

JOB DESCRIPTION

JOB TITLE	Teacher of Religious Studies and Philosophy
DEPARTMENT	Religious Studies and Philosophy
SECTION	Senior School
LINE MANAGER	Head of Religious Studies and Philosophy

SAFEGUARDING

Forest School is committed to safeguarding and promoting the welfare of children.

Safeguarding checks will be undertaken on all successful candidates in accordance with School policy. The safeguarding responsibilities of the post can be found in this job description and person specification.

NB The post is exempt from the Rehabilitation of Offenders Act 1974.

The postholder will be required to;

- Complete an Enhanced Disclosure and Barring Check (DBS).
- Complete Child Protection Training.
- Promote and safeguard the welfare of all children and young persons they are responsible for, or with whom they come into contact.

JOB SUMMARY:

The Religious Studies and Philosophy Department is currently staffed by six, highly qualified full-time subject-specialists who enjoy working collaboratively and discussing issues within the subject as well as their teaching practice, leading to expert teaching.

Religious Studies and Philosophy is popular and well respected by the pupils throughout the School. All pupils in Years 7 – 9 have three 50 minute lessons of Religious Studies per fortnight and about 75 pupils every year choose to study the subject for GCSE.

The course for Year 7, Year 8 and Year 9 aims to cover aspects of the six world religions, philosophy and ethics, giving pupils an insight into a broad range of issues. The success of our course lies in the fact that it builds on pupils' own interests and questions – particularly as we are a multi-cultural School and a diverse number of faiths are represented in each class. The department is generously resourced and we are able to try new materials and develop and update courses. Outside lessons, we have a thriving debate club for Years 7-10 who meet weekly.

At GCSE we study the AQA syllabus with a focus on Christianity and Buddhism. The vast majority of our pupils achieve either a grade 8 or a grade 9 (83% 8-9 in 2025 and 97% 7-9).

At A Level we offer Edexcel Religious Studies (Philosophy of Religion, Ethical Studies and New Testament Studies) and AQA Philosophy as separate subjects. We have a good uptake in both and, each year, several pupils leave to read Philosophy or Theology at university. Again, results are strong with roughly 60% of pupils receiving A*-A in 2025.

KEY RESPONSIBILITIES:

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- Teach across all levels and abilities. Forest School follows the AQA A GCSE Religious Studies course (9-1). Members of the department then tend to specialise in either Philosophy A level or Religious Studies A level, although some teach both. The ability to teach Religious Studies A level is particularly welcome. We follow the AQA Philosophy A level course and the Edexcel Religious Studies A level course, covering the New Testament, Philosophy of Religion and Ethics.
- Develop, maintain and stimulate pupils' curiosity, interest and enjoyment in Religious Studies and Philosophy.
- Enable pupils of all abilities to develop and improve their essay writing and debating skills.
- Provide challenge for every pupil and encourage and support all pupils to achieve their potential in Religious Studies and Philosophy.
- Develop in pupils a love of Religious Studies and Philosophy which goes beyond the syllabus.
- Make a contribution to extra-curricular activities (such as Socratic Dialogue Society or trips to places of religious significance).
- Carve out opportunities to take the lead in curriculum development and co-curricular activities.
- Share in departmental best practice and bring new ideas to the department.

TEACHER - GENERIC DUTIES AND RESPONSIBILITIES

Below sets out the generic main duties and responsibilities of any teacher at Forest School. Those holding positions of responsibility have specific job descriptions in addition to the duties described below. Above all, Forest School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the school.

Teaching and Learning

- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Be prepared to innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage pupils and show enthusiasm for their subject in the classroom.
- Mark work and provide feedback according to departmental and School marking policies, giving appropriate feedback, and maintaining records of pupil's progress in their subject.
- Demonstrate an awareness and understanding of Assessment for Learning strategies and personalise the learning of all pupils, as appropriate.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Participate in mutual lesson observations both within and beyond their department as a part of sharing best practice.
- Use teaching strategies that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of pupils identified as SEND or requiring additional learning support.
- Interface regularly with the Learning Support Department and fully understand pupil needs as expressed in Pupil Passports.
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the award of internal grades as required.

Department

- Carry out any reasonable subject-related duties assigned to them by their Head of Department.
- Attend department meetings and moderation meetings as requested by their Head of Department.
- Contribute to the Department's devising and writing of new subject materials when required.
- Actively support the super-curricular and academic life of your department.

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- Make themselves familiar with the contents of their Department Handbook and endeavour to follow closely the guidance and Schemes of Work provided in this document.

Co-Curricular

- Contribute imaginatively to the co-curricular, extra-curricular and sporting programmes of the school as required by the Head of Department and Senior Leadership Team. Be prepared to run or assist with activities beyond lesson times and on Saturdays when required.
- Take part in the outdoor programme of the School in activities ranging from Games to the Duke of Edinburgh's Award and the Combined Cadet Force.

Pastoral Responsibilities

Every staff member at Forest has collective responsibility for our pastoral processes and policies. Forest staff contribute to the development of the whole child and demonstrate consistent competence, build outstanding relationships alongside the highest expectations.

Our pastoral foundations are as follows:

- Ensure every pupil is known, liked and valued.
- Ensure every pupil feels safe and secure.
- Ensure earliest intervention and a responsibility for personal development.
- Ensure you are incorporating pupil voice into daily decision-making.
- Ensure you have proactive communication with all stakeholders.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

- Ensure that all key policies have been read and understood, including KCSIE Part 1
- Attend Safeguarding and Child Protection training, including updates and Prevent
- Complete an annual declaration regarding the status of DBS

Health and Safety:

- Be familiar with and implement all School Policies and Procedures.

Other Professional Duties

- Support and foster the aims of the school.
- Make themselves familiar with the contents of the Staff Handbook, the Staff Code of Conduct, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including breaktime supervision, cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.

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- Attend staff meetings and briefings, parents' evenings, Commemoration Day, inset sessions and similar important functions both in and out of normal School hours, and participate in Open Days for prospective parents, carers, and pupils.
- Notify their Head of Department and the Absence Managers as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant training each year, after obtaining the consent of their Head of Department and the CPD Budget holder.
- Take part in the school's performance management scheme and appraisal.

This generic description should be read alongside the following documents:

- Staff Code of Conduct
- Teaching and Learning Policy/Forest Teacher Framework
- Tutor Job Description
- Departmental Handbook(s)

FOREST SCHOOL'S POLICY AND PROCEDURE

The postholder is required to actively follow and abide by all Forest policies and procedures including Equal Opportunities, Staff Code of Conduct, [Safer Recruitment and Child Protection](#), and will maintain an awareness and observation of Fire and Health & Safety Regulations

If during the course of time the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the postholder.

The postholder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested the line manager or Head of Department/Section.