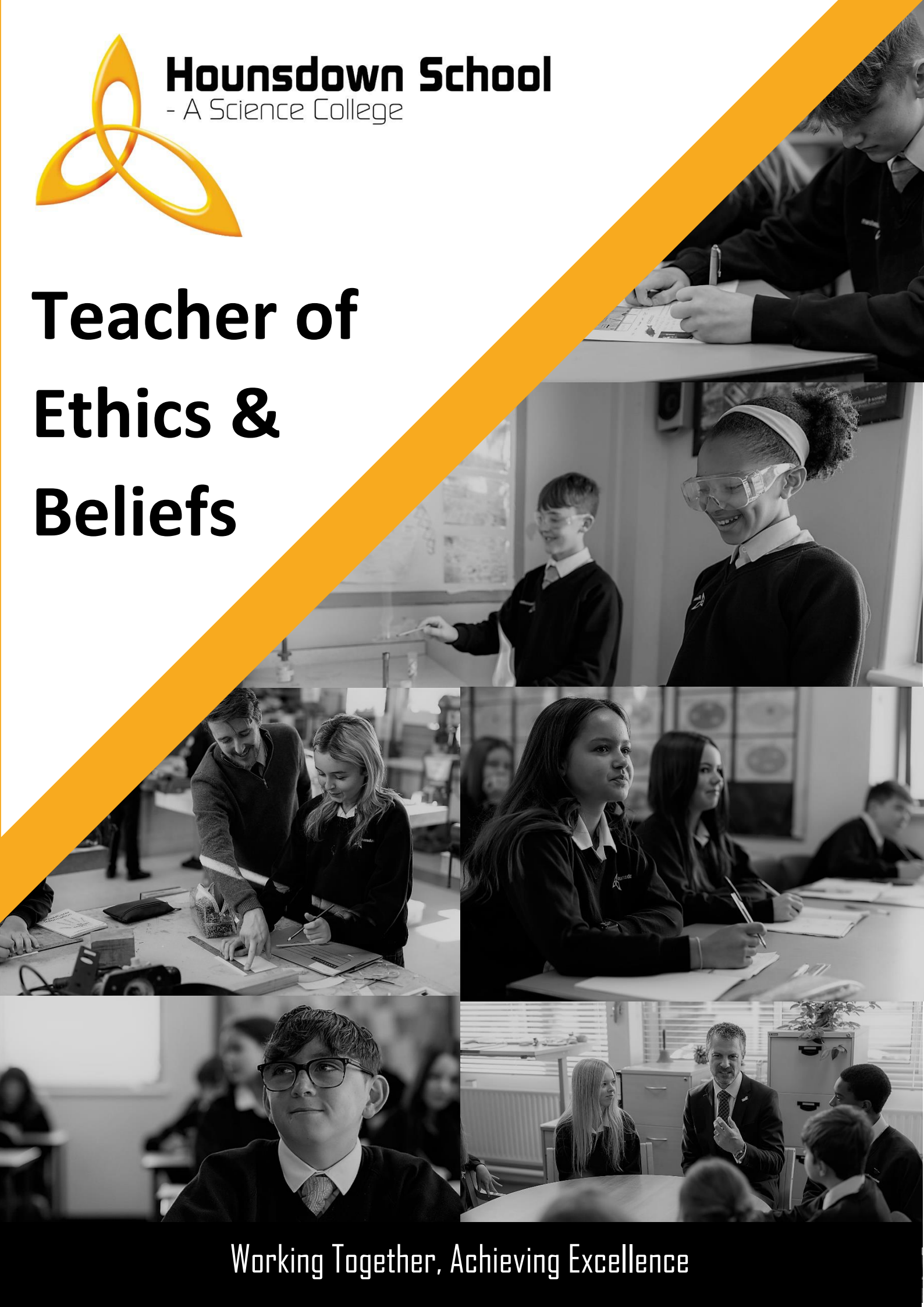




**Hounsdown School**  
- A Science College

# Teacher of Ethics & Beliefs



Working Together, Achieving Excellence

# Teacher of Ethics & Beliefs

- MPR
- Full Time / Part Time
- Fixed Term until 31 August 2028
- Required September 2026
- Closing date: 12:00noon 18 May 2026

## Dear Applicant

I hope that our application pack reflects the enormous pride that we have in our school, staff and students. The school converted to an academy in August 2011 and is a thriving, highly successful and popular single 11 - 16 comprehensive school of 1305 students. We have a strong emphasis on the traditional values of hard work, honesty, responsibility and respect for others. We value and are proud of our Hounslow Community. We are committed to supporting all staff in their career aspirations.

