



JOB PROFILE

Post Title:	Teacher of Religious Education
Reporting Relationships:	Head of School, Senior Leadership team
Salary:	MPS
Location:	St Augustine's School, Scarborough

Job Purpose – Religious Education

As a teacher of Religious Education you will be responsible for delivering high quality teaching with the aim of empowering students to develop a broad range of skills, in line with the National Curriculum and Exam Board requirements, through practical work across Key stages 3 and 4.

Main Duties and Responsibilities

- Carry out the professional duties and responsibilities of a subject teacher, as circumstances may require and in accordance with the school's policies, under the direction of the Head of School.
- Support and encourage the school's Catholic ethos
- Safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- Develop and maintain an up-to-date knowledge and understanding of the areas of teaching for which you are responsible.
- Set high expectations that inspire, motivate and challenge students.
- Plan for progression across the secondary age and ability range, designing effective learning sequences within lessons and across a series of lessons informed by secure subject and curriculum knowledge.
- Maintain accurate records and be able to utilise a range of approaches to assessment that provide students with effective feedback and next steps for learning.
- Create opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
- Liaise with additional adults to ensure they are effectively utilised to support learning by giving clear direction and involving them in planning, delivery and assessment.
- Provide pastoral care as required and to be aware of mental health and wellbeing needs.
- Communicate effectively with stakeholders.
- Achieve any performance criteria or targets arising from the School's Performance Management arrangements.
- Attend and make contributions to departmental meetings.
- Comply with Health and Safety policies, organisation statements and procedures.
- Carry out your duties with full regard to the Trust's Equality Policy and Race Equality Scheme.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive Christian mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

We require the successful applicant to undertake an enhanced Criminal Record check via the Disclosure and Barring Service.

The role will involve contact with children and engaging in regulated activity with children.

Key: A = Application; I = Interview; L = Lesson

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none">● Qualified teacher Status (A)	<ul style="list-style-type: none">● A good Honours Graduate with a

	<ul style="list-style-type: none"> ● Ability to teach to KS3 and KS4 (A, I) 	<p>record of continuing professional development. (A)</p> <ul style="list-style-type: none"> ● Any specialism, in Religious Education
Experience	<ul style="list-style-type: none"> ● To be an outstanding classroom practitioner with the ability to make lessons active, lively and focussed on pupil needs (A, I, R) ● An interest in developing schemes of work, teaching sequences and relevant resources (A, I) ● To be ICT literate, making appropriate use of IT as a teaching and management tool. (A) ● To have knowledge of, and confidence in, the use of pupil performance data (A,I) ● Understanding of strategies to raise achievement across Key Stages (A, I) ● To have experience of successful interventions to raise achievement (A, I) ● To have a good knowledge of current educational issues and initiatives. (A, I) ● Willingness to participate in extra curriculum activities, including participation/organisation of visits and competitions. (A, I, R) 	<ul style="list-style-type: none"> ● Delivery of a range of qualifications (A, I)

	<ul style="list-style-type: none"> ● To be able to work with other adults including outside agencies. (A, I) ● To display enthusiasm and an ambitious vision for RE (L, I) ● To have an understanding of safeguarding. (I) 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> ● To support and contribute to the school's Catholic Ethos. (I) ● To be flexible and versatile and be able to demonstrate excellent communication and interpersonal skills (I,) ● To be able to gain the confidence of and have excellent working relationships with colleagues and students. (I, L) ● To be self-reflective, with the ability and desire to improve own performance. (A, I) ● To be able to effectively lead a team. (A,I) ● To have high personal standards - dress, conduct and presentation. (I) ● To model for the school's values and ethos. (A,I) 	<ul style="list-style-type: none"> ● Self-aware and self-reflective (A, I) ● Dedication to improving standards (A, I) ● A desire for career progression (A, I) ● Coaching and mentoring experience (A, I)

