



King Edward's

WITLEY

Appointment of a

Full-time Teacher of Religious Studies and Philosophy



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Executive summary

This is an exceptional opportunity for a new Religious Studies and Philosophy teacher to join a flourishing boarding and day school, set on an attractive 100-acre campus and in a beautiful part of rural Surrey.

The successful candidate will teach Religious Studies and Philosophy, with the Religious Studies component covering both GCSE and KS3 teaching. At KS3, the role will involve introducing students to a broad range of religious concepts, encouraging exploration of different belief systems, ethical issues, and moral frameworks. At GCSE, students will delve deeper into the study of world religions, ethics, and philosophy, preparing them for the challenges of examining religious beliefs and practices in a modern context.

In Philosophy, the successful candidate will primarily teach the A-Level Metaphysics of God module as part of the AQA Philosophy course, exploring classical and contemporary arguments surrounding the existence and nature of God, as well as key philosophical questions such as the problem of evil and the compatibility of faith and reason.

They will

- inspire and motivate pupils to achieve and develop their full potential
- work with the Head of Department to deliver effective, engaging and interesting subject teaching
- support the School's expectation of excellent educational provision, safeguarding and promote the welfare of children

All full-time teachers have responsibility for academic tutoring of around 16 pupils. Part of the tutoring responsibility involves a duty evening in one of the Houses. All full-time staff also play a part in the co-curricular and pastoral life of the School according to their skills and aptitude: at King Edward's a very wide range of sports, arts, community and other activities is offered, in the afternoons and on Saturday mornings. Although there are no lessons on Saturday mornings, the weekend programme is a busy one and all teaching staff should expect to participate in one way or another. Consideration of a part-time appointment would be possible.



King Edward's – yesterday, today, tomorrow

As one of the longest-standing co-educational schools in the country and one of only two remaining Royal Hospitals from Tudor times, King Edward's Witley has a rich history of providing an education which is holistic, inclusive and progressive.

YESTERDAY

Nicholas Ridley, Bishop of London, convinced the boy King Edward VI to grant his palace at Bridewell on the banks of the Thames to the Lord Mayor of London, so creating the parent foundation – Bridewell Royal Hospital – as a place for the training and education of poor children in 1553. In 1860, the new charity scheme for Bridewell Royal Hospital was created and the House of Occupations was renamed King Edward's School admitting boys and girls from aged 10.

The pupils from King Edward's Boys' School moved to its current site in Witley in 1867 and the School now occupies around 100 acres of stunning Surrey countryside. The School marked the 150th anniversary of the Witley school on its current site in 2017 and will celebrate its 475th year in 2028.

TODAY AND TOMORROW

We are steadfastly proud of our heritage and longstanding engagement with the City of London through Bridewell. King Edward's Witley, Barrow Hills School and Longacre School are the operational arms of Bridewell Royal Hospital, a charitable foundation from which both schools inherit a culture with diversity, generosity, opportunity and social

responsibility at its heart, combining a global outlook with a sense of local belonging. More concretely, a significant endowment from Bridewell allows us to provide boarding places to pupils with a clear boarding need – our Foundationers.

King Edward's holds true to its Founders' mission to offer a foundation for life to young people from a range of backgrounds. At King Edward's this means an exciting and challenging curriculum, a broad range of sporting, artistic, social and cultural opportunities and an environment which is specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

Pupil experience is at the heart of what we do. The School has over 480 pupils, many of whom are day pupils from primary and Prep Schools. Boarding is a core pillar of the King Edward's community, with around 100 boarders accommodated in Houses including an Upper Sixth pre-university House.

All pupils, day and boarder belong to a House and are cared for by their Housemaster/ Housemistress and their team.



King Edward's – yesterday, today, tomorrow *continued*

Around 38% of pupils live abroad, in over 30 different countries and there is a growing cohort of local day pupils. The Sixth Form generally numbers more than 100 pupils, most of whom go on to study at Russell Group, Oxford and Cambridge, and leading European or US-based universities.

Our heritage continues to be highly valued and close links with the City of London remain through the Court of Bridewell (Board of Governors). The Lord Mayor attends Admissions Day and the School's annual Foundation Day Service at St. Bride's Church. Pupils participate in a range of events and activities associated with the City of London, perpetuating the School's links with its historic roots.

