

## **JOB DESCRIPTION**

### **Teacher of Religious Education**

Reporting to: Head of Department

Location: Aston Manor Academy

Grade/salary: M1-UPS3; salary range as at 1.9.2023

Pay progression: *Incremental progression within the grade will be subject to professional criteria-based performance assessment*

#### **Job Purpose**

- To be an excellent classroom practitioner and be able to motivate and inspire students and support the high achievements of the department. To teach Religious Education to KS3, KS4 and KS5.

#### **Key Responsibilities**

##### **Leadership of Teaching and Learning**

- To be responsible for achieving positive outcomes for the young people within your teaching groups, through carefully planned learning activities, taking into account the needs of individual students.
- To review data at different levels in order to support your delivery of teaching and learning within the classroom. To have an up to date and developing understanding of curriculum and assessment in your subject area.
- To take responsibility for promoting a positive atmosphere for learning within your classroom, applying the school expectations for learning, around the school.
- To set high standards for pupils' behavior, establishing and maintaining a high standard of discipline
- Be responsible for your teaching area to create a positive learning environment.
- To be an aspirational teacher and adhere to the Aston Manor Academy everyday essentials for excellence.
- Ensure that the literacy, numeracy and STEAM strands are incorporated into your lessons.
- Make effective use of ICT to support learning and promote independent learning within your subject.
- Excellent organisational skills with the proven ability to see things through to completion
- Keep abreast of changes within your subject area.
- Comply with Health and Safety procedures at all times and ensure risk assessments are documented as and when required.
- Demonstrate a commitment to continually developing your teaching practice, by exploring evidence based teaching and learning strategies and contributing to a shared ethos of collaborative learning across the academy.
- To use resources creatively to engage and maximise the potential of all groups of learners.
- To actively embody the ethos and culture of the academy in promoting its core values of All different; All equal; All achieving.
- Refer any safeguarding concerns directly to the Designated Senior Leader in line with our safeguarding policy.

#### **Management**

- Ensure all lessons are fully prepared, that learning outcomes are made clear to students and that learning outcomes are measured.
- Attend departmental / task group meetings.
- Ensure that Teaching Assistants /Mentors are fully involved in your lessons and briefed beforehand as to what is expected of them.
- Contribute fully to the Departmental Improvement Plan and Departmental SEF.
- Deliver extra-curricular activities including lunchtime and after school clubs
- Encourage, enter, and attend local, regional and national tournaments in a variety of sports
- To organise regular fixtures with other schools, both home and away, as well as arranging the appropriate transport and officiating
- Ensure that each child is treated as an individual and that work is differentiated ensuring that there are specific strategies in place for all groups of pupils including; SEND pupils, higher achieving students, and any underperforming pupil.

### **Monitoring and Evaluation**

- Ensure that pupils work is marked promptly and feedback is received in a variety of ways in order to improve their learning.
- Set home learning tasks in compliance with the timetable distributed at the start of the year.
- Use formative and summative assessment on a regular basis and identify areas for development.
- Identify individual training/development requirements through the Performance Management process.
- Use Parents Evenings to ensure pupils / parents know what pupils need to do to improve their learning.
- Complete interim and full reports using Bromcom

### **Form Tutor Responsibilities**

- To ensure the welfare of all students within your form group.
- To liaise with your Head of Year regarding any students who may give rise to concern.
- Using the data provided to ensure that pupils are rewarded if they are on target and those that aren't are supported so that they will be in future.
- Use the rewards system to promote positive attitudes to school / learning.
- Promote good attendance and punctuality and make use of the systems in place to support this.
- Liaise with parents of pupils in your form over any matters of concern having discussed with HOY first.
- Develop the use of Form Tutor time in line with the weekly programme.
- To deliver the PSHE / Citizenship programme to KS3 pupils if the timetable permits this.
- Contribute to the planning of enrichment days where necessary.
- Carry out before school and break duties in line with the annual rota
- To share good practice with colleagues and learn from them via peer observations/learning walks.
- Attend all pastoral meetings / Form Tutor briefings.

*Equitas Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all pre-employment checks necessary to meet safer recruitment requirements, including a satisfactory enhanced DBS check, right to work check and references.*

## PERSON SPECIFICATION TEACHER OF RELIGIOUS EDUCATION

### Method of Assessment (MOA)

AF - Application form	C - Certification	I - Interview	T – Test or Exercise	P - Presentation
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Criteria	Essential/Desirable (E/D)	MOA
<b>Qualifications/Education</b> NB: Full regard must be given to overseas qualifications	Educated to A level standard or equivalent (E).	AF/C
	Degree (E).	AF/C
	Post - degree teacher training qualification with QTS. PCET will be considered if QTLS is achieved or to be achieved(E).	AF/C
<b>Experience/Knowledge</b> Relevant work and other experience	Knowledge and understanding of the RE curriculum at KS3 and KS4. (E)	AF/I
	Experience and/or enthusiasm to teach RE at Key Stage 5 (E) especially philosophy & ethics (D)	AF/I/T
	Experience of good/outstanding teaching (E)	AF/I
	Experience and knowledge of RE and examination board requirements (E).	AF/I
	Experience of promoting good, behaviour, attendance and punctuality and make use of the systems in place to support this (E).	AF/I
	Knowledge of how to give positive and targeted support to students with special educational needs (E).	
<b>Skills &amp; Ability</b>	An ability to lead and inspire pupils of all ages and abilities (E).	AF/I/T
	Strong communication and interpersonal skills (E).	AF/I/T
	Ability to effectively organise, prioritise workloads and to meet deadlines(E).	AF/I
	Ability to establish good and productive working relationships, and work well in a team(E).	AF/I
		AF/I

	<p>Good ICT skills (E).</p> <p>Strong teambuilding capability (with staff and students) and a participative and open approach to work and management (E).</p> <p>Strong written and oral skills (E)</p>	<p>AF/I</p> <p>AF/I</p>
<b>Behaviours</b>	<p>Have the highest of expectations for yourself and your students (E).</p> <p>Flexible and adaptable with a can do attitude (E).</p> <p>Good judgement in knowing when to highlight/ escalate issues (E)</p> <p>A willingness to personally embrace and celebrate the ethos and values of the Trust (E).</p> <p>To proactively take the time to develop yourself and (where applicable) others through training, coaching, mentoring etc. (E).</p>	<p>AF/I/T</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p>

*All staff are expected to understand and be committed to equal opportunities in employment and service delivery in line with the equality act.*

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_