



Teacher of Religious Studies (Maternity Cover for 1 year)

Closing Date: Tuesday, 5th May 2026 at 9.00am

Interview Date: Friday, 8th May 2026

Responsible to:	Curriculum Leader for Religious Studies
Responsible for:	Teaching within Explore Learning Zone
Salary:	MPS / UPS starting at £32,916 to £51,048 (depending on experience)
Working hours:	Full Time at 32.5hours a week, Fixed Term Maternity Cover for 1 year

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Oakwood High School is an over-subscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'students enjoy attending' and 'the vast majority of parents would recommend'.

We are looking for a well-qualified candidate who will join an enthusiastic, supportive and successful school as a Teacher of Religious Studies within our **Explore** Learning Zone (Religious Studies, Geography, History and PSHE). Applications from ITT and experienced teachers are welcome.

We seek

- An excellent, creative and enthusiastic teacher with the ambition to attain the highest standards in teaching and learning throughout their role.
- A collaborative and driven practitioner who thoroughly enjoys teaching their subjects and understands the importance in contributing to our students' wider development.
- Applications are encouraged from candidates with experience of teaching Religious Studies either on placement or as part of recent paid employment.

Candidates will be truly committed to supporting students to progress and achieve, have high aspirations for the students' success and will contribute to ongoing planning with imaginative and dynamic ideas. To enhance students' learning and create independence, all students and staff are provided with an electronic device.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A school with a way of working that encourages a positive work environment that is solution focused and proactive for all.
- An excellent ECT induction programme

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website:



Inspire Learning Trust

<https://www.inspirelearningtrust.uk/vacancies/all-vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?

Gym and Exercise Classes



Gym membership and exercise classes at only £20 per academic year.

Free Parking



Free car parking at all sites.

Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions



Access Teachers and Local Government pension schemes, with employer contributions between 19.9% and 28.68%.

Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

Urban Yoga



Access free yoga classes at Oakwood High School.

Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jobs



Flu jab vouchers available on an annual basis.

Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



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Job Description and Person Specification

Main Purpose of Job

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1	Planning, Development and Coordination	A	L	O
1.1	Set challenging teaching and learning objectives which are relevant to all students in their classes using the approach adopted by the school.			
1.2	Use teaching and learning objectives to plan and share lessons and sequences of lessons showing how this will assess students' learning.			
1.3	Select and prepare resources, and plan for their safe and effective organisation, considering students' interests and their learning needs, language, and cultural backgrounds, with the help of support staff where appropriate.			
1.4	Contribute to teaching teams, meetings and events.			
1.5	Plan for the deployment of any support staff and work with them to develop their role in the delivery of the strategies that support the students' learning.			
1.6	Plan opportunities for students to learn in and out of school contexts (including development of resources for the school (including IT resource banks).			
1.7	Produce long and short-term planning in accordance with school policy and procedures and within required deadlines.			
1.8	Implement and review subject Excellence Plans in conjunction with the Senior Leadership Team and/or line manager.			
1.9	Develop, audit and update schemes of work and other documentation related to the use of Religious Studies within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.			
1.10	Develop strategies for the use of Religious Studies to promote new teaching methods and improve learning throughout the Learning Zone and the school and monitor their effectiveness in raising standards of teaching and learning.			
1.11	Lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching.			
1.12	Manage the resources available for Religious Studies and make recommendations in order to maintain and develop curriculum provision.			
2	Teaching, Learning, Assessment and Student Outcome	A	L	O
2.1	Make appropriate use of the school's monitoring and assessment processes to evaluate students' progress towards Expected Grades.			



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2.2	Use monitoring and assessment information to improve planning and teaching.			
2.3	Monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn.			
2.4	Involve students in reflecting on, evaluating and improving their own performance and progress as per the whole school policy.			
2.5	To assess students' progress accurately using a range of evidence.			
2.6	Identify and support students with differing levels of ability, including those who may have SEND, using their best endeavours to fully support all students' learning and progress.			
2.7	Identify the levels of attainment for students learning English with an additional language and provide cognitive challenge as well as language support.			
2.8	Record students' progress and achievements systematically and instigate appropriate interventions.			
2.9	Provide evidence of their progress and attainment over time to inform planning.			
2.10	Report to parents, carers, other professionals and students under the agreed reporting system.			
2.11	Attend and participate in Tutor Review days and Parent's Evenings.			
3	Teaching and Class Management	A	L	O
3.1	Have high expectations of all students and build successful relationships centred on teaching and learning.			
3.2	Establish a purposeful learning environment where diversity is valued and where students feel safe, secure, and confident.			
3.3	Ensure the deep learning of the curriculum for students.			
3.4	Teach clearly structured lessons utilising a range of teaching strategies appropriate to the student(s) that motivate and engage.			
3.5	Promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.			
3.6	Provide quality first teaching and to differentiate teaching to meet the needs of students of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.			
3.7	Organise and manage teaching and learning time effectively.			
3.8	Organise and manage the physical teaching space, tools, materials, texts, and resources safely and effectively with the help of support staff where appropriate.			



