

Job Description



POST TITLE:	Apprentice Teacher of Religious Education
GRADE:	Unqualified Scale
MAIN PURPOSE:	Teaching Promoting the highest standards of behaviour in order to promote a calm working environment in the school, and to create an atmosphere conducive to learning.
RESPONSIBLE TO:	Head of Dept/SLT Link (Professional Tutor for Trainees/ECTs)
RELATIONSHIPS WITH:	Heads of Department Heads of House / Head of Year Members of SLT Director of Sixth Form / Post 16 Leader SENDCo / Teaching Assistants Support Staff Other teachers Parents & External Agencies

MAIN RESPONSIBILITIES

1. Teaching students of the full range of age and ability.
2. Aim to deliver consistently excellent sequences of lessons to students to enable them to develop a deep understanding of the subject.
3. Contributing to the development of the Department's curriculum.
4. Following school and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings.
5. To constantly reflect on your practice and commit to the multiple layers of training and development available.
6. Make a valued contribution to the school's pastoral and enrichment programmes, including trips and school visits.
7. Undertaking such departmental responsibilities as are delegated by the Head of Department and Subject Leads.
8. Carrying out a share of supervisory duties in accordance with published rotas.
9. Setting and marking home learning in accordance with school and departmental policies.
10. Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

TEACHER RESPONSIBILITIES

1. Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work.
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of and take proper account of the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans).
3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management.

4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback.
5. Be able to make use of the performance data available in the school in order to determine how much progress their students are making.
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning.
7. Make an active contribution to implementing the policies and aspirations of the school.
8. Be effective professionals who challenge and support all students to do their best.
9. Set and maintain high expectations for student behaviour.
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance.

GENERAL NOTES

1. The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a teacher.
2. These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).