**“Be the best that you can be” means continually striving to be the best version of ourselves.**

**“Have a Mind to be Kind” means everyone making a personal, positive contribution to our culture of mutual respect and courtesy**

Our Vision is to be an outstanding educational provider, offering every young person the highest possible quality teaching, support, challenge and resources which help them help themselves to be the best that they can be.

### To achieve this we continually seek to;

- Operate at high levels of TRUST and CHALLENGE for all
- Be safe and prioritise our safeguarding duties as a community
- Build trusted working relationships as the bedrock for successful education
- Provide an excellent learning environment and experiences
- Remember that resilient young people learn good lessons from mistakes and personal challenges
- Constantly reflect on how we can improve as a school community

## Safeguarding

Hounslow School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced DBS checks, online searches along with other relevant pre-employment checks.

## The Role

We are seeking to recruit a suitably qualified teacher with a passion for Ethics and Beliefs who is dynamic, enthusiastic and hardworking. Experience and ability to teach at KS3 and KS4 is essential. We are seeking to add to the existing expertise of the Ethics department through the appointment of a teacher with a real commitment to the subject.

## Staff Benefits

- Private Health Cash Plan
- Free counselling support
- Fantastic CPD opportunities for all
- Cycle Loan Scheme
- Staff swimming
- Respectful email policy
- Staff fitness sessions
- Excellent pension scheme
- Free onsite parking
- Exceptional Performance Bonus Scheme
- Free lunch on all INSET days
- Long Service awards for all education staff

## How to Apply

To apply for this position please complete a teaching staff application form which is available on My New Term.

[Hounslow School, Jacobs Gutter Lane, Totton | Teaching Jobs & Education Jobs | MyNewTerm](#)

If you would like to arrange a visit to the school prior to your application please contact the school directly.

**It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.**

# Job Description

## Purpose

To provide high quality teaching and learning opportunities that encourages, supports and enables students to achieve good progress and outcomes and to be successful learners.

To provide pastoral care to students as required and to be aware of individual students mental health and wellbeing needs.

To communicate effectively with parents and other stakeholders in order to enhance students development and achievement.

**To fulfil and meet the responsibilities and duties as set out in the Teachers' Standards (2012).**

**To fulfil and meet the responsibilities set out for teachers in the current DfE 'Keeping Children Safe in Education' and current DfE 'The Prevent duty'.**

## CORE DUTIES

### Operational/Strategic Planning

- Using departmental schemes of work, plan teaching to achieve progression in students' learning;
- Provide clear structures for lessons which maintain pace, motivation, differentiation and challenge for all students and their individual abilities meeting the needs of all learners;
- Ensure effective use of assessment information in planning future lessons;
- Plan opportunities to contribute to students' personal, spiritual, moral, social and cultural development;
- Ensure coverage of the relevant and up to date examination syllabuses and, where applicable, the National Curriculum programmes of study;

### Curriculum Provision and Development

- Contribute to the development of appropriate schemes of work and preparation of teaching materials at both Key Stage 3 and Key Stage 4;
- Contribute to the development of the department's termly action plan (when required by SLT) and school's annual improvement plan.

### Monitoring, assessing, recording, reporting and accountability

- Ensure formative as well as summative assessments opportunities to assess how well students have achieved learning objectives and use this assessment to improve specific aspects of teaching;
- Set, mark and monitor students' classwork and homework in line with school policy and practice, providing constructive oral and written feedback and set targets for students' progress, according to the school's assessment policy and practice;
- Assess and record each student's progress systematically, **retaining assessment and homework records for at least three years**;
- Implement statutory and school-based assessment and reporting requirements;
- Recognise the level at which a student is achieving and, where applicable, assess students against National Curriculum attainment targets;
- Use relevant data to set clear targets for students' achievement;
- Monitor & track individual students' progress and employ strategies for intervention at class or department level in liaison with the Subject Leader, where they are underachieving and not reaching their target levels/grades.

### Staff development

- Take responsibility for personal professional learning and development and keep up to date with research and developments in relevant subjects;
- To engage actively in the Performance Management Review process.
- To work as a member of designated teams and contribute positively to effective working relations within the school.

## **Management information**

To produce reports and data for termly progress checks (TPRs) on students' progress and performance through the school self review system, and provide the Headteacher, Leadership team and Governing body with this information.

