



# Job Description:

## Teacher of Religious Education

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| <b>JOB DESCRIPTION:</b>     | <b>Teacher of Religious Education</b>   |
| <b>RESPONSIBLE TO:</b>      | Head of Humanities  |
| <b>JOB PURPOSE:</b>         | <p>As a teacher at University Collegiate School (UCS), Bolton, within QUEST Academy Trust you will play a vital role in delivering high-quality education to pupils aged 11-19. You will foster a positive learning environment that reflects the ethos and values of the school, supporting pupils to achieve.</p> <p><b>Main Purpose of the Role</b></p> <ul style="list-style-type: none"><li>• To plan, deliver and evaluate high-quality Religious Education (RE) lessons across Key Stages 3–5 that inspire, challenge and enable pupils to make excellent progress academically, morally and spiritually.</li><li>• To support the development and implementation of RE curriculum, assessment and enrichment activities within UCS Bolton and share expertise across the Trust as required.</li><li>• To promote the school and Trust values through classroom practice, pastoral care and enrichment, fostering inclusion, respect and a strong sense of community for pupils aged 11–19.</li></ul> <p>You will teach in accordance with the ethos, organisation and policies of the QUEST as a fully committed member of the Trust teaching team and as detailed in the specific duties below.</p> <p>As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.</p> |
| <b>LIAISING WITH:</b>       | Head of Department, Senior Leadership Teams, teachers, support staff, parents/carers, external stakeholders and members of the community  |
| <b>SALARY SCALE:</b>        | Mainscale to UPR 3 (subject to experience and proven track record)  |
| <b>DBS DISCLOSURE LEVEL</b> | Enhanced  |

### Professional Responsibilities

#### School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

## **Key Responsibilities**

### **Curriculum Development and Implementation**

- Contribute to the development and evaluation of a broad, balanced, and ambitious curriculum that reflects the Trust's values and local community needs.
- Collaborate with colleagues across the Trust to share best practises and ensure consistency in teaching standards.

### **Teaching and Learning**

- Encourage pupils' spiritual, moral, social and cultural development through RE, providing space for purposeful reflection and ethical discussion.
- Demonstrate strong subject and curriculum knowledge in RE, keeping abreast of developments in practice, theology and national expectations.
- Plan and deliver well-structured, engaging lessons in line with the school's curriculum and schemes of work.
- Adapt teaching to meet the diverse needs and abilities of pupils, ensuring inclusivity and high expectations for all.
- Prepare pupils effectively for internal assessments and external examinations.
- Assess, monitor, record, and report on pupil progress and achievement accurately using formative and summative assessment methods.
- Prepare pupils for internal and external assessments, promoting excellent progress and outcomes.
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- Plan and deliver well-structured lessons that follow the school's curriculum and schemes of work
- Assess, monitor, record, and report on the learning needs, progress, and achievements of assigned pupils, making accurate and productive use of assessment
- Set high expectations that inspire, motivate, and challenge pupils to achieve excellence
- Promote exceptional progress and outcomes for all pupils
- Demonstrate excellent subject and curriculum knowledge
- To undertake a designated programme of teaching, ensuring a high quality teaching and learning experience
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students
- Ensure teaching and learning is of a consistently high standard and that best practice is shared across the department
- Develop and implement appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Ensure effective development of students' literacy, numeracy and information technology skills using our up-to-date facilities
- Use clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Provide students with clear direction, expectations, guidance and support, constructive feedback and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for

student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs;

- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- Enable students to become independent learners who challenge themselves to enhance their skills beyond the curriculum and the classroom
- Establish a partnership with parents and carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

### **Departmental Support and Collaboration**

- Provide active support to the humanities department, contributing to curriculum development and cross-disciplinary initiatives.
- Work collaboratively with the Head of Humanities to implement departmental priorities, share best practices, and contribute to whole-school strategies that enhance history education.
- Participate in departmental meetings, planning sessions, and professional development activities.

