



The Collegiate Trust
Exceptional Education for All



Teacher of Religious Studies

The Quest Academy

The Collegiate Trust



Application Pack

The Collegiate Trust

Quest Academy / South Croydon



Role Location	The Quest Academy Farnborough Avenue South Croydon CR2 8HD
Salary/Grade	MPS1/UPS (£37,870-56,154)
Details	Permanent, full- or part-time, all year round
Start date	September 2026
Application Closing Date	Friday 6 th March 2026

A message from the CEO

Thank you for your interest in joining *The Collegiate Trust (TCT)*. I hope that this information pack will help you to learn more about our fantastic family of schools and that you are excited by the prospect of joining us.

The Collegiate Trust is a dynamic place to work with a clear purpose: to improve the life chances of young people by delivering an **exceptional education for all** in a nurturing learning environment which leads them to excellent academic outcomes and happy and successful futures. Our culture of ambition, focussed clearly on our people and their learning, leads to the high academic standards and the enviable reputation that *The Collegiate Trust* is known for. I am very proud of what we do and what we have achieved at the Trust, and I hold the highest aspirations for what we will achieve in the future.

Since 2015, our Trust has been growing and, today, we are a family of 9 schools with c.7000 pupils and c.1000 colleagues in our team. We know that our greatest resource is each other and so, as an employer, we continually strive to do our best by our staff, with a focus on wellbeing, professional learning and success.

Please do not hesitate to get in touch for an informal discussion if you feel that this role and our Trust may be right for you. We would be delighted to receive your application.

Yours sincerely

Mr Soumick Dey
Chief Executive Officer



Why work with us? The benefits

At TCT, we understand that your time, wellbeing, career opportunities and work-life balance are key things you will look for when choosing where to work. We work hard to continually develop what we offer, striving to be recognised as an employer who looks after all our employees.

On top of our proactive and supportive approach to employee wellbeing and development, we offer a range of additional employee benefits – please click [here](#) to see more details.

We have a comprehensive CPD programme, designed to ensure all staff in all roles have the opportunity to grow and develop in their career. Our approach to Performance Development ensures that each and every member of staff is flourishing. Whether you are at the very beginning of your career or are looking to develop your experience, *The Collegiate Trust* is a great place for professional growth. ECTs and Apprentices benefit from a focused induction period, prior to appointment, and a well-established programme of support throughout the year, whilst more experienced colleagues have many opportunities to develop skills and extend their professional learning through an extensive and varied programme of professional development.

An introduction to the role

A Message from the Executive Principal

We are seeking a teacher who is passionate about teaching Religious Studies and is able to share this enthusiasm with their students so they develop a genuine love of the subject. We teach students RS across all secondary Key Stages.

You will need to be a teacher who is capable of building strong relationships with students and families to help maximise this enthusiasm and thirst for learning. The successful candidate will be a specialist RS Teacher, who either holds QTS, or will do before the role begins. The position is open to Early Career Teachers, or more experienced colleagues.

Through this role you will deliver exceptional teaching and learning which ensures the rapid progress of students. You will benefit from training in, and contribute to, up to date teaching pedagogy. To do this, you will benefit from 25% additional non-contact time above your standard PPA time specifically to facilitate engagement with improving teaching pedagogy (as is the case for all our teachers).

You will also join one of our Year Groups or Quest 6th Form as a Form Tutor and through this vital role help students settle for the day and develop the learning attributes required to engage in active learning.

The job description and person specification shown in this pack will give you a good indication of who we are looking for, including the skills and experience of our ideal candidate. I would be delighted to receive an application from you if, upon consideration, you feel that this role and The Quest Academy may be right for you. To apply, please complete the form at: TES Online.

Mr A Crofts

About The Quest Academy



The Collegiate Trust
Exceptional Education for All

At The Quest Academy we maintain a calm and positive learning environment where students are focused and engaged.

We believe in providing the broadest and richest educational experience, with a highly developed cultural curriculum offer including numerous trips and visits, a wide range of clubs and societies, sports fixtures and a thriving Duke of Edinburgh Award scheme.

All staff are provided with the necessary tools and conditions to flourish. These tools are wide ranging and include essentials such as robust behaviour systems which ensure disruption free learning, no requirement for book marking, modern facilities and the support of Subject Team Leaders and the Collegiate Trust Education Team.

Further to this, all teachers benefit from our innovative Professional Development Programme which consists of:

- Regular, weekly CPD (1hour 15 minute slots on a Monday)
- 1 hour every fortnight of additional non-contact time specifically to implement pedagogical improvement (for example observing colleagues, engaging in reading etc.)
- 1-1 coaching for all teachers
- An Appraisal system driven by staff engagement with pedagogical development through your Professional Development Journal and bespoke Inquiry Question
- NPQs and Masters programmes available to all staff.

We are also very fortunate to occupy a stunning 17-million-pound building with extensive grounds which we moved into in 2014. We have also invested in nearly one million pounds of cutting-edge IT equipment to support all aspects of Academy life.

