

Teacher of Religious Education

Job Description

Job Title
Teacher of Religious Education
Salary
MPS/UPS
Responsible to
Head of Department
Hours
Full-time 1.0 FTE
Main Responsibilities
All teachers are required to carry out the duties of a teacher as set out in the current School Teachers' Pay and Conditions Document: Upper Pay Scale teachers, are required to be highly competent in all elements of the Teacher Standards and to ensure that your achievements and contribution to the school are substantial and sustained.

Main responsibilities and duties	
Teaching and Learning	• Plan lessons with clear and shared objectives, which contribute to the coverage of the National Curriculum, course requirements and examination specification, and are consistent with school development priorities in accordance with Health & Safety requirements; • Lead, manage and control course provision within the department, including effective allocation of staff and physical resources; • Deliver lessons which engage and allow all individuals and groups of students to make good progress; • Trial and carry out relevant practical work to engage students and enhance teaching and learning. • Plan and evaluate an approach to homework within the department which offers students the opportunity to reinforce, extend and enhance the quality of their work; • Use a range of assessment strategies, both formative and summative, to help students understand what they need to do to improve their work and set targets; • Pay particular attention to how the assessment of the work of students with Additional Educational Needs relates to targets set in individual education plans • Set high expectations for all students, and a level of challenge appropriate to students of different abilities in order to ensure that teaching is targeted at the student's stage of learning, and moves them on;

	• Make clear the importance of application, accuracy and good presentation, and provide opportunities for students to take increasing responsibility for their own work; • Use methods and strategies which have careful regard to the curricular objectives being pursued, and determine whether these are best achieved by students working alone, in pairs, in small groups, or all together; • Keep up to date with subject knowledge, including inspection reports, research findings, and undertake In-service Training as appropriate to the priorities of the school, the department, and personal professional development. • Make effective use of time and resources, including the use of regular homework to reinforce and extend what students learn in school; • Assess, record and report on students' work thoroughly and constructively, and using assessment and performance data to inform teaching and learning and to set targets for improvement; • Ensure that the fabric and resources of the classroom, including displays, are well maintained and ensuring that relevant Health and Safety regulations are observed. • Contribute to the wider development of students in your care through work as a tutor, including registration, coding of absence, guidance and support, contact with parents and other subject teachers as required. • Contribute, as a class teacher and tutor, by planning and delivering, as appropriate, opportunities for students to be healthy; safe; enjoy and achieve; make a positive contribution; and achieve economic wellbeing. • Take responsibility for own personal development liaising with both the senior team line manager and the person responsible for CPD if different • Participate in the school's ITT programme as required
Upper Pay Scale Accountabilities	Meet the professional standards for post threshold teachers as set out in the School Teachers' Pay and Conditions document and the Teachers' Standards. • Contribute significantly, where appropriate, to implementing workplace policies and practice and to promote collective responsibility for their implementation. • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential and maximising the use and impact of whole school development strategies in Teaching and Learning. • Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications. • Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

	• Have a more developed knowledge and understanding of your subjects/curriculum areas than a MPS teacher and how to use resources and strategies to accelerate learning and progress. • Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people. • Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice • To make an additional positive contribution to the success of the school
Relationships	The Postholder: • is responsible to the Headteacher in all matters and to the Head of Department in respect of curricular matters; • interacts on a professional level with all colleagues and seeks to establish and maintain productive relationships with them and in particular with other members of their department; • fosters positive relationships with students and their parents in order to promote their understanding of their subject in the curriculum and to develop a genuine working partnership in pursuit of the aims of the school; • attends SLT and Governors' meetings as required for monitoring and accountability purposes; • safeguards and promotes the welfare of students and work with the designated Child Protection Person to: ➤ Identify and record any child protection concerns ➤ Contribute information as required for Common Assessment or Multi-Agency meetings ➤ Act at all times in line with the school's Child Protection procedures.

Special notes of conditions

This job description does not define in detail all duties/responsibilities of the post, which is subject to those detailed in the Statement of Conditions of Employment and will count as directed time as set out in such statement, and as defined by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the post holder.

Teacher of Religious Education

Person Specification



Category	Essential	Desirable
Education and Training	• Educated to degree standard or equivalent or a related qualification. • Completed a relevant subject-related PGCE • Recognised Qualified Teacher Status • A commitment to continuing professional development, working to develop professional standards.	• A good honours degree
Knowledge, skills and abilities	• Proven ability to teach Religious Studies to GCSE standard. • Excellent subject knowledge in the post advertised • Demonstrate success in raising achievement • Understand the National Curriculum requirements and national strategies to raise student achievement • Able to demonstrate planning to achieve a purposeful and effective learning environment. • Able to make good use of Assessment for Learning strategies. • A commitment to providing stimulating and innovative lessons. • Excellent ICT skills for personal organisation and to raise standards of learning. • Confident in the use of data, able to provide analysis and measure impact of interventions • Appreciates the key role of the tutor in promoting the well-being and progress of each student. • Strong behaviour management skills	• Creative user of ICT to promote e-learning across the curriculum • Ambition and ability to take on further responsibility or gain promotion. • Ability to contribute to the wider life of the school.
Attendance and Health	• A good attendance and punctuality record.	
Interpersonal and communication skills	• Enjoys teaching and working with young people. • Able to support the wider needs of children. • High quality communication skills with the ability to develop positive relationships with students, parents and peers • A team player; able to work effectively with others to develop innovative curriculum design and delivery	
Additional requirements	• Clearance through the Disclosure and Barring Service (DBS).	

	• Two supportive work-related references (references from friends or relatives will not be accepted). • Suitable to work alongside children and young people and committed to safeguarding and promoting the welfare of children and young people • Be committed to the Quantock Education Trust's ethos • Be committed to continuous improvement and development of the Trust • UPS Teachers must be able to provide evidence of their contribution to wider school life	
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