**BACUP AND RAWTENSTALL GRAMMAR**

**Job Description for Teacher of RS**

**Salary: MPS/UPS**

**Contract: Full time**

**Term: Permanent (on successful completion of NQT Year if applicable)**

**Responsible to: Head of RS**

**Introduction**

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder. The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher. The postholder is responsible to the Headteacher in all matters, and to the Head of Department in respect of curricular matters and the Head of Year in pastoral matters.

### General Duties

The postholder will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation. Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against these teacher standards as part of the appraisal process as relevant to their role in the school.

#### General Responsibilities

Taking appropriate responsibility for one’s own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies, including taking responsibility for raising concerns with an appropriate manager.

**Planning and Development**

* + - * To set challenging teaching and learning objectives which are inclusive of all pupils in their classes
			* To plan lessons and sequences of lessons that meet the objectives of the department and wider school
			* To select and prepare resources designed to meet the academic needs and interests of all pupils
			* To contribute to teaching teams, meetings and events within and beyond the department
			* To plan opportunities for pupils to learn in out-of-school contexts
			* To produce and/or develop long and short term plans in accordance with departmental and school policy and procedures and within required deadlines
			* To develop schemes of work and other documentation related to teaching and learning

**Monitoring and assessment**

* + - * To make use of the school’s monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives, using this information to systematically improve planning and teaching
			* To monitor and assess the effectiveness of learning activities and amend and adjust these where necessary to better meet the needs of our high-achieving pupils
			* To provide constructive formative feedback to support pupils’ progress as they learn
			* To assess pupils’ progress accurately against appropriate standards and to involve pupils in reflecting on, evaluating and improving their own performance and therefore progress
			* To identify and support pupils with differing levels of ability and needs, including (but not limited to) EAL, SEN, PP, and high achievers
			* To record pupils’ progress and achievements systematically and in line with department policy
			* To report on pupils’ attainment to parents, carers, other professionals and pupils as appropriate

**Teaching and Class Management**

* + - * To have high expectations of pupils and build successful relationships centred on teaching and learning
			* To establish a purposeful learning environment where diversity is celebrated and where all pupils feel safe and are valued
			* To have an excellent knowledge of the subject of Religious Studies and the religious to support and challenge all pupils, including high achievers
			* To teach clearly structured lessons or sequences of work which interest and motivate high-achieving pupils, make learning objectives clear, employ interactive teaching methods and collaborative work
			* To facilitate active learning that enables pupils to develop as independent thinkers and to reach their full academic potential
			* To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make progress
			* To organise and manage teaching and learning time effectively
			* To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate
			* To set high expectations for pupils’ behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils’ behaviour constructively and promote self-control and independence
			* To use ICT effectively in delivery of teaching and learning
			* To take responsibility for teaching a class or classes over a sustained and substantial period of time
			* To set independent learning and other out-of-class work in line with department policy which extends work carried out in the class and encourages pupils to learn independently
			* To work collaboratively with other professionals and manage the work of support staff to enhance pupils’ learning
			* To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures
			* To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
			* To attend and participate in regular meetings

**Personal Professional Development**

* + - * To take responsibility for their own professional development, drawing on the support and guidance of colleagues as necessary
			* To continually reflect and improve upon pedagogical knowledge, maintaining an up-to-date knowledge and understanding of professional duties and regularly evaluate practice
			* To participate in Performance Management and be committed to evaluating and improving performance through appropriate professional development
			* To develop and maintain a creative and constructively critical approach towards innovation; be prepared to adapt practice and act upon advice and feedback from coaching and mentoring
			* To develop and maintain a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies in order to personalise learning