



Dinnington High School

Teacher of Religious Studies & Life

Part of

LEAP

Multi Academy Trust

Post Title: Teacher of Religious Studies & Life (PSHE)

This is an exciting opportunity for an enthusiastic and inspiring teacher of Religious Studies & Life – whether you are at the start of your career or experienced.

This is an exciting time to join the Faculty as we continue the reintroduction of RS within a very successful and popular faculty of EBacc. Life is our name for PSHE.

The post is full time permanent with a start date of 1st September 2022. This is a new post as RS expands from Y8 down into Y7, alongside other EBacc subjects expanding into Y9 for all students. So we now seek a specialist teacher to work alongside our Head of RS and Life.

The closing date for applications is Monday 16th May at 9.00am.

The EBacc Faculty

Thank you for your interest in the role of Head of RE/Life. We are delighted to be in the process of re-establishing RE as a discrete subject linked to leading and co-ordinating our Life programme. It has started in Y8 this year and Y7 will be added from September. We hope it will continue to grow back to a GCSE and A'Level subject.

The EBacc faculty at Dinnington is a friendly and welcoming team. It incorporates history, geography, MFL and RE/Life. We have created a supportive environment where ideas and approaches to teaching and learning are shared in a collaborative manner. We all realise the need to support one another both professionally and personally.

We have a large Humanities staff room that is equipped with fridge and kettle as well as and MFL staff room and kitchen.

We have a wealth of rooms and one computer room. With the expansion of history, geography and MFL into Y9, we will have 4 history teachers, 3 or 4 geography teachers, 3 MFL teachers, and alongside appointing the Head of RS and Life, there is this new position. This means that the majority of the two subjects can then be taught by specialists.

Students from Y7 to Y11 have a Life lesson each week and Y12 & Y13 have Guidance, which is overseen by the sixth form team. All of Y8 have an RS lesson, and we have a single discrete RS lecture for the whole of sixth form each week covering basic religious knowledge through to the big philosophical questions. From September, the Y8 curriculum will move down to Y7 and we will need to develop the new Y8 curriculum. This is a great opportunity to work with the new head of department to grow RE back to a KS4 and KS5 as well as ensuring RS and Life lessons provide a critical part of student's personal development. Additional RS & Life learning will be provided through Dinnington Drop Down days.

RS and Life are also a crucial part of our Personal Development work. This work also includes our assembly and form time programme, led by the Head of Achieve, and our careers programme led by the careers team. Students have responded very well to the reintroduction of Religious Studies.

If you can offer an additional specialism, particularly but not exclusively in the EBacc area, that would be good to tell us about. Geography would be of particular interest but again, not exclusively.

We look forward to hearing from you - good luck with your application. Visits are very welcome.

New staff tell us, we should shout about our Dinnington Way for Staff as they tell us this is not the norm in all work places:

- Compassionate leadership that has high expectations matched with high levels of support
- Well-being and mental health graduated response for staff in place
- An approach to improvement based on professional evaluation and development focussed on continual professional development
- Staff appraisal and performance management that is not based on high stakes approach to outcomes but on genuine professional improvement
- Opportunities for training and development
- Supported by a Trust that genuinely cares about students and staff.

We are also very proud that we have a good number of former students who return as members of staff. They tell us they have appreciated what staff have done for them at school and now want to give something back. It also tells us that they have had a positive experience at our school and want to continue to be part of it. We have also had staff who have left for pastures new in the past...and then returned.

Our staff appreciate the strong sense of team work, care for each other and mutual support. We value our teaching and support staff equally as this is a totally interdependent relationship.

For more detail, see the Working at Dinnington High School document.

Job Description

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

Planning Teaching & Classroom Management

- identifying clear teaching outcomes and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of engagement;
- setting appropriate and demanding expectations;
- setting clear learning goals, building on prior attainment;
- being aware of and making provision for students' differing needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of long-term plans;
- building positive relationships with students;
- implementing academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- using effective questioning, listening carefully to students, giving attention to errors and misconceptions
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered learning environment;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- contributing to the development of schemes of learning in the subject;
- liaising with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessing, Recording & Reporting

- assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;

- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures;
- undertake assessment of students and participate in the academy's system for reporting to parents.

Pastoral Duties

- be a Form Tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Head of Year to ensure the implementation of the academy's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students.

Other Professional Responsibilities

- have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;
- operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;
- contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;

- take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies;
- liaise effectively with parents.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills & Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I

	Sensitive to the varying needs of young people and individuals	A/I/R
Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

* A – Application form; R – Reference; I – Interview; C – Certificates

Dinnington High School's mission is to help all students to "Achieve Excellence" via quality first teaching, responsive pastoral care and decisive leadership.

We welcome contact to discuss this post, as well as visits to our school.

Completed applications should be returned either by post to: Dinnington High School, Doe Quarry Lane, Dinnington, Sheffield, S25 2NZ or by email to recruitment@dinningtonhigh.co.uk

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at <https://www.gov.uk/disclosure-barring-service-check>.

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.



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