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3.9	Set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy.			
3.1 0	Anticipate, de-escalate, and manage students' behaviour constructively and promote student self-control and independence.			
3.1 1	Use ICT effectively in delivery of teaching and learning.			
3.1 2	To be accountable for the assigned timetabled classes over a sustained and substantial period of time			
3.1 3	Provide homework, following the school homework policy which consolidates and extends learning carried out in the class and encourages students to learn independently.			
3.1 4	Work collaboratively with other professionals and where appropriate direct the work of support staff to enhance students' learning			
3.1 5	Recognise and respond effectively to equality issues as they arise in the classroom and challenge discriminatory language and views.			
3.1 6	Recognise and respond effectively to bullying and harassment in accordance with school policy and procedures.			
3.1 7	Be committed to safeguarding and promoting the welfare of students and work actively with others to share this commitment, ensuring reporting of concerns or information is communicated promptly to the child protection team. Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.			
3.1 8	Attend and participate in regular meetings.			
3.1 9	Participate in training, continuous professional development and other learning activities as required including participation in the school's Appraisal and MRE processes.			
4	Tutorship	A	L	O
4.1	Ensure that the quality of personal interactions is supportive and designed to promote personal self-esteem.			
4.2	Contribute to the school's system of recording achievement and reporting to parents through negotiating with students' appropriate goals and reviewing their progress.			
4.3	Take responsibility for the oversight of the welfare and progress of a specific group of students as negotiated with the school leaders.			
4.4	Positively monitor the progress of a group of students and form the primary communications link with students' families.			

5 Generic Duties and Responsibilities



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5.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
5.2	All employees will be asked to work at their level on student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).
5.3	Break-time, dinner and after school duties (on a rota basis).
5.4	Be aware of and support differences and ensure all students and staff have equal access to opportunities to learn and develop.
5.5	Participate and contribute to Talent Development and Service Frameworks and other plans.
5.6	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
5.7	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
5.8	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
5.9	Establish constructive relationships and communicate with others (inside and external to the Trust).
5.10	Organise and support school/college and Trust events as requested.
5.11	Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
5.12	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1	Qualification and Experience	Essential	MoA
1.1	Qualified Teacher or NQT Status.		AF
1.2	Degree in relevant subject.		AF
1.3	ECTs only, evidence of a successful experience as a student during teaching practice, within the secondary age range.		AF
1.4	A commitment to future training and development.		AF
2	Teaching and Learning	Essential	MoA
2.1	Interest in practical/creative teaching.		I / R
2.2	Knowledge of educational developments.	Desirable	I
2.3	Ability to organise and supervise the work of students so as to ensure that they make good progress		AF / I / R
2.4	Highly competent classroom management.		AF / I / R
2.5	Experience of using IT in the classroom.		AF / I
2.6	Ability to use Go4Schools	Desirable	AF / I
3	Personal Qualities	Essential	MoA
3.1	Conscientious, honest and reliable.		I / R
3.2	Able to make carefully considered decisions and assess risk.		I / R
3.3	Ability to work on own initiative.		R
3.4	Ability to communicate with a range of adults and students.		I / R
3.5	A commitment to self-improvement.		AF / I



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3.6	Capacity to motivate, inspire and challenge students, self and others.		I / R
3.7	Ability to establish and maintain good relationships with a range of adults and students.		I / R
3.8	Inclusive.		AF / I / R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.		I
3.10	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.		I
4	Mandatory Requirements	Essential	MoA
4.1	A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.		AF / I / R
4.2	Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.		AF / R
4.3	References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.		AF / R
5	Physical Requirements	Essential	MoA
5.1	Health and physical capacity for the role.		AF / I / R
5.2	A good attendance record in current employment (not including absences resulting from disability).		R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.

Changing and Improving: Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.



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Making Effective Decisions: Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.

Leadership: Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.

Communicating and Influencing: Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.

Working Together: Develop relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to, and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.

Developing Staff and Others: Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues

Managing a Quality Service: Work with students to understand their needs. Create clear plans and set priorities which meet the needs of both students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.

Delivering at Pace: Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***