### **Health, Safety, and Behaviour Management**

- Promote the safety, welfare, and well-being of all pupils ensuring a safe learning environment.
- Maintain high standards of pupil behaviour and discipline in line with school policies.

### **Other duties**

- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor; this include keeping good order and discipline in the classroom, and setting the highest possible expectations of academic achievement
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To deliver engaging classes
- Prepare pupils for GCSE and A level/ BTEC
- Develop and implement a strategic vision through long, medium and short term planning and monitor progress
- Further develop appropriate schemes of learning
- Plan and deliver well structured lessons and ensure that high standards of behaviour are maintained in the classroom
- Suggest and Implement strategies to improve engagement and progress
- Provide differentiated work to meet the needs of all pupils
- Set and mark homework in line with school policies
- Carry out and record appropriate assessment of pupils at all stages in accordance with Assessment for Learning and monitor progress
- Coordinate the peripatetic specialist instrumental teachers as necessary
- To provide extra-curricular enrichment activities, including organising and accompanying appropriate field studies to comply with the requirements of the National Curriculum and external examination syllabuses
- Work with the wider team

- Establish rapport with parents/carers via regular reporting through formal reports and other informal regular contact as required
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in and to contribute to the Department's Improvement Plan
- Work effectively with the senior leadership
- Undertake appropriate administrative tasks to ensure the smooth running of the Department.
- Develop students passion by your own inspiring example of teaching to ensure the enthusiastic, all-inclusive, child centred ethos

### **Wider Responsibilities**

- Contribute to the maintenance of the school ethos including standards of discipline
- Uphold the policies of the school including the Safeguarding policy
- Act as a form tutor with responsibility for monitoring the welfare, discipline and progress of pupils within the tutor group
- Contribute to the school's Wellbeing programme as required
- Supervise pupils outside lesson times as required
- Attend parents' meetings and other school events such as open days etc as part of supporting the wider work and activity of the school. These may from time to time take place on a Saturday or in the evening
- Participate in INSET days and staff meetings.

### **Whole-school Organisation, Strategy, and Development**

Contribute to the development, implementation, and evaluation of the Trust's policies, practices, and procedures to support the school's vision and values

Make a positive contribution to the wider life and ethos of the school

Work collaboratively with colleagues and other relevant professionals to secure coordinated outcomes for pupils

### **Form Tutor Responsibilities**

Complete the register accurately

Monitor attendance and punctuality, including follow-up

Monitor standards of dress and personal appearance and address any issues as they arise

Escort groups to assembly and (normally) attend assembly

Responsible for the co-ordination of reports and other records

Respond to disciplinary problems as required, referring serious misconduct to the Head of Key Stage as appropriate

Share information from the Head of Key Stage to the tutor group in a prompt manner

Encourage inter-form competitions and the participation of the tutor group in other school activities

Be available to meet parents as appropriate

Curriculum issues

- activities supporting learning in tutor periods
- knowledge of the tutorial programme
- knowledge of the SEN students and their targets

– target group members in your tutor group

Be an effective coach and mentor to the students, enabling them to develop their life skills and succeed in all that they do within the school.

## **Professional Development**

QUEST is committed to supporting the professional development of all its staff. As a teacher, you will have access to a range of training and development opportunities to enhance your subject knowledge, pedagogical skills, and leadership capabilities. This may include:

- Participation in subject-specific training and workshops
- Opportunities to observe and learn from experienced teachers within the Trust
- Coaching and mentoring from senior leaders and subject specialists
- Participation in the Trust's PDR processes
- Encouragement to undertake further qualifications or accredited training

By investing in your professional growth, the Trust aims to empower you to deliver exceptional teaching and learning, while also supporting your career aspirations within the education sector.