The Academy is committed to ensuring that each student succeeds academically and personally. Our motto, Learning Changes Lives reflects our belief in the importance of our work. We are committed to making sure that every student makes outstanding progress. We have high expectations of every student, offer the best quality teaching and insist on the highest standards of behaviour and respect.

Strong moral values underpin the ethos of The Quest Academy. We welcome students from a wide range of backgrounds and expect all families to value and support the moral values at the heart of all aspects of life at the Academy. We foster understanding, tolerance and mutual respect whilst producing confident, capable and respectful young people. At all times, we aim to create an environment that nurtures and develops:

- Integrity
- Compassion
- Respect
- Tolerance
- Kindness
- Courage
- Generosity
- A life-long love of learning

These values make the Academy a positive and inclusive community in which all students feel safe, valued and part of the family.

Quest6, our Sixth Form, provides a positive, rich and innovative learning environment where every student can achieve excellence in all that they do, in the classroom and beyond it. We offer a wide range of enrichment activities to extend learning in a range of contexts and promote leadership, teamwork, reflection, confidence and high self-esteem.

You can find out more information about The Quest Academy on our website:

[The Quest Academy | Part of The Collegiate Trust](#)

About The Collegiate Trust

“Exceptional Education for All”

Academic Rigour



Creative and Cultural Learning



Development of Skills & Qualities



Our Family of Schools

Each school within the Trust is supported by our Central Team who work with Principals and their teams on school improvement, teaching and learning, finance, facilities and operations, IT, HR and governance issues. This support allows the Principal and Local Governing Body (LGB) to focus on delivering the highest standards in their school. The LGB works to a *Scheme of Delegation* approved by the Trust's Board of Directors.

School	Age	Date Joined	Roll
Riddlesdown Collegiate	11-18	Founding School	2085
Gossops Green Primary School	4-11	01/11/2016	580
Waterfield Primary School	3-11	01/03/2018	397
Courtwood Primary School	4-11	01/06/2018	219
Quest Primary	3-11	01/06/2018	198
The Quest Academy	11-18	01/06/2018	863
Kenley Primary School	4-11	01/09/2021	156
Woodcote High School	11-18	01/04/2023	1286
Ifield Community College	11-18	01/06/2025	1240

Our Mindsets:

We approach our work with a mindset that is:

- Open minded
- Solution focussed
- Collectively responsible
- Intentional in seeking improvement

Our Behaviours:

We act with:

- Honesty
- Kindness
- Ambition
- Professionalism
- Unconditional positive regard

Our Success - We succeed through cohesion, a strong sense of belonging, and a shared determination to deliver and enable our collective vision to deliver an exceptional education for all.

Our Ambitions - At our schools, we are committed to creating environments where children thrive, communities place genuine trust in our work, and talented individuals are proud to be part of our team.

We strive for our schools to be:

- Safe, happy and welcoming places where everyone feels valued
- Learning-focused, with a clear commitment to academic and personal growth
- Ambitious for all pupils and staff, always aiming higher
- Creative in our approach to teaching, learning, and problem-solving
- Organised, ensuring consistency and clarity in everything we do
- High achieving, with a focus on excellence in outcomes
- Well led, with strong, purposeful leadership at all levels
- Inclusive, celebrating diversity and ensuring equity of opportunity
- Warm and caring, placing wellbeing at the heart of our culture



You can find out more information about our Trust on our website:

<https://tct-academies.org/>

What will I be doing?

Job Description and Details

Contract:	Full- or part-time, permanent
Salary:	MPS/UPS (£37,870-56,154)
Location:	The Quest Academy
Reporting to:	Team Leader for Humanities
Purpose of the Post:	Ensuring that the areas of Academy life for which I am responsible contribute to outcomes above expectations for all Academy students, especially in the standards they attain and the progress and achievement they make.

Understanding, operating and developing the ethos of the Academy so that it becomes a centre of excellence where mutual respect, tolerance, care and support are evidenced in all of the Academy's activities and that this in turn ensures that everybody takes pride in all aspects of the Academy's work

Main Responsibilities:

Teaching and Learning	<ul style="list-style-type: none">• Manage student learning through effective teaching in accordance with the department's schemes of learning, policies and pedagogy.• Use a variety of methods and approaches to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.• Set home learning regularly, (in accordance with the Academy expectations), to consolidate and extend learning and encourage students to take responsibility for their own learning.• Work with SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.• Support individual learning, reviewing student outcomes regularly.• Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Development Plan and implementing and monitoring change.• Implement new initiatives, Academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.• Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.• Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem.• Assess students' work systematically and use the results to inform future planning, teaching and curricular development.• Contribute towards the implementation of IEPs as detailed in the current SEND Code of Practice• Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the Academy policy.
Subject Knowledge and Understanding	<ul style="list-style-type: none">• Have a thorough and up-to-date knowledge and understanding of the curriculum and specifications for examination courses.• Keep up-to-date with research and developments in pedagogy.• Contribute to the effective use of subject resources, including evaluation of new materials and equipment.• Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.
Professional Standards	<ul style="list-style-type: none">• Be a role model to students through personal presentation and professional conduct.