The School has a long tradition of philanthropy and addressing disadvantage and vulnerability. King Edward's offers welfare bursaries through Bridewell Royal Hospital, livery companies

and other charities, for young people who are less advantaged and who have a particular need for a boarding education. Over 50 pupils are supported by Bridewell Royal Hospital and other charities with financial contributions equal to annual boarding fees to attend the School. King Edward's is proud of its ongoing work transforming the lives of disadvantaged young people through providing a safe, fulfilling and purposeful educational environment.

The Head is a member of HMC.

Further details of the School are to be found in the Independent Schools' Yearbook, or on our website www.kesw.org.





Academic life and life beyond the classroom

ACADEMIC LIFE

King Edward's offers a broad, balanced curriculum, where excellent teaching is provided in a supportive and stimulating environment, enabling pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamically global society.

The School follows the National Curriculum but learning goes well beyond this, enabling pupils to think critically, study broadly but also in depth, and pursue interests in the creative and active sides of life, devoting attention to the wider community. Therefore, the School has two exam pathways at Sixth Form: A-Levels and BTECs to allow pupils to pursue different routes through the post-16 curriculum.

The School is developing its academic profile further and sees this as its highest priority. Whichever pathway they take, all pupils are encouraged to be independent thinkers, develop a love of learning and be open-minded and principled. A current priority is deepening pupils' independence and self-regulation, thereby increasing value-added and scholarly ambition while retaining our balanced, holistic environment.

LIFE BEYOND THE CLASSROOM

The 100-acre site at King Edward's and excellent facilities ensure that the School can provide co-curricular and enrichment opportunities that are extensive and wide-ranging.

Competitive sport has advanced markedly in recent years, with notable success in girls' hockey and girls' cricket; cricket now sits alongside football as a flagship sport. Music is a parallel strength, with extensive performance opportunities and tailored support for exceptionally talented pupils.

There is significant ongoing investment into the School's facilities. Recent projects include the opening of a purpose built house for the Upper Sixth (Year 13), refurbishment of Science Laboratories, and DT workshops.

Our pupils and staff take advantage of our transport links, including a train station 5 minutes from our School with direct access to London Waterloo, Guildford and Portsmouth.



Pastoral care and boarding

“Pupils of all ages demonstrate outstanding levels of respect for diversity and other cultures... [they] contribute enthusiastically to boarding and the community... [and] have a highly developed sense of moral understanding.” ISI 2022

King Edward’s has a uniquely diverse pupil body – culturally, socially and economically – and this forms a key part of its identity and ethos. Pupils benefit hugely from the outstanding care and support that the School provides which is inclusive and outward-looking.

Unique paired Houses share common rooms, kitchens, television and music rooms allowing girls and boys to mix naturally. This arrangement is particularly valued by parents and characterises the School’s belief in engendering equality in the community.

Housemasters/ Housemistresses lead each House, ensuring pupils are treated as individuals and encouraged to pursue their passions.

The School offers weekly boarding and flexi boarding which is particularly popular with parents from London who wish their children to benefit from the countryside and a boarding environment but retain some flexibility.

King Edward’s is now a majority-day community alongside a vibrant boarding offer. We are actively developing the experience and reach of boarding-domestically and internationally-while retaining flexibility valued by day families with the ambition of growing boarding numbers and experience.



Leadership, management and governance

The School's Governing Body is known as The Court of Bridewell, reflecting the historic foundation of the School as Bridewell Royal Hospital in 1553. The Chair of Governors is known as the Treasurer. The Court comprises up to 30 members, all of whom are unpaid volunteers, and includes Aldermen and members of the Common Council of the City of London, and several Governors co-opted for their expertise in education, finance and other relevant areas.

