

**Teacher of Religion, Philosophy & Ethics (with ability to teach a second subject)**

**DEPARTMENT DETAILS : DEPARTMENT OF PHILOSOPHY, RELIGION AND PSYCHOLOGY**

**Religion, Philosophy & Ethics (RPE)**

Eduqas: A Level

WSFC continues to be one of the largest providers of RPE in the county. At present there are 2 groups in Year 1 and 2 groups in Year 2. We follow the Eduqas specification, with a focus on Islam as the chosen religion.

The department presently contains 4 members of staff with courses being available to students in A Level Philosophy, Ethics and Religion and Psychology. Many of our students wish to progress into higher education and are keen to enter careers that are related to the subject. We are continuing to develop links with higher education and the professions to offer students greater insight into the opportunities available.

We work closely as a department and hold regular meetings to share good practice. We are keen to achieve the highest outcomes for our students and to equip them with the skills necessary to succeed in their post-college choices.

The department has strong links with other local institutions, including University of Worcester. All staff collaborate to produce resources and support students beyond the classroom

**Information on additional subject areas**

**Psychology**

AQA: A Level

A level Psychology is a popular course at the college with a very good record of examination performance. At present there are five groups in Year 1 and four groups in Year 2. We follow the AQA specification. Staff work closely together and see being part of a team as important. All staff contribute to a common bank of resources, including notes, booklets and workbooks that are given out to students.

**Criminology**

Eduqas: Applied Certificate & Diploma

Criminology is a new and extremely popular course at the college with six groups of students having enrolled in September for the Eduqas Applied Certificate. The course was first offered in September 2019 and is continuing to grow, we presently have four groups of second year students completing the Applied Diploma. Many of our students wish to progress into higher education and are keen to enter careers that are related to the subject. We are continuing to develop links with higher education and the professions to offer students greater insight into the opportunities available. In terms of content, the course combines elements of law, sociology and psychology.

**Business & Economics**

Eduqas: A Level Business

Business Level 3 OCR Cambridge Technical (Applied)

BTEC Level 2 Technical in Business Enterprise by Pearson (Applied)

AQA: A Level Economics

Both Business and Economics have been running for several years, with four and two first year groups respectively. They are both well established and prove popular, offering students an insight to the real world. We have a strong team of teachers who work together to help develop resources and promote engagement and success. A Level Business and Economics are assessed fully via exams. In addition, we offer Applied Business which has grown in popularity, offering students a different approach to assessment and study.

For Level 3 Applied Business, we offer a 1 block (1 A level equivalent) and a 3 block (3 A level equivalent) course, the assessment on these courses is a mix of course work and external assessment.

The Applied Business Level 2 course, the equivalent of two GCSE’s, was introduced in September 2019 after an absence of several years.

**Geography**

Edexcel: A Level

Fieldwork is an integral part of this course. First year Geography students visit local cities for their study on urban change and just before transitioning into the second year students spend 3 days in the Lake District developing their fieldwork skills. Department staff are expected to take a full part in the planning and delivery of fieldwork. The department offers enrichment fieldwork to all students across the department to locations such as Iceland, Italy and the Azores and are looking to visit Costa Rica in the near future.

**Sociology**

AQA: A Level

A Level Sociology is a well-established and very popular course at the College with six first year groups and five second year groups in 2019-20. AQA Sociology involves the study of two compulsory units, Education with Theory and Methods and Crime and Deviance with Theory and Methods.  For Paper 2 Topics in Sociology, the college offers Families and Households and Beliefs in Society.  The course is delivered by an experienced team of teachers who work closely together, and all contribute to the maintenance of a well-resourced and successful subject area.

