:	<ul style="list-style-type: none"> • To maintain appropriate records and to provide relevant accurate and up-to-date information for registers etc. • To complete the relevant documentation to assist in the tracking of students • To maintain and submit up-to-date assessment data regarding pupil progress as required • To track pupil progress and use information to inform teaching and learning
Communications:	<ul style="list-style-type: none"> • To communicate effectively with the parents/ guardians of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside school
External Liaison:	<ul style="list-style-type: none"> • To take part in events such as Open Evenings, Parents' Evenings and liaison events with partner schools • To contribute to the development of effective subject links with external agencies
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment • To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and the students
Pastoral System:	<ul style="list-style-type: none"> • To act as Form Tutor to a group of students • To promote the academic general progress and well-being of individual students and of the Form Tutor Group as a whole • To liaise with the Head of House to ensure the implementation of the school's pastoral system
Teaching:	<p>To ensure that teaching promotes good learning, progress, and enjoyment for all students by:</p> <ul style="list-style-type: none"> • Having high expectations of all students and ensuring that effective support is given to accelerate the progress of any student who is falling behind their peers • By demonstrating a range of teaching styles and activities which sustain students' concentration, motivation, and application • Using time, resources, technology, and other adults to contribute to the quality of learning • Having excellent subject knowledge which is used to inspire students and build their understanding • Planning lessons which are linked to current assessment of students' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all students • Using effective questioning techniques which gauge students' understanding and reshape explanations and tasks where this is needed • By assessing students' progress accurately, both orally and through marking and to allow students to make good progress

	<ul style="list-style-type: none"> • To teach students according to their individual educational needs, including the setting and marking of work to be carried out by students in school and elsewhere • To set appropriate aims/ objectives and statements of learning outcomes • To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of students • To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experiences of students • To undertake a designated programme of teaching ensuring progressive sequences of work • To ensure a high quality and motivating learning experience for pupils which meets internal and external quality standards • To prepare and update subject materials • To use a variety of teaching styles which will stimulate learning appropriate to the pupil needs and demands of the syllabus • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards or work and homework • To undertake assessment of students as requested by external examination bodies, departmental and school procedures • To mark, grade and give written/verbal and diagnostic feedback as required setting effective targets to allow students to improve their level of attainment
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Specific duties as agreed with Curriculum Leader (to be reviewed annually)

Other Specific Duties:

To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

To follow "The Flixton Way" which sets out the school's own character, ethos, expectations and established ways of doing things.

Demonstrate ambition and drive for improvement.

Act as an excellent role model for pastoral care, classroom practice and behaviour management. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

To undertake any other duty as specified by the STPCD not mentioned in the above. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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Please note that Flixton Girls School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to apply for an Enhanced DBS Disclosure.

REVIEW ARRANGEMENTS

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, Flixton Girls School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

Date Job Description prepared/revised: June 2025
Prepared by: Miss D Tedford, Principal

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Person Specification
Lead Teacher of Religious Education

Qualifications	Essential	Desirable
Qualified Teacher Status (or expectation of obtaining this prior to appointment)	✓	
Educated at degree level, with evidence of continuing professional development	✓	
Experience of	Essential	Desirable
Teaching Religious Education across key stages 3 & 4	✓	
Teaching AQA Religious Education		✓
Raising student achievement and adding value within the Religious Education Curriculum	✓	
Working effectively within a team	✓	
Experience of coaching, mentoring, directing, and challenging members of staff	✓	
CPD demonstrating a secure knowledge of current thinking in Religious Education	✓	
Knowledge & Skills including	Essential	Desirable
Demonstrable successful career experience, relevant to the role	✓	
Knowledge and understanding of AQA GCSE Religious Education course		✓
Excellent organisational skills	✓	
Excellent communication skills, both written and oral	✓	
Confidence in using, applying, and interpreting student data	✓	
Able to manage time effectively and work to deadlines	✓	
The ability to work collaboratively within a team	✓	
Ability to experiment with new technologies that can enhance learning		✓
Personal attributes	Essential	Desirable
Enjoy working with young people and have enthusiasm for teaching and learning	✓	
Commitment to providing students with a first-class education and raising the standards of student achievement to improve the life chances of all students	✓	
Able to build and maintain effective relationships and communicate appropriately with all stakeholders.	✓	
Capacity to work hard under pressure and to possess a sense of humour	✓	
Be a passionate advocate for the subject and for teaching	✓	
Flexibility and adaptability	✓	

Resilience	✓	
A willingness to give freely of the considerable time required to meet the needs of the post	✓	
A positive outlook, energy, drive and the ability to motivate others	✓	

Our Expectations

Creating safe, professional environments

Safeguarding Children and Young People

Vantage CE Academies Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK & Barred List Check (previously List 99)
- Enhanced Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check

Staff Conduct

All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Vantage CE Academies Trust.

We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that, at all times, employees behave in a manner that role models positive behaviours for our students to follow. Physical violence, verbal abuse and swearing are unacceptable and not tolerated. Employees are expected to maintain a professional relationship with students.

Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

Dress Code

We expect staff to wear professional business dress mirroring the high expectations of our student dress code.

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