

City Academy Norwich

Job Description

Job Title: Teacher of RE

Grade: MPS (1-6)/UPS (Potential TLR responsibilities for suitable applicant)

Responsible To: Leader of Faculty

Main purpose of the job

Carry out those responsibilities defined by statute with specific reference to the Core Professional Standards, the conditions of Employment of Teachers in the DfE (DCSF) publication 'School Teachers Pay and Conditions,' in order to provide a full learning experience and support for students.

To actively promote equality of opportunity to provide the best possible education for all its students, taking into account ethnicity, gender, and special educational needs, English as an additional language, disability and emotional needs that may affect learning.

To be accountable for planning, preparing and delivering lessons effectively to raise standards of student attainment and achievement within the curriculum area and to monitor and support student progress.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To provide and monitor opportunities for personal and academic growth for all students.

To ensure the provision of an appropriately broad, balanced, and relevant and differentiated curriculum for students in all assigned classes and to support a designated curriculum area as appropriate.

To take an active role in the academy's extended learning through involvement in extra-curricular activities and the academy's specialism's.

To communicate and cooperate with individuals or bodies outside of the Academy.

To monitor and support the overall progress and development of students as a teacher / Form Tutor.

Ensure that the health and safety of all students and staff is promoted and maintained to a high standard at all times in accordance with the academy's relevant policies and procedures.

Core job functions: Personal Responsibility

- a. To adhere to and promote all academy policies including those relating to Race Equality, Equal Opportunities and Health and Safety.
- b. To attend training and meetings as necessary and cascade any relevant information to relevant staff and stakeholders as appropriate.
- c. Be an excellent role model for all members of staff and for students in all aspects of academy life. To be an exemplar of all academy policies and practices to include risk assessments as appropriate. To play a full part in the life of the academy community, support its ethos and encourage staff and students to follow this example. To offer guidance and support to colleagues.
- d. To support the academy in meeting its legal requirements for worship.
- e. To continue personal development as agreed.

Core job functions: Teaching and Learning

- a. To consistently teach students according to their educational needs and optimum learning styles to achieve student success, to include the setting and marking of work.
- b. To assess, report on the attendance, progress, development and attainment of students in accordance with academy policy and in order to track and record student progress against targets to inform teaching and learning.
- c. To maintain appropriate records and to provide relevant accurate information for registers etc.
- d. To undertake a designated programme of teaching.
- e. To ensure a high quality teaching experience for students which meets internal and external quality standards.
- f. To provide or contribute to oral and written assessments, action plans, progress files reports and references relating to individual students and groups of students.
- g. To prepare and update subject materials.
- h. To use a variety of delivery methods to stimulate learning appropriate to students needs and demands of the syllabus.
- i. To maintain discipline in accordance with the academy's policies and procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- j. To undertake assessment of students as requested by external examination bodies, departmental and academy policies.
- k. To mark, grade and give written / verbal and diagnostic feedback as required.
- l. To take part in and contribute to the development of high quality schemes of learning and resources.
- m. To attend activities such as Open Evenings, Parents Evenings, Review Days and liaison events with other academies.
- n. All staff are expected to support whole school duties.
- o. To contribute to the development of effective subject links with external agencies.

Core job functions: Operational / Strategic Planning

- a. To assist in the development of appropriate syllabuses, resources, schemes of work, making policies and teaching strategies in the curriculum area and Department.
- b. To contribute to the curriculum area and Department's development plans and its implementation.
- c. To effectively plan and prepare courses and lessons.
- d. To contribute to the whole academy's planning activities.
- e. To assist the Leader of Faculty to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives.

- f. To assist the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies.

Quality Assurance

- a. To help implement academy quality procedures and to adhere to these.
- b. To contribute to the process of monitoring and evaluation of the curriculum area / department in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek / implement modification and improvement where required.
- c. To regularly review methods of teaching and programmes of work and update / amend as appropriate.
- d. As required, assist in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Managing Resources

- a. To assist in the process of ordering and allocation of equipment and materials.
- b. To assist the Leader of Faculty to identify resource needs and to contribute to the efficient and effective use of physical resources.
- c. In conjunction with other staff, ensure the sharing and effective usage of resources to the benefit of the academy, department and students.

Pastoral System

- a. To be a Form Tutor to an assigned group of students.
- b. To promote the personal and academic wellbeing of individual students and of the Form Tutor group as a whole.
- c. To liaise with a Pastoral Leader to ensure the implementation of the academy's Pastoral System.
- d. To register students, accompany them to assemblies and encourage their full attendance at all lessons and their participation in other aspects of academy life.
- e. To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- f. To maintain a high standard of students' behaviour and discipline, within the framework of the academy policy and supporting other staff as necessary to enable effective learning to take place.
- g. To communicate and liaise effectively with parents and carers regarding the welfare of individual students after consultation with the appropriate staff and to ensure good relationships between academy and home.
- h. To know the students in your tutor group well in order to provide the appropriate support.
- i. To contribute to PSHE, citizenship and enterprise in accordance with academy policy.