## **Pastoral System**

- To act as a form tutor when required and to carry out the duties associated with that role as outlined in the generic job description for teachers.
- To contribute to students' personal development and citizenship according to school policy. To ensure that the school's behaviour for learning policy & practice is implemented and embedded in practice so that effective learning can take place including the school's zero tolerance approach. Ensure positive praise is given and the school's praise and achievement recognition practice (house points) is applied.
- To support, develop and promote students' positive wellbeing.
- To alert the Year Leader to any welfare concerns of a student or tutee.
- To report any safeguarding or child protection concerns to the DSL or a Deputy in the DSL's absence.

## **Teaching and Learning**

- Teach the subject/s identified in the post title in this job description as required;
- Set high expectations for students' work and behaviour; and ensure the school's policy and practice for behaviour management is followed including the zero tolerance practice;
- Establish and maintain a purposeful working atmosphere;
- Using the school's behaviour management system, maintain a high standard of discipline;
- Establish a safe environment which supports learning;
- Use teaching methods which sustain the momentum of students' work and keep all students engaged in purposeful learning;
- Ensure effective teaching so that learning objectives are clear and shared with students;
- Ensure effective and timely verbal and written feedback to students to assist their progress;
- To ensure the school and department's marking and assessment policies and practices are followed;
- Ensure work is differentiated for all students in order to meet their individual needs and to provide appropriate and realistic challenges;
- Contribute to students' opportunities and enrichment within the department and across the school;
- Ensure effective management of time and resources;
- Monitor and intervene when teaching to ensure effective learning takes place;
- Be familiar with the Special Needs Code of Practice and take account of EHCPs and individual education plans for students when planning lessons, ensuring differentiation and keeping appropriate related records;
- Ensure that students acquire and consolidate knowledge, skills and understanding in the subject;
- Participate in the evaluation of teaching at departmental and individual level in order to improve effectiveness.

## **Other specific duties and additional responsibilities**

- To lead by example as a classroom teacher upholding professional conduct and practice at all times in line with the school's Staff Conduct Policy and expectations for practice.
- To play a full part in the life of the school community, to uphold and support its vision and ethos and to encourage and ensure staff and students follow this example.
- To ensure that at all times you are following the school's Staff Conduct Policy and practice.
- To actively engage in the performance management process and continue personal development.
- To undertake any other duty as specified by STPCD and not mentioned above.
- To undertake any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Once having crossed the Threshold: To make a substantial and sustained contribution to the work of the school as agreed with the Headteacher.

## **Additional Responsibility**

Undertake a lunchtime duty at least one a week and be financially remunerated for this role.

## **Child Safety**

We are committed to safeguarding and protecting the welfare of children and young people and expect all staff and volunteers to share this commitment.

To ensure that the school's Child Protection, Safeguarding, Whistleblowing & Restraint Policies and practice is adhered to at all times;

To be responsible for implementing and embedding the school's safeguarding and child protection policies & practice, alerting the appropriate colleagues or school's Designated Safeguarding Lead to welfare and safeguarding concerns.

This is to remind staff about the expectation to inform the school where the relationships and associations, both within school and out of the workplace (including online), may have implications for the safeguarding of children in the school. Also to remind staff that if their circumstances change in this regard they inform the school via the Headteacher. Any matters raised will be dealt with confidentially and sensitively.

### **Intellectual Property Rights**

All work in the form of curriculum resources and SOW and any other materials produced for students or staff whilst an employee at Hounslow, remains within the ownership of the school. As such the school can determine whether this work is shared with others outside of the school. Upon leaving a copy of the work and materials should and must be left within the school (electronically or hard copy).

### **Health & Safety**

- To be responsible for following the school's Health & Safety policy and practice, alerting the appropriate school staff to areas of concerns.
- To be responsible for completing health & safety training as required.
- To be responsible for the annual completion of your classroom's risk assessment as required by the school.

# Person Specification

	Essential or Desirable
<b>Professional experiences and qualifications:</b>	
Degree or equivalent academic qualification	E
Qualified Teacher Status	E
Experience of teaching the subject related topics	E
Proven experience of impact in the classroom	E
Evidence of a commitment to own professional development	D
Contributing to the development of Schemes of Work across the Key Stages	D
<b>Knowledge &amp; Understanding</b>	
Knowledge of current issues in the teaching of the specialist subject	E
Use of assessment and attainment information to improve practice and raise standards	E
Use of strategies to promote good student relationships and high attainment in an inclusive environment	E
Clear vision for the teaching of the subject	E
Sound knowledge of requirements for SOW at KS3/4	E
An understanding of Emotional Literacy developments to support learning and teaching	D
An understanding of Health and Safety regulations affecting the curriculum area	D
<b>Professional Skills and Abilities</b>	
Ability to motivate and inspire students to want to learn	E
Ability to manage students firmly, fairly and effectively – good behaviour management	E
Ability to collaborate positively with colleagues and work towards common goals as a team member	E
Ability to plan and teach lessons effectively, so that they are interesting, challenging and enjoyable	E
Excellent ICT skills	E
Excellent oral and written skills	E
Understanding of Safeguarding practice and DFE requirements	E
Ability to use and promote a wide range of teaching methodologies	D
Excellent organisational skills and classroom management	D
<b>Personal Skills and Abilities</b>	
Passion for teaching	E
Energy, enthusiasm and flexibility	E
Good personal presentation (a professional style of dress is expected)	E
Excellent attendance and punctuality	E

