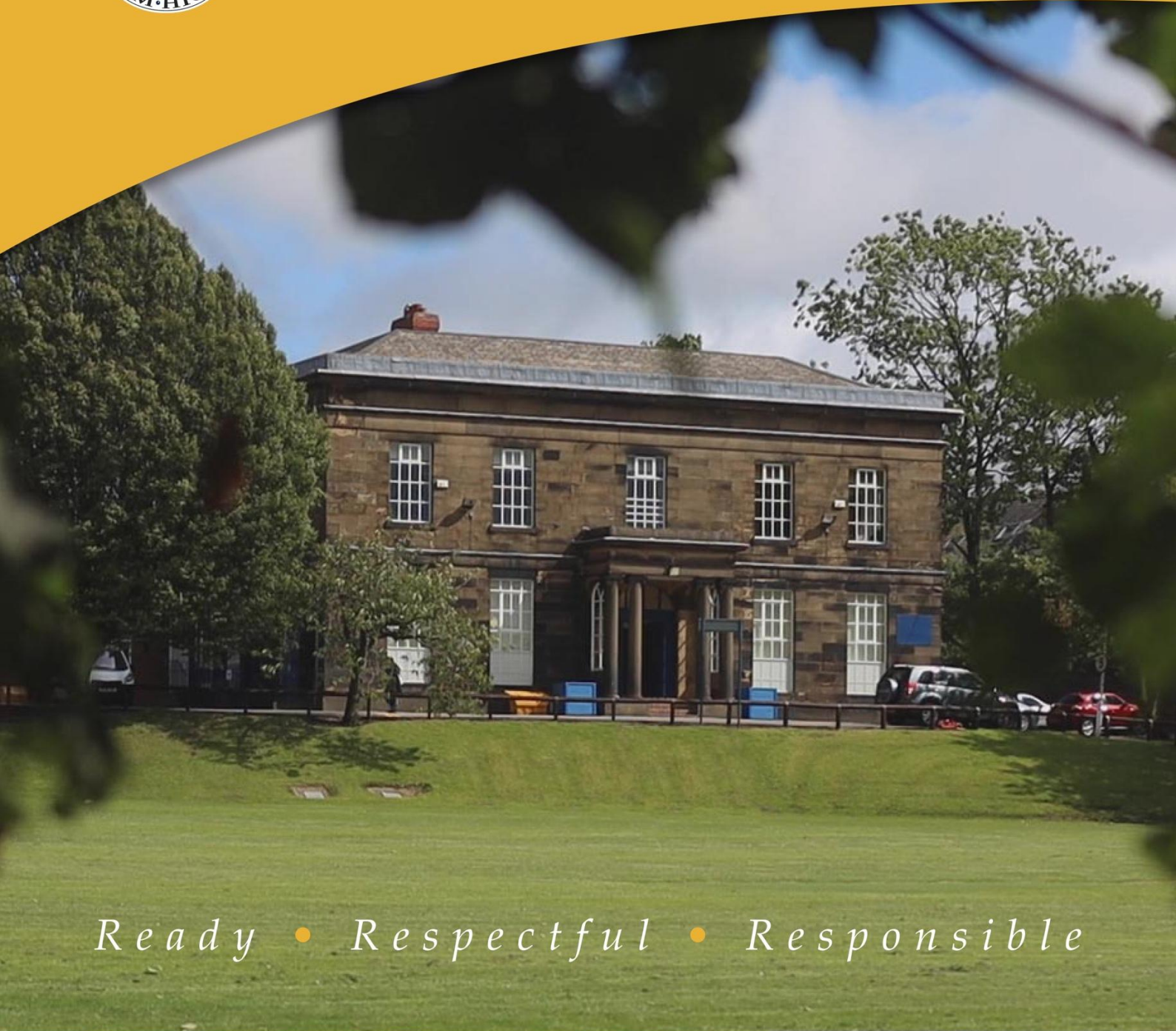




# West Hill School

*Aiming High Since 1927*



*Ready • Respectful • Responsible*





## Teacher of RE Required from 1<sup>st</sup> September 2026

***Would you like to teach in a school that has a strong ethos of respect, responsibility and readiness to learn? Where students have a thirst for knowledge and a love of challenge?***

We are seeking to appoint an enthusiastic and passionate teacher of RE to join our successful, supportive and well established RE department. The successful applicant will have experience of teaching across the full range of age and ability of students and will have the necessary skills and passion to contribute to the continued success of the department.