Generic Accountabilities

Participate in recruitment and selection, as agreed with the Principal.
Attend daily and weekly meetings, in accordance with academy policy and to lead such meetings as required.

Attend occasional meetings during evening hours, at weekends or in academy holidays, as required

Take whole academy assemblies and to support other staff with assemblies.

Prepare and present reports, as required to governors, parents, or outside agencies.

Safeguarding Children

In accordance with the Academy's commitment to follow and adhere to the Department for Education's guidance entitled "Safeguarding Children and Safer Recruitment in Education" (January 2007) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Academy. You are also required to know and comply with the DfE document 'Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009). You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the City Academy Norwich or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984 and are properly applied to pupil, staff and academy business/information.

General Data Protection Regulation (GDPR)

The post holder will hold and process any personal data including sensitive (special category) personal data relating to students in accordance with our legal obligations, for the purposes of progress and in the manner set out in the Privacy Notice for parents and students and in accordance with our Data Protection Policy which can be accessed via the PA to the Headteacher at your request.

Freedom of Information

The post holder must be aware that any information held by the Academy in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Academy's policies and procedures.

Physical Demands

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 a manager to undertake work of a similar level that is not specified in this job description

The Academy 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.

City Academy Norwich is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

CITY ACADEMY NORWICH PERSON SPECIFICATION: TEACHER OF RE			
Qualifications and Training	Essential	Desirable	How Assessed? Application (A) Interview (I) Task (T)
Qualified Teacher Status	✓		A
GSCE in English & Maths grade C or above	✓		A
Graduate, educated to degree level 2.2 or above	✓		A
Valid UK driving licence		✓	A
Knowledge Able to evidence and apply secure knowledge and good understanding of:	Essential	Desirable	A, I, T
Current educational issues, national and local policies, legislation and developments	✓		A/ I
Issues relating to teaching and learning and progress	✓		A/ I
Knowledge and understanding of strategies to improve teaching and learning	✓		A/ I
Innovation in developing and implementing work with students	✓		A/ I
Good working knowledge of statistical data and ability to transfer data into quantifiable learning outcomes	✓		T
In accordance with academy policy deploy effective strategies for gaining and maintaining high standards of discipline at whole academy level to secure student attainment.	✓		T
A good up-to-date understanding of child protection and safeguarding issues and procedures.	✓		A/ I
The role of parents and the community in academy improvement and how this can be promoted and developed.	✓		A
Experience required	Essential	Desirable	A, I, T
Demonstrable success in preparing students for public exams preferably to A level?	✓		A/ I
Effective promotion of community links and cohesion to ensure pathways for success for all learners	✓		A/ T
A proven track record of implementing effective strategies to include and meet the needs of all students to raise achievement	✓		A
Experience of implementing strategies to improve parental involvement in children's learning.	✓		A/ I
Aptitude and Skills - Communication Able to demonstrate evidence of:	Essential	Desirable	A, I, T
Ability to demonstrate highly effective oral and written communication skills within a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies.	✓		A
Ability to make objective depersonalised decisions whilst being able to convey the decision sensitively	✓		A
Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions.	✓		A/ T

Aptitude and Skills - Classroom Skills	Essential	Desirable	A, I, T
An effective and inspirational classroom teacher with a proven record of student success irrespective of the students' needs or backgrounds	✓		A
Ability to empower student who have been disengaged from learning to achieve success	✓		A
Effective behaviour management skills which empowers young people to manage their behaviour more appropriately	✓		A/ I
Good communication and time management skills	✓		A/ I
Aptitude and Skills	Essential	Desirable	A, I, T
Able to demonstrate evidence of:			
Excellent interpersonal and people skills to lead, inspire, motivate and support students and colleagues successfully	✓		I
Exceptional organisational and administrative skills	✓		A
Able to use ICT effectively to prepare, plan, document and present information	✓		A/ T
Good time management skills	✓		A
Commitment to providing high quality education	✓		A
Ability to reflect on professional practice personally and with colleagues	✓		A
Personal Qualities	Essential	Desirable	A, I, T
Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust	✓		A
Committed to undertaking professional training and assist with the professional development of others	✓		A
Demonstrate reliability and integrity	✓		A
Committed to maintaining a healthy work life balance for oneself and that of others	✓		A
Be tolerant and possesses calmness when working with others	✓		A
A genuine concern to secure the educational progress of students irrespective of their background or ethnicity	✓		A