# How to Apply

## How to complete your application form

In order for you to be considered for the position, it is important that you complete the application form fully. This ensures that all applicants are providing us with the same type of information.

Please use the job description and your knowledge of the role to assist you in completing the application form. Incomplete application forms will delay our recruitment process. CV's will not be accepted in substitution.

Your application is the first step in the process we use to choose employees. It plays an important part in deciding whether or not we invite you to the next stage of the process. Our decision on who to invite will be based on the information you give in your application. Please use your application and personal statement as an opportunity to reflect your personality, experience, strengths and creativity. We receive many applications; make yours stand out.

## Personal Information

Enter your personal details in this section. During the recruitment process, we will contact you by email. Some spam filters may re-direct our emails to the spam folder within your email account. Please check your account regularly to minimise the risk of missing an email from us.

## Employment History

**Current Employer** - Enter information about your current employer. If this is your first job after school or college, please give details of weekend, evening jobs, or work placements.

**Previous employers** - Please provide information about all of your previous employers including permanent, temporary or interim roles. To do this, simply add more sections. You must give a full history in chronological order since leaving secondary education, including periods of any post-secondary education / training, part-time and voluntary work. If you have any gaps in your employment, please indicate the reasons for this. Include full time employment, with start and end dates.

Provide explanations for periods not in employment or education / training and reason.

## Formal Education

Enter all of your educational qualifications such as NVQs, GCSEs, O-Levels, A-Levels, AS Levels, Highers, and Degrees. **Include all subjects and grades/scores.**

## References

Hounslow School is committed to safeguarding children and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. All our recruitment and selection practices reflect this commitment.

For roles working with children and children's data, we comply with the "Safer Recruitment" national guidelines. Ideally, we will take up references before the interview for these roles; however, we do understand that with some positions this is not always possible. We will always be discrete, and if the role that you are applying for allows, you will have the option to let us know if you do not want us to contact your current employer.

Employment references for Safer Recruitment roles should not be from a colleague. They should be from your manager, supervisor or someone who is in a position of authority. It is our preference that referees are provided from different schools if you have worked in school environments previously.

If you are not currently working with children or adults but have done so in the past, it is important that you provide a reference from this employer.

We are committed to providing the best possible care and education to our students and expect all staff and volunteers to share this commitment. All staff have a role to play in safeguarding children and have a responsibility to provide a safe environment in which children can learn. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions or cautions and bind-overs, including those regarded as 'spent' must be declared. Failure to declare any convictions or cautions may result in an offer of employment being withdrawn. A criminal record will not necessarily be a bar to obtaining a position.

### Help us to speed up the references process:

- Ensure the email addresses and phone numbers you have provided for your referees are correct
- Do not put two referees from the same place of work
- Let your referees know when you are offered the role
- Tell them that they will shortly be contacted for a reference
- Ask them to complete the reference as soon as possible

### Interviews

If you are selected to attend an interview or an assessment day we will notify you via email or phone and let you know the date and time. It is very difficult for us to change the date of the interview once it has been agreed internally. Remember to check your spam folder when accessing your emails.

- Invitations to interview are usually made via email
- If you are invited to interview, please inform us if you require any particular arrangements, specific access or other support to be made.
- Where lunch is provided as part of the interview process (this will be made clear in the interview schedule), please inform us of any dietary requirements
- We will seek references on short-listed candidates prior to interview (where permission has been given)
- Candidates that have submitted their application form electronically will be asked to sign a hard copy (this will be provided) before being interviewed, to declare that it is true and accurate
- You will need to bring three items of identification with you to enable us to validate your identity. Details of appropriate documents will be included in your invitation to interview letter
- You will need to provide original qualification certificates specified as essential to your post in the Person Specification
- Depending on the nature of the post, you may also be required to undertake appropriate tasks/presentation/teaching observation as part of the interview process. If this is the case, full details will be provided in the interview schedule.

**“Pupils are keen to excel, ambitious for their own futures, and value the school’s support to help them to achieve their goals. There are excellent programmes to raise aspirations.” Ofsted 2017**