The SMT is responsible for overseeing the school's strategic direction and comprises:

- Mrs J Wright, Head & Principal of Bridewell (Chair of SMT)
- Mr D Corran, Deputy Head
- Mr M Harrison, Deputy Head Co-Curriculum
- Mr A Kirk-Burgess, Deputy Head Academic
- Dr A N Lennard, Director of Studies and ICT
- Mr D Rogers, Chief Finance and Operations Officer
- Mr Z Siva, Director of Safeguarding & DSL

The Senior Leadership Team, also chaired by the Head, oversees important operational matters and includes all members of SMT, plus:

- Mr J Andrade, Head of Lower School
- Mr T Campbell, Head of Middle School
- Mr J Downs, Head of Digital Innovation
- Mrs L Edwards, Head of Inclusive Learning and SENDCO
- Mr N Emsley, Senior Housemaster
- Mr S Fitch, Head of Marketing, Admissions & Communications



The Religious Studies and Philosophy Department

The Religious Studies and Philosophy department at King Edward's Witley is a dynamic and intellectually stimulating environment where students engage in the exploration of the world's religions, ethical dilemmas, and fundamental philosophical questions. The department is integral to the school's mission to develop critical thinkers, who are able to engage thoughtfully with complex moral, social, and metaphysical issues.

At Key Stage 3, students explore comparative world religions, ethics, and values, gaining an appreciation for religion as a sociological phenomenon and the ethical and philosophical questions it inspires. This broad-based approach sets a strong foundation for the more focused and in-depth study that follows.

At GCSE, students follow the AQA Religious Studies curriculum, which includes thematic studies in the following areas: Relationships and Families, Religion, Human Rights, and Social Justice, Religion, Crime and Punishment, The Existence of God and Revelation, and a Comparative Study of Islam and Christianity. This curriculum provides students with an opportunity to engage in thought-provoking discussions, encouraging them to evaluate key ethical issues and the philosophical and religious arguments surrounding them.

At A-Level, the department offers AQA Philosophy, where students study core philosophical topics such as Epistemology, Moral Philosophy, Metaphysics of Mind, and Metaphysics of God.

The successful candidate will be expected to teach the Metaphysics of God module, guiding students through the philosophical arguments about the existence of God, divine attributes, and the relationship between faith and reason.

The department also offers a bespoke critical thinking course called Thinking for Yourself. This course equips students with the tools to critically assess arguments, analyse ideas, and develop their own reasoned conclusions. Thinking for Yourself is designed to support students' studies across the school, enhancing their ability to think clearly and independently in all subjects, not just Religious Studies and Philosophy. It helps students develop essential skills in reasoning and argumentation that are valuable both inside and outside the classroom.

The department is equipped with modern teaching resources, including interactive whiteboards. The team works closely to ensure a shared commitment to high-quality teaching and innovative pedagogical practices. In addition to regular class-based learning, the department runs challenges and extracurricular activities designed to inspire students further, fostering a love of learning and stimulating debate on important philosophical and ethical issues.

By nurturing a stimulating and reflective environment, the Religious Studies and Philosophy department aims to inspire students to become thoughtful, articulate, and ethical individuals capable of navigating the complexities of the modern world.



Role description

KEY TASKS AND RESPONSIBILITIES

KNOWLEDGE AND UNDERSTANDING

- have a secure command of, expertise, and demonstrably outstanding communicative abilities in the subject/s
- understand the progression of pupils' acquisition of knowledge, skills and understanding
- understand how pupils' learning is affected by their intellectual, emotional, physical and social development

ASSESSMENT, PLANNING AND TEACHING

- plan lessons and teaching to maximise pupils' progress, and maintain appropriately high expectations of behaviour and attainment
- promote and nurture pupils' independence in learning and self-development
- set and mark work regularly for all pupils in accordance with guidelines, and keep accurate records of achievement
- make effective use of academic tracking data to plan lessons and identify needs
- write reports as required, work with Head of Department to establish expected grades for each pupil
- set and mark a share of internal examinations within the department
- keep up to date with subject knowledge; embrace new curricular and pedagogical developments
- contribute to the development of curricula, schemes of work, and teaching and learning materials for use by the departmental team