To support our successful candidate to be the best that they can be, at West Hill, we offer:

- A welcoming, inclusive and collaborative staff.
- A hearty and passionate school community.
- Bespoke CPD and opportunities to work collaboratively beyond departments.
- A fully supported ECT programme.
- On-going investment into your career development.
- Smart working practices to help support work-life balance.
- Annual Flexi-day off per academic year (Wellbeing Day) to support work-life balance.

Applications are most welcome from both experienced teachers and ECTs. To find out more about us please visit the school website [www.westhillschool.co.uk](http://www.westhillschool.co.uk) or review our Instagram and Facebook social media handles to get a sense of our school community and ethos.

Informal conversations or visits beforehand are warmly welcomed and should be arranged by contacting the School's Reception Office on 0161-338-2193 or e-mail: [admin@westhillschool.co.uk](mailto:admin@westhillschool.co.uk)

Applications should be emailed to [recruitment@westhillschool.co.uk](mailto:recruitment@westhillschool.co.uk). Please ensure that applications are clearly marked for the post you are applying for.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

Shortlisted candidates may be subject to online searches as part of pre recruitment checks.

**Closing date for applications: Friday 8<sup>th</sup> May 2026 at 12.00 noon.**

**Interviews to be held on Friday 15<sup>th</sup> May 2026.**



## **Department Information**

The purpose of Religious Education (RE) at West Hill is to ensure students understand the role and place of religion in the wider world and society and to develop their religious literacy so that they can hold balanced and well-informed dialogue about religion and worldviews. We therefore feel it is vital that they develop a detailed knowledge and understanding of the core religious and spiritual beliefs of the main world religions to prepare them for the variety of different faiths and cultures they will encounter throughout their lives. We believe that this helps to combat ignorance and solve misunderstanding, whilst also creating the space for them to analyse and reflect upon their own beliefs and judgements.

The department consists of three full time members of staff in total, each with their own classroom which are fully equipped with interactive whiteboards and visualizers. The department is very well resourced with a variety of religious artefacts to aid teaching, online learning packages and class sets of the most up to date textbooks available at both KS3 and KS4. We have also developed a strong relationship with the local church and mosque, with visits arranged annually. We are constantly looking for opportunities to expand student opportunities for enrichment. The department enjoys a fully supportive Senior Leadership Team who truly value the subject.

At Key Stage 3 all students study RE for one hour per week. In line with the religions for student recommended by Tameside Locally Agreed Syllabus, we focus on Christianity, Islam, Sikhism and Buddhism. However, students will also encounter the other world religions and humanist beliefs and practices throughout both KS3 and KS4. At KS4, GCSE RE is a very popular option subject and the department has consistently achieved excellent examination results. We currently follow the Edexcel specification B (Christianity and Islam). At KS4, we build on the foundations laid at KS3 but focus on applying the knowledge gained to analyse and critically evaluate religious beliefs and practices within Christianity and Islam. All boys in Years 10 and 11 also have the opportunity to reflect upon the role of religion in the wider world as part of the PSHCE programme (IDP).

We are a warm, inclusive and welcoming department with a good sense of humour. We support and look after our staff incredibly well; wellbeing and workload are considered throughout all that we do alongside recognitions such as flexi-days, coffee mornings, weekly celebrations of best practice and staff who champion other staff. It is an exciting time for an enthusiastic and dedicated teacher to work within a small, supportive and experienced team and to contribute to what is an already strong, forward-thinking and consistently high achieving department.



## A message from the Headteacher

Firstly, thank you for your expression of interest in our school. I hope, like my first visit to the school, you are struck by its heritage, its calm and warm welcome and the sense that our students live our values of Respect, Responsibility and Readiness. As the Headteacher from September 2023, I am impressed with the welcome that the staff, students and community have afforded me, one we hope you get to experience too.

