**Second in RE Teacher**

**Christ the King Catholic Voluntary Academy**

The post holder will be accountable to the Headteacher and will carry out the following professional duties in accordance with the Academy’s policies and procedures under the direction of the Headteacher.

**Generic Responsibilities**

* Be a leading teacher in the school in terms of lesson quality and student attainment.
* Participate in the induction and mentoring of newly qualified teachers and students taking part in initial teacher training.
* To work with individual teachers modelling and leading improvement of teaching skills.
* Observing lessons and advising colleagues on classroom organisation, lesson planning and teaching methods.
* Leading professional learning groups and supporting professional development through mentoring and coaching of teachers.
* Support the development and use of school assessment data to improve the quality of teaching and learning in your subject area.

**Specific Responsibilities**

**Leadership and Management Responsibility**

* Ensure that all assessments across RE support learning and enable monitoring of student progress
* Support the Head of RE in ensuring that all staff use assessments to support pupil progress
* Support the development of work across Key Stage 3 helping to raising the level of attainment in RE in accordance with Academy targets and expectations.
* Using performance data, work alongside the Head of Department to monitor and Identify under achieving pupils
* Ensure that schemes of learning across Key Stage 3 are appropriate, provide challenge and support subject expectations of the end of Key Stage 4
* Ensure that schemes of learning at Key Stage 3 are regularly reviewed
* Address underachievement through contributing to the Academy strategy as well as developing and implementing department strategies and approaches.
* Ensure that Personal Development across the Academy supports students in all Year groups
* Fulfil a strategic leadership role as part of the Academy middle leadership group, contributing to the Academy and its policies.
* Support the Head of Department as requested in order to improve student progress

**Teaching Responsibilities and Pupil Progress**

* Teach RE across all age groups.
* To lead a tutor group.
* Ensure pupil’s progression is adequately monitored and achievements maximised.
* To efficiently address gaps in attainment of underachieving students.
* To identify clear teaching objectives and specify how they will be taught and assessed.
* Set appropriate and demanding expectations of students to ensure that pupils can maximise their progress
* Set clear targets building on prior attainment.
* Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
* Provide feedback to pupils in accordance with guidance within RE and in line with the Academy Assessment, Recording and Reporting Policy.
* Assess and record pupils’ progress, systematically keeping accurate records to check students understanding. Use information to monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.

**Whole Academy Responsibilities**

* Be a positive influence on the climate and culture of the Academy and demonstrate a positive professional attitude at all times.
* Support the Catholic ethos of the Academy.
* Be aware of and comply with policies and procedures relating to safeguarding, equality, health, safety and security, confidentiality and data protection, copyright etc. reporting all concerns to line manager.
* Attend and participate in team meetings, pupil progress meetings, open evenings and pupil performances.
* Be aware of and support difference and ensure equal opportunities for all.
* Contribute to the Mission statement and aims of the Academy.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* The Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

The appointment is subject to the current conditions of employment for the Main/Upper scale contained in the School Teachers' Pay and Conditions Document.

This Job Description may be amended at any time following discussion between the Headteacher and yourself, and it will be reviewed regularly.

**Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
| **At Christ the King Catholic Academy** | Essential | Desirable | Evidence |
| Willing to support the Catholic tradition and spiritual ethos of the academy | √ |  | Application form  Certificates |
| Willing and able to contribute to and share in the corporate life of the academy. | √ |  |
| **Professional Values and Practice** |  |  |  |
| Is aware of the responsibilities of a teacher. | √ |  | Application form  Letter of application  Selection process  References |
| Have high expectations of all students and a commitment to raising their educational achievement. | √ |  |
| Treats students consistently, with concern for development. | √ |  |
| Demonstrates and promotes positive values, attitudes and behaviour. | √ |  |
| Understands the contribution of support staff and other professionals. | √ |  |
| Promotes equal opportunities | √ |  |
| Is committed to their own continuing professional development | √ |  |
| **Knowledge and Understanding** | Essential | Desirable |  |
| Has secure knowledge and understanding of own subject. | √ |  | Letter of application  Selection process  References |
| Has the ability to deliver RE at KS5 | √ |  |
| Is aware of pathways for progression through 14- 19 in school, college and work-based settings. | √ |  |
| Is aware of the requirements at Key Stage 2, Key Stage 4, Key stage 5 and Further/Higher education. | √ |  |
| Effectively uses ICT for teaching and to support a wider professional role. | √ |  |
| Understands the responsibilities of the Keeping Children Safe in Education Policy and the SEND Code of Practice. | √ |  |
| Knows a range of strategies to promote good behaviour and ensure a purposeful learning environment. | √ |  |
| **Teaching** | Essential | Desirable |  |
| Sets challenging teaching and learning objectives appropriate to all students in their classes. | √ |  | Letter of application  Selection process  Teaching task  References |
| Uses these objectives to plan lessons and sequences of lessons showing how they will assess. | √ |  |
| Takes account of and supports students' individual needs. | √ |  |  |
| Selects and prepares resources and plans for their organisation. | √ |  |
| Contributes to and shares teaching and learning ideas across the Academy | √ |  |
| Organises and manages teaching and learning time effectively. | √ |  |
| Organises and manages physical space, tools, materials, texts, resources safely and effectively. | √ |  |
| Uses a range of monitoring and assessment strategies and uses this information to improve own planning and teaching. | √ |  |
| Identifies and supports key groups including Most able, Pupil Premium, EAL, those failing to achieve their potential and those with behavioural emotional and social difficulties. | √ |  |
| Records progress and achievements systematically. | √ |  |
| Uses records as the basis for reporting orally and in writing for parents, carers, other professionals and students. | √ |  |
| Establishes a purposeful learning environment where diversity is valued and where students feel secure and confident. | √ |  |
| Teaches clearly structured lessons which interest and motivate and promote active and independent learning- | √ |  |
| Differentiates work to meet students' needs | √ |  |
| Takes account of different interests, experiences, achievements of boys and girls, and students from different cultural and ethnic groups | √ |  |  |
| **Other** | Essential | Desirable |  |
| Willingness to support Residential Retreats / visits abroad |  | √ | Letter of application  Selection process  References |
| Willingness to organise and support extra-curricular activities |  | √ |
| **Application** | Essential | Desirable |  |
| Clear and coherent completion of application form | √ |  | Letter of application  Selection process  References |
| Letter of application which addresses the Job Description and application requirements | √ |  |
| Effective verbal communication skills | √ |  |
| Supportive references. | √ |  |

*The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.*

*The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.*