| 1 small**CONDITIONS OF EMPLOYMENT** |
| --- |
| **General Conditions** | Conditions of employment for teaching staff are as agreed between the Sixth Form Colleges Association and staff representatives at national and local level. Pay and conditions for teachers are similar to, but not the same as, those for school teachers.  |
| **Start Date** | 31st August 2021 |
| **Status** | Permanent full-time post in the College’s teaching staff structure |
| **Teachers’****Salary** | The salary structure consists of a 9 point main scale. Appointment will be to the individual’s relevant point on the Main Scale. Further details are enclosed. Annual pay progression, where relevant, will be directly linked to acceptable appraisal outcomes via the colleges’ annual appraisal process.  |
| **Hours of Work** | Full time consists of 5.5 blocks (22 lessons) of teaching per week and 1265 directed hours per annum worked over 195 days of which 190 are teaching days with a commitment of 23.83 hours per week contact time. The College day for daytime students starts at 8.50am and ends at 4.10pm. |
| **Pensions** | There is automatic entry to the Teachers’ Pensions Scheme. Employee contributions are tiered and based on actual part-time earnings and employer contributions are 16.48%. Further details can be found at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk) |
| **Induction** | There is a programme of support for all staff new to the College. Statutory induction for Newly Qualified Teachers (NQTs) is fully applicable to those starting their careers in sixth form colleges and the College works with a recognised validation scheme to accredit NQT status. |
| **Holidays** | Details of holiday periods will be made available to you. The College year is similar to the Local Authority’s academic year with some variations. |
| **Child Protection/****Safeguarding** | The College and all its personnel are committed to safeguarding and promoting the welfare of children, young persons and vulnerable adults. This position is subject to an Enhanced Disclosure and Barring Service (DBS) check. Where you have lived overseas in the last 5 years the College is required to evidence an overseas check in addition to the DBS check. Please refer to <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants> for further information as to how you can apply for a ‘certificate of good character’ if you are appointed. Where there is a charge applicants will be required to pay for this themselves. |
| **Equality and Diversity** | The College is an equal opportunities employer and staff, students, volunteers and workers are expected to respect the principles of open access and opportunity for all regardless of age, disability, gender identity, marital status, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Applications from members of the ethnic minorities would be particularly welcome as they are currently under represented in our workforce. |
| **Disability** | Where a disabled candidate is placed at a substantial disadvantage in comparison to a non-disabled applicant consideration will be given to any reasonable adjustments required to enable them to do the job after an offer of employment has been made. Personnel will discuss any reasonable adjustments required for the recruitment process with candidates shortlisted for interview. The selection process for this position will include a teaching activity. |



**Sixth Form Colleges: Salary Structure for Teaching Staff from (1st May 2021)**

**Pay Spine Point**

|  |  |  |
| --- | --- | --- |
| NSP1 | £25,570 |  |
| NSP2 | £27,264 |  |
| NSP3 | £29,076 |  |
| NSP4 | £31,008 |  |
| NSP5 | £33,068 |  |
| NSP6 | £35,263 |  |
| NSP7 | £36,696 |  |
| NSP8 | £39,133 |  |
| NSP9 | £41,732 |  |



**JOB DESCRIPTION**

It must be recognised that this job description is likely to change as the circumstances of the College change and the post holder must recognise and actively adapt to these changes as they affect the job described.

**JOB TITLE:** Teacher

**JOB PURPOSE:** To teach students according to the College timetable so as to ensure excellent success rates and Value Added

**RESPONSIBLE TO:** Head of Department

**MAJOR TASKS**

1. To know and understand the aims and objectives of the College and the department, the relevant examination syllabus or specification and the schemes of work for each of the courses taught.

2. To contribute to the policy-making process of the department and the College through staff, department or other meetings.

3. To gather and record information about the experience and entry qualifications of students following the courses taught.

4. To record the issue of books and other College equipment to students at the start of the course and to collect them in as necessary.

5. To prepare appropriate materials and activities to ensure high-quality learning opportunities for all students following the courses taught and to teach in a way designed to motivate the students.

