

Job Description

Job title:	Teacher of Religious Education	Contract Type:	Full time/ Permanent
Responsible To:	Head of Faculty Humanities	Salary Range	MPS/UPS
Location:	St Pauls Way Secondary School		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE:

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

MAIN RESPONSIBILITIES:

Teaching

1. Plan work in accordance with faculty schemes of work and National Curriculum programmes of study.
2. Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
3. Work in collaboration with Learning Support Assistants, Special Educational Needs, EAL Team and Deaf Support Base staff attached to any teaching group.
4. Take account of students' prior levels of attainment and use them to set targets for future improvements.
5. Set work for students absent from school for health or disciplinary reasons.
6. Maintain good discipline by adherence to the advice given to staff in the staff handbook and elsewhere.
7. Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.
8. Set appropriate and demanding expectations for students' learning, motivation and presentation of work.

Assessment, Recording & Reporting

1. Maintain notes and plans of lessons undertaken and records of students' work.
2. Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning as appropriate.
3. Carry out assessment programmes (e.g. reports) as agreed by the School or department. Complete student records of achievement in line with policy and as specified in the published calendar.
4. Attend the appropriate Parents' Evenings to keep parents informed as to the progress of their child.
5. Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students

Pastoral Work

1. Undertake responsibility for a tutor group as required including tutor/student interviews.
2. Be the first point of contact for parents of students in the tutor group.
3. Monitor (and set targets for) the social and academic progress of individuals in the tutor group.
4. Be prepared to undertake responsibility for delivery of the PSHE programme to one or more tutor group.
5. Promote good attendance and monitor in accordance with the school's attendance policy.

Professional Standards

1. Support the aims of the School to promote a "learning community".
2. Treat all members of the community, colleagues and students, with respect and consideration.
3. Treat all students fairly, consistently and without prejudice.
4. Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.
5. Promote the aims of the school by attendance at and participation in events such as open

evenings, options evenings and the like (as appropriate to responsibilities).

6. Support the ethos of the School by upholding the Code of Conduct, uniform rules, etc.
7. Take responsibility for own professional development and participate in staff training when provided. Reflect on own practice as well as the practices of the School with aim of improving all that we do.
8. Read and adhere to the various policies of the School as expressed in the School Improvement Plan, the staff handbook, subject team/year team documentation, etc.
9. Participate in the development and management of the School by attending various team and staff meetings.
10. Undertake duties as prescribed within School policies.
11. Ensure that all deadlines are met as published in the School calendar
12. Undertake professional duties that may be reasonably assigned to them by the headteacher (e.g. cover, etc.)
13. Be proactive and take responsibility for matters relating to health and safety.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

1. Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
2. To ensure equal opportunities for all.
3. To be committed to safeguarding and to promoting the welfare of all young people.
4. To assist in the development of a culture and environment in which young people thrive and to drive innovation.
5. To drive up educational standards, promote life-long learning and continually improve outcomes for all.
6. Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

1. Take responsibility for the day-to-day management of designated staff.
2. Develop and maintain a culture of high expectations for self and others.
3. Regularly review own practice, set personal targets and take responsibility for own development.
4. Actively engage in the performance review process.
5. Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
7. Adhere to Trust policies and procedures.

Additional Requirements

1. The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
2. carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.

3. The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
4. undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
5. Complete any training required to improve performance and take part in the school performance management systems (where relevant).
6. undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

Equality and Diversity

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Qualification Criteria

1. A fully qualified teacher with evidence of QTS for secondary teaching
2. Qualified to at least degree level in subject area and/or good A Levels or equivalent
3. Qualified to teach and work in the UK

This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.

JOB DESCRIPTION AGREEMENT

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

HEALTH AND SAFETY

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

QUALIFICATION CRITERIA

- Qualified to at least degree Level 3 or equivalent
- GCSE English and Maths, or equivalent
- Qualified to work in the UK

Signed _____ Date _____

Post holder



Signed _____ **Date**

Executive Headteacher

Person Specification

Teacher of Religious Education

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> Qualified teacher status 	✓	
<ul style="list-style-type: none"> Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard 	✓	
<ul style="list-style-type: none"> Knowledge of the National Curriculum in subject specialism 	✓	
<ul style="list-style-type: none"> The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress 	✓	
<ul style="list-style-type: none"> Relevant experience/proven success in teaching subject specialism at all Key Stages and confidence in developing the curriculum . 	✓	
<ul style="list-style-type: none"> Good understanding of effective procedures for managing and promoting positive behaviour among pupils 	✓	
<ul style="list-style-type: none"> Good degree in subject specialism or related discipline 	✓	
<ul style="list-style-type: none"> Experience in urban schools 		✓

Skills & Abilities	Essential	Desirable
<ul style="list-style-type: none"> The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff 	✓	
<ul style="list-style-type: none"> Good level of ICT skills 	✓	
<ul style="list-style-type: none"> Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under-performance 	✓	
<ul style="list-style-type: none"> Ability to apply effective teaching and learning strategies 	✓	
<ul style="list-style-type: none"> Ability to lead and manage own work effectively and take responsibility for own professional development 	✓	
<ul style="list-style-type: none"> Ability to recognise and respond to the needs of children of different attainment levels 	✓	
<ul style="list-style-type: none"> The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents 	✓	

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> Excellent interpersonal and communication skills 	✓	
<ul style="list-style-type: none"> Passion for teaching own subject specialism 	✓	

<ul style="list-style-type: none"> Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels 	✓	
<ul style="list-style-type: none"> A reflective approach to teaching and leadership, including seeking critical feedback to improve 	✓	
<ul style="list-style-type: none"> A willingness to engage positively with supportive critical feedback 	✓	
<ul style="list-style-type: none"> Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects 	✓	
<ul style="list-style-type: none"> An appetite and stamina for challenging work 	✓	
<ul style="list-style-type: none"> A proactive approach to continuous professional development 	✓	
<ul style="list-style-type: none"> A passionate belief in the success of young people and obtaining high standards 	✓	
<ul style="list-style-type: none"> Flexible, adaptable, results orientated and able to prioritise, resilient under pressure 	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> Commitment to equality of opportunity and the safeguarding and welfare of all students 	✓	
<ul style="list-style-type: none"> To undertake, within reason, other various responsibilities as directed by the Deputy Head teacher/ headteacher/ executive headteacher 	✓	
<ul style="list-style-type: none"> This post is subject to an enhanced Disclosure & Barring Service check 	✓	