



Appointment of Subject Leader of RE

Required:
January or April 2026

Welcome from the Head



My priority over the past few years has been to improve the quality of teaching and learning and to open doors for every student that we are privileged to teach.

The school has undergone a great deal of change since I arrived in 2018. Some of these changes have been as a result of our own analysis and reflections on what we needed to do better, some have come about through the amazing new building project, and others have evolved as we have addressed our vision, ethos and purpose as educators .

We want our students to **ASPIRE**; to want to be the best they can be, to seize opportunities, be prepared to take risks and not be frightened of failure. We want them to **INNOVATE**; to think outside the box, be creative and curious, to be proud of who they are and to be able to work both collaboratively and independently.

We want them to show **RESPECT**; to be thoughtful and kind citizens who support each other, members of our school and local community.

Our motto, **Ad Astra**, to reach for the stars, represents the high expectations that we have for each member of our school community. Having dreams, goals, targets and a vision is an important driver to help keep us all motivated and make the learning journey purposeful and exciting. We want excellence in everything and we support and encourage everyone to be the best they can be in all that they do.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

*“Pupils are proud of their school.
They know that the staff work very
hard to support them”*
(Ofsted 2023)

The Role

We are seeking a motivated and fair-minded leader with a proven track record of success, strong leadership skills, and the drive to inspire both students and colleagues in Religious Education

The successful candidate will need to be an exemplary teacher who is willing to go the extra mile to support the opportunities and experiences that will be valued by our students. Some experience of leadership will be required to develop the team and instil high quality learning opportunities both within the curriculum and beyond. All students study RE at KS3 and we teach GCSE RE at KS4.

Salary: TMS/UPR, Fringe plus TLR2M

Line Manager: Assistant Headteacher

Line Management of: Subject team members (where appropriate)

Contact Karen Ehren, HR Officer for more information
hr@carringtonschool.org or 01737 764356 x208



Benefits

- > Above average PPA allocation
- > Full time teachers receive one Home PPA Day every fortnight, while part-time teachers can work from home two free periods per fortnight
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a Sept start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > Annual flu vaccinations
- > Paid lunch duties available

Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.

Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.

Role Description

The Role

To lead the subject, whilst ensuring high quality teaching. To ensure all students have access to a broad and exciting curriculum, which is well planned and relevant. To ensure KS4 students can develop a strong understanding and knowledge of skills so that they can achieve their potential at GCSE.

This role will come with a TLR of 2M and will offer 8 periods of management time per fortnight. The teaching load will therefore be reduced in line with this.

Key Accountabilities

These accountabilities are based on the professional responsibilities of teachers outlined in the School Teachers' Pay and Conditions Document (STPCD). They are supplemented as relevant by reference to the DfE Teachers' Standards (2012).

Leading & Managing

- Leading and developing the RE curriculum at KS3 and KS4
- Establishing and maintaining policies and practices which promote high achievement through effective teaching and learning
- Creating an environment where students and staff develop and maintain positive attitudes towards teaching and learning
- Using data effectively to monitor and evaluate student progress within RE
- Responsible for the creation and development of an innovative and exciting curriculum and assessment practices within RE
- To consistently teach good and outstanding lessons which bring about excellent outcomes for all students
- To consistently ensure good and outstanding lessons are taught by all subject staff that you are responsible for; which bring about excellent outcomes for all students
- Strategically implement quality assurance measures to ensure attainment and outcomes for our students
- All leaders in the school will devise strategies for raising attainment and ensuring the School Development Plan is implemented successfully
- The post holder will ensure the learning environment fosters independent and collaborative learning
- The post holder will ensure all displays are meaningfully and purposefully aiding student outcomes

Teaching

- To plan and teach lessons and sequences of lessons to the classes you are assigned to teach, within the context of the school's plans, curriculum and schemes of work
- To assess, monitor, record and report on the learning needs, progress and achievements of assigned students
- To participate in arrangements for preparing students for external examinations
- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students