- be aware of, and sensitive to, any special educational needs and benchmark data relating to pupils; liaise with individual pupils' Learning Support Teachers where relevant to support their progress.
- develop effective, positive and professional relationships that will nurture pupils' self-belief, confidence and powers of expression
- create and maintain a teaching environment that is conducive to learning through classroom management:
 - o maintain good order
 - o nurture the development of curiosity, confidence, imagination and rigour, using the School's policies and procedures on behaviour and sanctions as appropriate, and attractive surroundings which promote a sense of purpose, partly by featuring displays of work, and subject-related materials
- promote ICT use, literacy and numeracy



Role description *continued*

CO-CURRICULAR

- contribute to the wider academic, co-curricular and pastoral life of our busy 7-day-a-week day and boarding School, according to skills and aptitudes
- tutoring - to take responsibility for the academic progress and overall welfare of a group of approximately 16 students
- contribute to the wider academic life of the school via enrichment activities, subject clinics and revision groups.
- although there are no lessons on Saturday mornings, the weekend programme is a busy one and part time teaching staff are expected to participate

GENERAL

- take responsibility for safeguarding and promoting the welfare of children
- as a member of one of the Houses, support its activities by attendance at events and by undertaking a regular duty night
- attend meetings, school and departmental events as required, including chapel services and parent conferences and other important functions
- maintain appropriate confidentiality of information relating to the School and its staff, and comply with GDPR
- adhere to the School's Health, Safety and environmental policies at all times
- carry out any other reasonable duties as required



Person specification

ATTRIBUTES

- personal charisma: warmth, integrity, self-awareness, empathy and kindness
- enthusiasm for, and commitment to, high quality, inspiring teaching and to the subject
- mental agility demonstrated through innovation and flexibility with good attention to detail
- stamina and grit
- sound judgement
- good sense of humour and appreciation of others
- willingness to challenge, evaluate, monitor, refine and revise with a view to continuing improvement
- the capacity to inspire loyalty
- a genuine passion for inspiring moral and ethical reflection in students
- commitment to fostering intellectual curiosity and critical thinking, particularly in complex philosophical and ethical issues

SKILLS AND KNOWLEDGE

- a degree in a humanities subject, or recognised equivalent
- a teaching qualification, such as a PGCE or recognised equivalent
- the ability to teach up to up to GCSE and A-level
- ability to listen well and think clearly in difficult situations
- be a fine role model
- foster habits of excellence and a culture of independent thinking
- strong interpersonal skills, communicative abilities, numeracy, and emotional intelligence
- high levels of personal organisation and professional efficiency

- excellent time management: ability to prioritise yet keep in mind a granular level of detail
- good academic standing and evidence of continuing professional learning
- building strong relationships
- knowledge of the legislation regarding schools related to the role of the post holder
- a deep understanding of the key philosophical, ethical, and theological concepts and the ability to convey them in an accessible and engaging manner
- experience or willingness to teach both comparative religion and philosophical inquiry, particularly in areas like metaphysics and ethics
- commitment to continuing professional development within the field of Religious Studies and Philosophy
- the ability to inspire students' independent thinking and foster an environment where open discussion of religious, ethical, and philosophical ideas can thrive
- a collaborative approach to working with colleagues to enhance the subject offering and academic life of the department

KPIs

Among others:

- excellent academic outcomes (assessed against relevant benchmarking data)
- pupils leave with a love of learning



Terms of appointment and how to apply

The role of Religious Studies & Philosophy teacher will attract a competitive salary in line with experience and benefits including substantially reduced school fees at both Barrow Hills and King Edward's. There may be single or family accommodation available on or close to the school campus, where the post-holder may choose to live at substantially reduced rates.

Candidates should submit a fully completed Application Form and a covering letter which addresses the competencies outlined as key responsibilities and in the person specification. Candidates may submit a CV in addition.

King Edward's Witley and Barrow Hills Schools are committed to safeguarding and promoting the welfare of children and young people and the Court expects all staff and volunteers to share this commitment. The successful candidate must be willing to undergo child protection screening appropriate to the post.

Please refer to our websites or ask HR for our child protection and rehabilitation of offenders' policy. Shortlisted candidates will be reviewed on social media/ on-line platforms. We particularly welcome applications from under-represented groups.



Bridewell Royal Hospital

King Edward's Witley and Barrow Hills School are partner schools of the Bridewell Royal Hospital.