As a school, we serve the needs of our local community and wish to remain integral in supporting the future planning of Stalybridge. We have a beautiful school site and our grounds could be mistaken for a grammar school, but as a Single Academy Trust we serve the needs of our students from Ashton, Dukinfield, Mossley and Stalybridge alongside smaller schools within the Peak District. We have maintained our strong connection with our past and the heritage of our site, alongside our looking and growing to the future. We are a homely community with many staff investing their lengthy teaching careers with us due to the respectful climate we maintain, alongside many staff living locally, invested in making our community the best it can be. We believe it is our duty to ensure teachers can teach in a calm and purposeful learning environment and our behaviour, and the student responsibility over their behaviour, is a strength. Not only this, but we heavily value our student leadership opportunities to bring learning to life. We believe in developing the character and resilience of our learners and remain passionate about our curriculum offer inside and outside the classroom.

**Why West Hill?** As a school community the needs of our students and bettering their life opportunities remain at the heart of what we do. We value our staff voice and staff opportunities to learn and grow in the same way we want to nurture our students. We trust our staff to 'do what makes sense' and our staff rise to this trust and respect. Our site has easy commutable links to the Peak District but also to other districts in Greater Manchester and the city centre itself (accessible via train or tram in around 20 minutes). We are a community of staff that enjoy working together and welcome new members to our team and social events. We value an opportunity-based curriculum and wish to work to better our community and show our boys how they can too. We have supportive parents who send their boys here due to our strong reputation of excellence. As an 11-16 school with 170 students per year group, we are an ideal size to really get to know our boys and help them on their journey through school. Our passionate pastoral and teaching teams do this incredibly well and that is why we are consistently over-subscribed and forecast the same in September with around 400 first choice applications for 170 spaces per year.

Even if you have not worked in a single-sex school before, come and see us, walk our building and get a sense for the greatness that exists here. This is a special place, and I am incredibly proud to lead us forward in our next ventures together as a school and local community, I hope you join us in this.

Claire Cronin  
Headteacher





## Our vision

### At West Hill, we have an uncompromised, aspirational vision that:

Everybody will experience a rich curriculum that expands beyond the classroom, empowering them to feel successful and make ambitious future choices.

Every lesson enables individual success through quality adaptive teaching and shared expectations.

Everybody matters and has a right to be safe, valued and treated with kindness.

Everybody will be supported to develop a healthy understanding of themselves and respect for others.

Everybody will be ready and take responsibility for their own learning, choosing thoughtful behaviours that show empathy for others.

Everybody in our West Hill family will collaborate and support each other to realise their aspirations and celebrate success.



## Job Description

### Teacher of RE

|                         |   |
|-------------------------|---|
| <b>Purpose:</b>         | <p>Under the reasonable direction of the Headteacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and adapted curriculum for students and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher/Form Tutor.</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student achievement.</p> |
| <b>Responsible to:</b>  | The Headteacher/SLT Link/ Curriculum Leader.  |
| <b>Responsible for:</b> | No line management responsibility.  |

### Teaching

- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Ensure a high-quality learning experience for students.
- Prepare and update subject materials.
- Manage behaviour effectively to ensure a good and safe learning environment.

### Curriculum Provision

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.

### Staffing

- Take responsibility for improving teaching through appropriate professional development.
- Maximise the impact of additional support, in-line with school protocols.
- Work as a member of a designated team and contribute positively to effective working practices.



## Quality Assurance

- Help to implement school quality assurance procedures and adhere to these.
- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Take part, as may be required, in the review, development and management of activities relating to whole school improvement.

## Assessment

- Make accurate and productive use of assessment.
- Follow the School's Teaching and Learning Policy.
- Maintain appropriate records and provide relevant, accurate and up-to-date information for school systems.
- Complete the relevant documentation to assist in the tracking of student progress.
- Co-operate with other staff to ensure a sharing of information to the benefit of the school, department and students.
- Undertake assessment of pupils as requested by external examination bodies.