Role Description Continued

Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and student's intellectual curiosity

Student Achievement and Attainment

- Keep systematic records to show students' understanding and completion of work and the identified strengths, areas for development and grades awarded
- Support and help colleagues to improve their effectiveness by developing their understanding and use of student data and strategies to address underachievement
- Evaluate student progress across specified areas of responsibility through the use of appropriate assessments and records and regular analysis of the data

Whole School Organisation, Strategy and Development

- To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- To work with others on curriculum and/or student development to secure coordinated outcomes
- To supervise and, so far as practical, teach any students where the person timetabled to take the class is not available to do so, subject to the provision that teachers are required to cover only rarely
- Make a positive contribution to the wider life and ethos of the school

Health, Safety and Discipline

- To promote the safety and well-being of pupils
- To maintain good order and discipline among pupils



Role Description Continued

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Management of Staff and Resources

- To direct and supervise support staff assigned to you and, where appropriate, other teachers, in an effective way
- To contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- To deploy resources delegated to you
- Deploy support staff effectively

Professional Development

- To participate in arrangements for the appraisal and review of your performance and, where appropriate, that of other members of staff
- To participate in arrangements for your further training and professional development and, where appropriate, that of other teachers and support staff, including induction.
- take responsibility for improving your knowledge and skills through appropriate professional development, responding to advice and feedback from colleagues

Communication

- To communicate effectively with parents with regard to student achievements and well-being, as appropriate to your role

Working with colleagues and other relevant professionals

- To collaborate and work with colleagues and other relevant professionals within and beyond the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Safeguarding

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Carrington 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 above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post

Person Specification

	Essential	Desirable
Qualifications and Training		
Qualified Teacher status	✓	
Relevant specialist qualifications in your subject	✓	
Commitment to CPD and improving practice through reflection	✓	
Thorough knowledge & understanding of curriculum requirements and developments within your subject	✓	
Successful teaching experience across a range of student abilities within secondary school(s)		✓
Some leadership experience	✓	
Experience as a form tutor and/or pastoral work	✓	
Skills and Abilities		
To be able to teach lessons which consistently meet the Teacher Standards	✓	
Good knowledge of what makes effective teaching and learning	✓	
To use a variety of strategies to engage students and promote a stimulating environment	✓	
To work well in a team, contributing ideas and supporting faculty procedures	✓	
To know what a great lesson looks like and be able to support and guide staff to achieve this consistently		✓
The ability to motivate staff, students and parents/carers	✓	
To be a confident user of IT as a teaching tool	✓	
To contribute to the wider life of the faculty and whole-school, supporting extra-curricular and intervention initiatives	✓	

Person Specification continued

	Essential	Desirable
Education Philosophy		
A commitment to an inclusive education	✓	
A commitment to the concept of lifelong quality first teaching and learning	✓	
A commitment to a school culture sensitive to ethical values, spirituality in its broadest sense and celebration of the achievements of all	✓	
Personal Attributes		
Excellent communication skills with the ability to relate well to students and adults	✓	
Integrity, honesty, consistency of approach and a respect for others	✓	
Energy, enthusiasm, determination, aspiration and an insistence on high standards	✓	
Leadership by example	✓	
Be able to work under pressure, prioritise and manage time effectively	✓	
Good health and attendance record	✓	
Stamina to cope with the demands of the job	✓	

A photograph of two female students in school uniforms standing in a grassy field. The student on the left is holding a light-colored chicken, and the student on the right is holding a brown chicken. In the background, there is a white car and a wooden building.

Aspire Innovate Respect

**Applications will close
should a suitable candidate
be appointed**

Closing date Thursday 06 November 2025 at 10:00am
Interview date - TBC

For an informal discussion about the
role please contact the HR Manager,
Karen Ehren
hr@carringtonschool.org



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information about our
school



www.carringtonschool.org

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