	<ul style="list-style-type: none"> • Arrive in class, on or before the start of the lesson, and begin and end lessons on time. • Be familiar with the Academy and faculty handbooks and support all the Academy's policies • Establish effective working relationships with professional colleagues and support staff. • Be involved in extra-curricular activities such as making a contribution to clubs and visits. • Maintain a working knowledge and understanding of teachers' professional duties as set out in the current Academy Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, and the role of the education service in protecting children. • Liaise effectively with Parent/Carers and with other agencies with responsibility for students' education and welfare. • Be aware of the role of the Governing Body of the Academy and support it in performing its duties. • Be familiar with and implement the relevant requirements of the current SEND Code of Practice. • Consider the needs of all students within lessons (and implement specialist advice), especially for those who have SEND, are more able and/or are not yet fluent in English.
Health and Safety	<ul style="list-style-type: none"> • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Co-operate with the employer on all issues to do with Health, Safety and Welfare. • Have an understanding of visits' procedures and the relevant actions to take when planning out of Academy activities.
Continuing Professional Development	<ul style="list-style-type: none"> • Actively engage in your own professional development in line with Academy training, guidance and policy. • Take responsibility for personal professional development, keeping up-to date with research and developments in teaching pedagogy and changes in the curriculum, which may lead to improvements in teaching and learning. • Undertake any necessary professional development as identified in the Academy Development Plan taking full advantage of any relevant training and development available. • Implement and develop pedagogic procedures introduced through Academy, local or government initiatives. • Implement the use of new technologies that enhance teaching and learning. • Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received. • Carry out reflective practice exercises to move classroom practice, teaching and learning, forward. • Use 'gained time' by revising teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions. • Contribute to Department development by sharing professional learning, expertise and skills with others in the team, through training activities such as coaching and mentoring.
Other Requirements	<ul style="list-style-type: none"> • To promote and safeguard the welfare of children at the Academy. • To maintain confidentiality at all times. • To be aware of and adhere to all Academy policies and procedures. • To carry out any other duties as may be reasonably required by the Principal • To work in support of the Academy Improvement Plan. • To take time to read notices, keep to deadlines and carry out duties to the best of your ability.

N.B: Every Subject Teacher will be expected to have pastoral responsibilities - detailed separately.

The above is not an exhaustive list and the successful applicant may be required to carry out additional duties as required by the role.

Why am I right for this job?

We know that some applicants may not entirely meet all elements of the Person Specification but may still make an excellent addition to our team by bringing additional skills and experiences that add value to the role. If you think your skills and experience, make you a good fit for this role, please do not be put off if you do not match 100% of the desired criteria! The notes below indicate whether a particular element is essential for you to be considered.

Person Specification

Qualifications	Notes
Qualified Teacher Status	Essential
Honours degree (2:2 or better)	Essential
Evidence of safeguarding training	Essential
Evidence of further professional development where appropriate	Desirable
Experience	
Experience working with young people of a range of ages and abilities	Essential
Evidence of making an effective contribution to a team	Essential
Regular engagement with up to date teaching pedagogy	Essential
Skills & Attributes	
Ability to deliver high quality teaching & learning over time to all students in the subject area	Essential
Ability to be an effective Tutor	Essential
Capacity to work alongside colleagues, contributing effectively to overarching aims and priorities	Essential
Ability to quickly establish and maintain positive relationships with students, staff and families	Essential
Ability to demonstrate and promote good practice in line with the ethos of The Quest Academy	Essential
Understanding of safeguarding issues and promoting the welfare of children and young people	Essential
Well-developed communication skills, including high level of written and oral literacy and competent ICT use	Essential
Suitability to work with children	Essential
Potential for professional progression	Desirable

All our staff MUST be able to fulfil to following criteria:

- Undergo a full enhanced Disclosure and Barring Service check (which will confirm there had been no criminal activity that means you might be unsuitable to work with young people)
- Right to work in the UK
- Be medically suitable and safe to fulfil the role
- Provide 2 references that support your application, one of which must be your most recent employer (unless this is your first ever job, in which case we can advise on alternatives)

How to apply

If you feel that this role and our Trust may be right for you, we would very much like to receive your application.

To apply, please use the TES application form, identifying clearly how you meet the Person Specification.

If you have any queries or would like an informal discussion about the role, please do not hesitate to contact us at HR@tct-academies.org.

Safeguarding Statement

The Collegiate Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. In all cases, the post holder's responsibility for promoting and safeguarding the welfare of the pupils is to adhere to and ensure compliance with the school's safeguarding policies and procedures at all times.

The post is exempt from the Rehabilitation of Offenders Act 1974, and the school is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are "spent", unless they are "protected" under the DBS filtering rules) in order to assess their suitability to work with children. Please note that if you are added to a Barred List then it is against the law to work, apply for work or volunteer in Regulated Activity with children.

Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, online searches and the *Disclosure and Barring Service (DBS)*. Appointment will be dependent upon further health, safeguarding and attendance checks.