6. To complete a register of attendance at all lessons taught and to contact tutors or Heads of Year as appropriate.

7. To set and mark work on a regular basis in accordance with the College and department assessment policy.

8. To give students an opportunity to review their work on a regular basis, and to discuss their progress with them.

9. To keep a record of students' progress and marks in all assessed work, and to write reports to parents and for other staff as the need arises.

10. To produce marks and other information for examination boards as necessary, and confirm the entry of students for public examinations.

11. To attend Parents' Evenings and inform parents of the progress and prospects of their sons/daughters.

12. To be informed about progression from the courses being taught and to advise students about the opportunities which are available to them on completion of the course, or to refer them to other sources of information.

13. To review all aspects of the teaching role, especially teaching strategies used.

14. To contribute to all appropriate Quality Assurance processes.

15. To contribute as appropriate to the presentation of the department at Open Events and other similar functions.

16. To maintain teaching rooms used in as attractive a state as possible and to report any defects in fabric or equipment to the appropriate Head of Department or Health and Safety Officer.

17. To refer to the Head of Department, tutor or Head of Year any student who causes particular concern.

**GENERAL RESPONSIBILITIES**

1. To be responsible for and committed to promoting and safeguarding the welfare of children, young persons and vulnerable adults whether responsible for, or in contact with them.

2. To observe the College Health and Safety policy at all times, taking responsibility within own areas as set out in the policy.

3. To be fully aware of and implement College policies relating to equality and diversity and actively promote positive practice.

4. To comply with all other College policies and procedures.

5. To undertake continuing professional development

6. To undertake any other duties commensurate with this post as the Principal may from time to time decide.

****

**PERSON SPECIFICATION**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher of Religion, Philosophy & Ethics (with ability to teach a second subject)**

|  |  |  |
| --- | --- | --- |
| **Requirements** | **Essential/Desirable**  | **Assessment methods** |
| **Education / training** | **Essential**A degree or equivalent academic qualification in a relevant subjectA Level 5 teaching qualification eg PGCE, DTLLSAbility to teach one of the following additional subjects:-**Business & Economics, Psychology, Criminology, Sociology or Geography** | A, Q |
| **Knowledge/ Experience** | **Essential**A good knowledge of, and preferably successful experience in, the relevant subject matter Successful professional training or commitment to the processExcellent teaching skills and successful classroom managementA record of good success rates and value added or evidence of skills and knowledge likely to promote these | A, R, I, TA, R, IA, R, I, TA, R, IA, R, I |
| **Desirable**Successful experience in remote learning, preferably through using Microsoft Teams |
| **Skills/****Aptitudes** | **Essential**Ability to relate to and an interest in the welfare, growth and development of 16-19 year old students.Ability to support students/respond to parents through fluent and accurately spoken EnglishAbility to work successfully with others individually and as part of a teamConsistent approach to dealing with staff and studentsCommitment to the use of ICT to enhance learning | R, I, TR, I, TR, I, TR, I, TR, I, T |
| **Other factors** | **Essential**Demonstration of effort and commitmentA reflective approach to teaching & learningAbility to carry out administration effectivelyWillingness to take full part in extra-curricular activities including trips and visitsInitiative, drive and enthusiasmA willingness to actively promote equality and accept and value individual differences. | R, IA, R, IA, IA,IA, R, IR, I |

Key: A = Application form, R = Reference, I = Interview, T = Teaching activity/discussion Q = Qualification evidence

When shortlisting the panel will seek evidence of the criteria above. In exceptional circumstances, where there is evidence to demonstrate that the candidate has very strong potential or relevant overall experience, this might compensate for the inability to demonstrate a single essential criterion. In such circumstances the panel has the discretion to shortlist a candidate.

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of young people including: motivation to work with them, ability to form and maintain appropriate boundaries and emotional resilience when dealing with issues of student discipline.

If candidates are shortlisted any relevant issues arising from references will be taken up at interview