JOB DESCRIPTION

Brentside High School

Job Title: Subject Teacher Religious Studies

Responsible to: Subject Leader (for Religious Studies)

Aims of the Post:

To provide the highest quality of education, care and preparation for life for all students in accordance with the Teacher Standards 2012 (indicated in brackets through the rest of this document in *italics*).

Duties & Responsibilities:

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Main Responsibilities as a Subject Teacher

- To participate with the Subject Leader and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses (*TS1, TS4, TS5*)
- To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress (*TS1, TS2, TS5*)
- To share in the preparation and delivery of SMSC elements in all lessons across the curriculum (*TS8)*
- To employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity (*TS4*)
- To impart knowledge and develop understanding through effective use of lesson time (*TS3, TS4*)
- To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice (*TS3*)
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject (*TS3*)
- To reflect systematically on the effectiveness of lessons and approaches to teaching (*TS4*)
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (*TS8*)
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired on a regular basis according to the school homework policy (*TS4, TS8*)
- To use directed time to actively contribute to the wider life of the school (*TS8*)
- To fully incorporate the teaching of skills including literacy, numeracy and communication into subject delivery. (*TS3*)

Management and assessment

- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (*TS6*)
- To take responsibility for particular aspects of the subject(s) in consultation with the Subject Leader (*TS8*)
- To use relevant data to monitor progress, set targets and plan subsequent lessons (*TS6*)

- To be accountable for students' attainment, progress and outcomes (*TS2*)
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements (*TS6*)
- To register each class using the electronic registration system according to school procedures (*TS7*)
- To take responsibility for the safe keeping of school resources (*TS7*)
- To keep appropriate records and to complete assessments and profiles of students as required by school policy (*TS6*)
- To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience (*TS8*)
- To monitor and control the use and storage of teaching materials, books and equipment (*TS8*)
- To supervise the use and care of the school fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations. (*TS8*)

Communications and Meetings
- To communicate effectively with parents with regard to students' achievements and well-being (*TS8*)
- To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support (*TS8*)
- To alert Subject Leaders, Year Leaders and other relevant staff to problems arising with individual students in accordance with school policies (*TS7*)
- To participate actively in meetings with colleagues and parents (*TS8*)
- To attend INSET sessions and relevant working parties related to new initiatives in teaching and learning. (*TS8*)

Finance
- To assist in seeking ways of deploying resources to the maximum benefit of the students (*TS8*)
- To ensure that equipment, books and premises are maintained in accordance with school policies. (*TS8*)

General Duties
- To adhere to the policies and procedures of Brentside High School
- To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards
- To share in the corporate responsibility for the development and well-being of all students
- To make a positive contribution to the wider life and ethos of the school
- To demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on mutual respect between students and staff
- To take a pro-active part in the school's performance management system with the ultimate aim of improving standards of teaching and learning in the school.

Ethos

Promoting the ethos of the school, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

PERSON SPECIFICATION

Candidates will be assessed against the following:

Essential Skills, Knowledge and Qualifications

- Qualified Teacher Status
- Degree in relevant subject area
- To aspire to be an outstanding classroom practitioner
- Strong current subject knowledge
- A positive disposition
- A willingness to develop excellent ICT skills
- An effective communicator with exceptional interpersonal skill
- Evidence of good teaching or better at interview

Desirable Skills, Knowledge and Qualities

- A proven track record of examination success
- Ability to teach Religious Studies for students across the age and ability range up to and including 'A' level.
- An approach which encourages active learning in Religious Studies across the age and ability range.
- Commitment to inclusion and achieving high standards for all students.
- Commitment to the delivery of a pastoral curriculum
- Ability to run extra-curricular groups

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Teachers' Standards (Sept 2012)

TS1 Set high expectations which inspire, motivate and challenge students.
Establish a safe and stimulating environment for students, rooted in mutual respect.
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
TS2 Promote good progress and outcomes by students
Be accountable for students' attainment, progress and outcomes
Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
Guide students to reflect on the progress they have made and their emerging needs.
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
Encourages students to take a responsible and conscientious attitude to their own work and study.
TS3 Demonstrate good subject and curriculum knowledge
Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the values of scholarship
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
TS4 Plan and teach well structured lessons
Impart knowledge and develop understanding through effective use of lesson time.
Promote a love of learning and children's intellectual curiosity.
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
Reflect systematically on the effectiveness of lessons and approaches to teaching.
Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
TS5 Adapt teaching to respond to the strengths and needs of all students.
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
TS6 Make accurate and productive use of assessment.
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
Make use of formative and summative assessment to secure students' progress
Use relevant data to monitor progress, set targets, and plan subsequent lessons.
Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
TS7Manage behaviour effectively to ensure a good and safe learning environment.
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
Have high expectations of behaviour, and establish a frame work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
TS8 Fulfil wider professional responsibilities
Make a positive contribution to the wider life and ethos of the school.
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
Deploy staff effectively
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
Communicate effectively with parents with regard to students' achievements and well being.