



# THE KING'S SCHOOL GRANTHAM

## TEACHER OF RELIGIOUS EDUCATION JOB DESCRIPTION AND PERSON SPECIFICATION

### **GRADE**

Main/Upper Scale and dependent on experience.

### **RESPONSIBLE TO**

Subject Leader for Religious Education.

### **RESPONSIBLE FOR**

Standards of Teaching and Learning in the classes taught.

### **PRINCIPAL FUNCTION**

To provide high quality learning opportunities in Religious Education that enable students to achieve the highest possible standards.

To ensure that the school aims, objectives and ethos are reflected within the classroom.

To participate in activities in support of the school.

To be a form tutor to a group of students, having an overview of their care and academic progress.

### **TEACHING AND LEARNING**

Convey enthusiasm, energy and passion for Religious Education to inspire students to develop a love of learning.

Use a variety of teaching methods, adapting materials to meet the needs of individual students, in order to stretch and challenge each student.

Ensure that cross-curricular ICT, Literacy and Numeracy are reflected in the teaching and learning experience of students.

Set and mark homework in accordance with school policy and the homework timetable.

Set and maintain high standards of student work in the classroom. Inform the Subject Leader of any student whose work is exceptional or giving cause for concern.

Modify teaching for students with Special Educational Needs, and work with any Teaching Assistant in order to maximise student progress.

Ensure students work and behave well in class and deal with unsatisfactory work or behaviour in accordance with school policy.

Maintain a stimulating learning environment. Keep classrooms tidy and arrange for appropriate displays of students' work.

### **ASSESSMENT**

Assess student work in accordance with statutory requirements, school policy and examination board requirements.

Use agreed subject assessments to diagnose student strengths and areas for development, planning subsequent teaching accordingly.

Maintain a record of student attainments.

Use data to monitor student progress, provide support and guidance to ensure that no boy falls behind.

Write reports on students, complete progress checks and attend meetings with parents as required by the school calendar.

## RESOURCES

Contribute to curriculum development, through discussions at subject meetings and by helping to prepare materials for use by all members of the subject.

## SAFEGUARDING

Be familiar with school safeguarding procedures and promote the welfare of the boys.

## GENERAL

Comply with the National Standards for Teachers.

Form effective relationships with students, teaching staff, non-teaching staff, parents and other professionals.

Attend subject meetings and teaching staff meetings as required by the school calendar.

Be familiar with, and adhere to, the school's Health and Safety policy and undertake risk assessments as appropriate.

Contribute to the production of displays and activities for occasions when the school is open to prospective parents or to the public.

Undertake the role and duties of a form tutor.

Undertake duties before school, at break, and after school according to the school rota.

To undertake any other duty as specified by STPCD not mentioned above.

This job description is current at the date shown.

### Note:

This job description is current at the date shown but it may be modified by the Head Master, in consultation with you, to reflect or anticipate changes in the job, commensurate with the grade and job title.

This job description does not form part of the contract of employment. It describes the way that the post-holder is expected and required to perform and complete the particular duties as set out above.

Agreed by:

Date:

# PERSON SPECIFICATION

This post is suitable for an NQT or for someone looking to expand their experience in an academic environment. The following criteria will be used in the selection of the post.

|                              |  | Essential | Desirable | Assessed by |
|------------------------------|--|-----------|-----------|-------------|
| Experience                   | Exemplary classroom practitioner.  | ✓         |           | I           |
|                              | Teaching Religious Education at GCSE.  | ✓         |           | A           |
|                              | Teaching Philosophy A Level.   |           | ✓         | A           |
|                              | For those teachers with experience, a proven track record of external examination success.   | ✓         |           | A           |
|                              | An awareness of curriculum and assessment issues relating to Religious Education.  |           | ✓         | I           |
|                              | Pastoral work in a school setting.   |           | ✓         | I           |
|                              | Adapting lessons to meet the needs of both individuals and groups of students.   | ✓         |           | I           |
|                              | An understanding of Health and Safety issues relating to subject specific trips and visits.  |           | ✓         | I           |
|                              | Ability to teach an alternative subject; sociology or psychology   |           | ✓         | A           |
|                              | Awareness and promotion and practical use of ICT in Religious Education.   |           | ✓         | A           |
| Qualities, values and skills | A clear educational philosophy that underpins pedagogy to support the characteristics of high quality teaching and effective learning. | ✓         |           | A           |
|                              | A passion for your subject and an ability to inspire students.   | ✓         |           | A/I         |
|                              | An ability to establish clear expectations, and constructive working relationships amongst staff and students.                         | ✓         |           | A/I         |
|                              | Evidence of working through sequences of lessons and developing schemes of work.   |           | ✓         | A           |
|                              | Ability to analyse student progress data and formulate intervention strategies in order to raise standards.                            |           | ✓         | A           |
|                              | An ability to self-review, evaluate and plan.  | ✓         |           | L           |
|                              | Good communication skills.   | ✓         |           | L           |
|                              | A sense of humour and 'can-do' attitude.   |           | ✓         | L           |
|                              | A drive to extend the curriculum beyond the classroom and use external organisations.  |           | ✓         | A/I         |
|                              | High level of emotional intelligence and resilience.   |           | ✓         | I           |
| Qualifications and Training  | A Level 6 qualification e.g. a Bachelor's degree in Religious Education or a related subject.  | ✓         |           | A           |
|                              | Qualified Teacher Status.  | ✓         |           | A           |
|                              | Up to date subject knowledge and skills.   | ✓         |           | A           |
|                              | IT literate with experience of IT use within teaching, learning and resource management.   | ✓         |           | A           |
|                              | Enhanced DBS   | ✓         |           | A           |
|                              | Appropriate Continued Professional Development (CPD).  |           | ✓         | A           |

**A – APPLICATION, I – INTERVIEW, L - LESSON**