## **Communication and Collaboration**

Communicate effectively with pupils, parents, and carers to support pupil progress and wellbeing

Collaborate and work with colleagues and other relevant professionals within and beyond the Trust's schools to develop effective professional relationships

## **Safeguarding**

The safety and wellbeing of our pupils is of paramount importance at QUEST. As a teacher, you will be responsible for promoting the safety and welfare of all pupils in your care. This includes:

- Work in line with statutory safeguarding guidance and the Trust's safeguarding and child protection policies to promote the best interests and safety of all pupils
- Recognising and responding appropriately to signs of abuse, neglect, or other safeguarding concerns
- Participating in safeguarding training and updates to ensure your knowledge and understanding remain current
- Collaborating closely with the designated safeguarding lead (DSL) and other relevant professionals to share information and promote the best interests of pupils
- Maintaining accurate records and documentation related to safeguarding and child protection matters
- Upholding the highest standards of professional conduct to serve as a positive role model for pupils

By prioritising safeguarding in your day-to-day work, you will contribute to the Trust's commitment to creating a safe, nurturing, and supportive environment for all the children and young people in our care.

## Professional conduct

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.  
Maintaining a secure, healthy and risk-free environment for students, staff and visitors.

*The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.*

*The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require*

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name \_\_\_\_\_

Signed \_\_\_\_\_

Date: \_\_\_\_\_

# Job Specification:

## Teacher of Religious Education



**QUEST TRUST**  
Supporting Young People from  
Early Years to Employment

### Essential

#### Qualifications

- Honours degree
- Qualified teacher status
- Willingness to continue to learn and develop

#### Knowledge and Understanding

- Strong subject knowledge, with the ability to inspire and engage pupils.
- Competence in using and managing facilities to enhance learning opportunities.
- Ability to plan and deliver differentiated lessons that meet the needs of a diverse pupil population.
- Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards.
- Processes and systems for quality assurance
- An understanding of the principles associated with managing and leading others
- Project planning and change management
- Knowledge of current and potential future developments in relation to the national and local education scene

#### Skills and Competencies

- Excellent classroom management and behaviour management skills.
- Excellent subject knowledge and understanding of the curriculum
- Strong knowledge of the curriculum and pedagogy
- Proven ability to plan and deliver engaging, high-quality lessons that meet the needs of all pupils
- Effective classroom management skills to maintain good order and discipline
- Strong interpersonal and communication skills to work collaboratively with colleagues, pupils, and parents/carers
- Commitment to ongoing professional development and a desire to share best practice in teaching and learning
- Ability to use assessment data effectively to inform teaching and support pupil progress
- Passion for making a positive difference in the lives of young people and a strong alignment with the Trust's vision and values
- Confident and competent in the use of IT
- High level of communication skill, both written and oral, enabling the post holder to actively listen to and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared
- Horizon scanning to enable a strategic view to be taken of potential future changes
- Ability to work independently within a team, focusing on achievement at an individual and a departmental level

- Emotional Intelligence to ensure staff and students perform at their best and thrive.

## **Experience**

- Proven track record as an effective teacher
- Outstanding teaching and learning practitioner
- Proven experience of teaching

## **Competencies and Personal Qualities**

- Leading and supervising (e.g. provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
- Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so
- To display enthusiasm and an ambitious vision
- Copes with pressure and setbacks (e.g. works productively in a pressurised environment; keeps emotions under control during difficult situations; maintains a positive outlook at work; is mindful of the levels of resilience within the team and manages and works to enhance those levels)
- Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
- Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self)
- Emotional intelligence
- Flexible and adaptable
- Mindful of achieving a balance for excellence for all
- Able to rigorously implement an idea to a sustainable conclusion

## **Performance Management and Professional Development**

- Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with the QUEST expectations.
- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- To show your passion for life-long learning as the lead learner in your team
- Be an advocate for excellence and embrace positive change
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.
- Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance.
- To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff.

## **Desirable Skills/Qualifications**

- Leadership qualification(s)
- Management Qualifications
- Membership of appropriate professional bodies