**The Appointment**

A well-qualified and experienced teacher of Religious Education is required. Knowledge and experience of teaching this subject to A Level, would be desirable.

The School has recently transitioned into a Co-Educational School and there is significant focus on academic standards and rising levels of attainment. The appointee will have the scope to contribute to the wider academic and intellectual development of the School as a whole.

The Crypt School’s Religious Studies curriculum is orientated around student development through a personal, academic and critical enquiry into the ever-changing world around them. Our schemes of work from year 7-13 are designed to foster student curiosity and in particular, tolerance and respect for all others that they may encounter in their lifetimes. The curriculum focuses upon key moral and philosophical issues which are vital for students to engage with as they prepare for life in a diverse and multi-cultural society. Students are equipped with concepts and methods with which to respond to the issues that perpetually arise on the local, national, and global platform. The curriculum is also intended to develop students’ written and oral literacy, through opportunities to debate and critically evaluate the success of a range of stances. Controversial and challenging topics have been deliberately incorporated into the curriculum in order to develop student awareness of the range and validity of views that they will be presented with in everyday life.

The Key Stage 3 curriculum is in alignment with the Gloucestershire Locally Agreed Syllabus and is reviewed annually. From Year 9, the curriculum is set by respective exam board requirements. Short Course (AQA 8061) early entry is a unique feature of The Crypt School; this careful and intentional challenge provides a level of intellectual rigour that our students always strive to meet. Additionally, the course has instrumental value in preparing students as they embark upon their other examination courses in year 10 and 11. The course also familiarises students with the skills of responding to mark schemes and the experience of formal public examinations. At Key Stage 5, autonomous learning is promoted through the discrete self-study of a religious tradition; students can opt for a religion other than Christianity (which is the taught element), and in the past students have chosen to explore Sikhism, Islam, and Buddhism. For both KS4 and KS5 we follow the Eduqas specification.

There are a range of enriching opportunities to extend our students beyond the boundaries of the curriculum, and nurture their self-awareness and openness to viewpoints other than their own. These have included trips abroad such as to Krakow (including visiting Auschwitz-Birkenau), and to Rome (including experiencing Mass led by the Pope), as well as Multi-Faith Day and participation in the NATRE Spirited Arts competition for Key Stage 3.

There are currently two full-time members of staff who both teach from Year 7 all the way through to year 13; both have previously also delivered citizenship, EPQ, and games. The department is thriving and dynamic, with often more than one options group at KS4 and 5. Both current teachers contribute in various ways to enrich the life of the school through clubs, trips and other activities.

Job Description

Subject Teacher

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| Name |  |
| Post | Teacher of Religious Studies |
| Scale | MPS |
| Relationships | The postholder is responsible to the Head of RE |
| Purpose | The role of the subject teacher is to provide learning opportunities to which all students can respond with enthusiasm and commitment, and demonstrate real progress in their learning |
| Duties and responsibilities | Your duties and responsibilities are contained in the ‘School Teachers Pay and Conditions Document’ and in The Crypt School contract |

Guidelines for the post of Subject Teacher

The subject teacher:

* under the guidance of the Head of Department, the subject teacher ensures curriculum coverage, continuity and progression in the subject for all students;
* plans lessons with clear objectives for learning outcomes, understands the sequence of teaching and learning in the subject, and effectively communicates such information to students;
* uses appropriate teaching and learning methods to meet the needs of the subject and of different students;
* ensures that there are opportunities for effective development of students’ literacy, numeracy and information communication technology skills through the subject;
* uses the school and departmental policies and practices for assessing, recording and reporting on students’ achievement, and uses this information to recognise achievement and to assist students in setting targets for further development;
* ensures that information about students’ achievement in previous classes and schools is used effectively to secure good progress in the subject;
* sets expectations and establishes clear targets for students’ achievement, and evaluates progress and achievement in the subject by all students;
* ensures that there are opportunities for the effective development of students’ individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
* is aware of the subject’s contribution to students’ understanding of the duties, opportunities, responsibilities and rights of citizens;
* establishes a partnership with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
* ensures that there is a safe working and learning environment in which risks are properly assessed;
* responsible for the safeguarding and promoting the welfare of students

**As a form tutor the subject teacher:**

* plays a key role in supporting, guiding and motivating students;
* monitors academic progress and attendance;
* monitors students’ planners;
* liaises with the Head of Year / Head of Key Stage;
* embodies the vision for the School

**Person Specification**

This is a post for someone with energy, creativity and a willingness to work as part of a team and build on what has gone before. The successful applicant will show a willingness to become involved in wider school life. The person appointed will be first and foremost a strong teacher. NQTs are welcome to apply.

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| **Attributes** | **Essential** | **Desirable** |
| Qualifications | \* Good Honours Graduate  \* Teaching Certificate | \*Subject specialist graduate |
| **Work-related Experience and Associated Skills** | \* Enthusiasm for teaching RS  \* Ability to plan and teach rigorous and challenging KS3 RS, and  Philosophy & Ethics at KS4 & 5  \* Willingness to develop resources to support the ongoing development of the department  \* Wide ranging subject knowledge  \* Up to date with contemporary issues in RS education  \* Ability to communicate effectively and take active part in Departmental meetings  \* An ‘outstanding’ teacher  \* Willingness to participate in CPD and lead in certain areas of the department, such as More Able provision. | \* Understanding and familiarity with the new GCSE & GCE examination specifications.  \* Ability to teach a second subject such as Citizenship  \* Willingness to help organise department activities such as Multi Faith Day  \* Ability to use ICT in the classroom  \* Willingness to network with other local RE departments and SACRE. |
| **Other relevant experience and training** | \* Evidence of positive impact of recent training  \* Experience of tutoring/mentoring  \* Ability to contribute to wider school activities. | \* Training in areas complementary to job description. |
| **Personal skills** | \* Ability to motivate both colleagues and pupils  \* Good team player.  \* High level of commitment and maintains high aspirations for students  \* Positive outlook  \* Commitment to raising pupils’ standard of achievement  \* An eye for detail/precision  \* Well organised and an effective communicator. | \* Conventional sense of humour. |

**Expectations**

Although hours of work are not specified precisely, the working day begins with a staff briefing at 8.25 am on Monday and Friday; pupil registration is at 8.35 am and the school day ends at 3.15pm. There are several specified after-school and evening commitments each year (Open Evenings, Parent Evenings, meetings etc.) and attendance at School INSET days/Twilight sessions is required. The School also organises a selection of termly Continued Professional Development sessions after school from which you select your own to attend.

All teaching staff contribute to the School’s enrichment programme, as well as to the programme of academic support.

January 2020