## Pastoral System

- Undertake the responsibilities of a Form Tutor.
- Promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.
- Liaise with the Head of Year to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Communicate as appropriate, with the parents of students, after consultation with the appropriate staff.

## School Ethos

- Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example, including contributing to co-curricular provision.
- Contribute to the wellbeing and safety of all staff and students.
- Model the high standards as determined by school protocols.
- Fulfil wider professional responsibilities.
- Be familiar, with and follow all school policies.
- An expectation that all Teachers' Standards are met.



## Person Specification

| <b>Post: Teacher of RE</b>  |                  |                  |  |
|---|------------------|------------------|--|
|   | <b>Essential</b> | <b>Desirable</b> | <b>Method of Assessment</b>                          |
| <b>Qualifications</b>   |                  |                  |  |
| <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• NQT status</li> </ul>  | ✓                |                  | Application form                                     |
| <ul style="list-style-type: none"> <li>• First degree or equivalent</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Evidence of further professional development</li> </ul>  |                  | ✓                |  |
| <b>Experience</b>   |                  |                  |  |
| <ul style="list-style-type: none"> <li>• A successful record of teaching in a secondary school</li> </ul>   |                  | ✓                | Letter of application                                |
| <b>Philosophy</b>   |                  |                  |  |
| <ul style="list-style-type: none"> <li>• Commitment to the aims of the school</li> </ul>  | ✓                |                  | Application form and letter of application           |
| <ul style="list-style-type: none"> <li>• Commitment to continuous improvement and sharing of good practice</li> </ul>   | ✓                |                  |  |
| <b>Key Skills, Attributes and Personal Qualities</b>  |                  |                  |  |
| <ul style="list-style-type: none"> <li>• An excellent classroom practitioner</li> </ul>   | ✓                |                  | Lesson Observation<br><br>Interview<br><br>Reference |
| <ul style="list-style-type: none"> <li>• Communicate effectively and have good interpersonal skills</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Work collaboratively and effectively as a member of a team</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Use own initiative and work flexibly</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Able to form and maintain appropriate professional relationships and boundaries with staff and students</li> </ul>           | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• A commitment to inclusive learning</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• The ability to motivate and inspire students</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Ability to plan and organise time effectively, work under pressure and meet deadlines while managing own workload</li> </ul> | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Competent use of ICT skills to support learning and maintain electronic information systems e.g. SIMs</li> </ul>             | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Understand monitoring and evaluating systems in a secondary school setting</li> </ul>  | ✓                |                  |  |
| <ul style="list-style-type: none"> <li>• Contribution to extra-curricular activities</li> </ul>   |                  | ✓                |  |



| Post: Teacher of RE  |           |           |   |
|--|-----------|-----------|---|
| Professional Knowledge/Understanding   | Essential | Desirable |   |
| <ul style="list-style-type: none"> <li>Knowledge of current educational issues including national policies relevant to the subject(s)</li> </ul>   | ✓         |           | Application form<br><br>Letter of application<br><br>Lesson Observation<br><br>Interview<br><br>Reference |
| <ul style="list-style-type: none"> <li>Secure knowledge of the characteristics of effective learning, teaching and assessment</li> </ul>   | ✓         |           |   |
| <ul style="list-style-type: none"> <li>A proven track record in improving results and ensuring students make ambitious levels of progress</li> </ul>   | ✓         |           |   |
| <ul style="list-style-type: none"> <li>The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour in line with the school's behaviour policy</li> </ul> | ✓         |           |   |
| <ul style="list-style-type: none"> <li>A clear understanding of student assessment and target setting for individual student improvement and how that analysis contributes to high standards</li> </ul>                      | ✓         |           |   |
| <ul style="list-style-type: none"> <li>An expectation that all Teachers' Standards are met</li> </ul>  | ✓         |           |   |

**For information:**

**Category (E) – ESSENTIAL** - without which the candidate would be unable to carry out the duties of the post.

**Category (D) – DESIRABLE FEATURES** - which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

ECT applicants might not have had the opportunity to demonstrate all of the above. They should, however, detail in any application opportunities they have had to apply any of above to their teaching or placements.