



JOB DESCRIPTION

Job Title:

Teacher of RE

Location:

Malcolm Arnold Academy

Job Purpose:

To implement and deliver an appropriately broad, balanced, relevant and knowledge rich curriculum for students and to support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/form tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. Contribute to raising standards of student attainment.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside, and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Head of Faculty

Salary:

M1 - UPS3 £32,916 - £51,048

KEY RESPONSIBILITIES

TEACHING

- ★ Love your subject. Stay invested in it, taking your own professional development seriously.
- ★ Tutor students according to their educational needs, including the setting and marking/assessment of work to be carried out by the student in school and elsewhere.
- ★ To plan lessons in accordance with school policy to ensure all students make effective progress.
- ★ To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required.
- ★ Provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students taught or tutored.
- ★ Ensure that ICT, Literacy, Numeracy, and subject specialism(s) are reflected in the teaching/learning experience of students.
- ★ Undertake a designated programme of teaching.
- ★ To ensure a high-quality learning experience for students which meets internal and external quality standards.
- ★ To prepare and update subject materials.
- ★ Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- ★ Maintain discipline in accordance with the school's procedures and to encourage good practice regarding punctuality, behaviour, standards of work and homework.
- ★ Undertake assessment of students as requested by external examination bodies, departmental and whole school procedures.
- ★ To mark, grade and give written/verbal and diagnostic feedback as required using AfL strategies.
- ★ Create a positive learning environment in the classroom.

OPERATIONAL/STRATEGIC PLANNING

- ★ To assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies in the subject.
- ★ To contribute to the Curriculum area and SIL development plan and its implementation.
- ★ To plan and prepare courses and lessons.
- ★ To contribute to the planning of whole school activities.
- ★ Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

CURRICULUM PROVISION

- ★ To assist the Curriculum/Faculty Leader, to ensure that the subject provides a range of teaching which complements the Academy's strategic objectives.

CURRICULUM DEVELOPMENT

- ★ To engage with trust-wide subject community activity, including in-school curriculum/teacher development activity.

- ★ To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's mission and strategic objectives.

KEY ORGANISATIONAL OBJECTIVES

The post-holder will contribute to the academy's objectives in service delivery by:

- ★ Ensuring compliance with Data Protection legislation.
- ★ Always Operating within the School's Equal Opportunities framework.
- ★ Commitment and contribution to improving standards for students as appropriate.
- ★ Help to implement quality assurance procedures.
- ★ Participate in the school's self-evaluation and review cycle.
- ★ Implement modifications and improvement where required.

STAFF DEVELOPMENT: RECRUITMENT/DEPLOYMENT OF STAFF

- ★ To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- ★ Participate in regular in-service training (INSET), weekly CPD sessions and personalised continued professional development.
- ★ To continue personal professional development in the relevant areas including subject knowledge and teaching methods and strategies for effective learning.
- ★ To engage actively in the performance management process.
- ★ To ensure the effective/efficient deployment of classroom support.
- ★ To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- ★ To help implement school quality procedures and adhere to them.
- ★ To contribute to the process of monitoring and evaluation of the subject in line with agreed school procedures and policies, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- ★ To review methods of teaching and learning strategies and programmes of work.
- ★ To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT DUTIES

- ★ To maintain appropriate records and provide relevant, accurate and up-to-date information for administration systems, registers, etc.
- ★ To provide the relevant information to assist in the tracking of students.
- ★ To track student progress and use this information and information about prior learning to inform teaching and learning.
- ★ Participate in and conduct any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

COMMUNICATIONS

- ★ Communicate effectively and respectfully with all stakeholders as appropriate and as required.
- ★ Communicate with external agencies, as required.
- ★ Adhere to agreed policies for communications within the school.
- ★ Contact with students, parents/carers and other employees at the school must be in accordance with school policies and procedures.
- ★ Liaise with professionals under the supervision/guidance of the Principal and/or Strategic Managers, as appropriate.

MARKETING, LIAISON AND NETWORKING

- ★ Contribute to the academy's marketing activities by the promotion of a positive ethos and by supporting a positive image of the Academy.
- ★ Take part in marketing, liaison and networking activities as required, for example, open evenings and events with partner Schools.

MANAGEMENT OF RESOURCES

- ★ To contribute to the process of the ordering and allocation of equipment and materials.
- ★ To assist the Curriculum Leader to identify resource needs and contribute to the efficient/effective use of physical resources.
- ★ To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the school, curriculum area, and students.

SUPPORT AND PASTORAL SYSTEMS

- ★ To be a form tutor to an assigned group of students.
- ★ Promote the general progress and well-being of individual students and of the tutor group.
- ★ To liaise with the appropriate SIL to ensure the implementation of the school's support and guidance system.
- ★ Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- ★ Evaluate and monitor the overall progress of students and keep up-to-date student records as required.
- ★ To contribute to the preparation of individual PSPs, IEPs, progress files, and other reports.
- ★ To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- ★ To communicate as appropriate, with the parents/guardians of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff in school.
- ★ To contribute to PSHE, Citizenship, Enterprise, and Work-Related Learning, according to school policy.
- ★ Apply school behaviour management systems so that effective learning can take place.

OTHER SPECIFIC DUTIES

- ★ To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- ★ Support the school in meeting its legal requirements for collective worship.
- ★ To actively promote the school's policies.
- ★ Continue personal professional development as agreed.
- ★ Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- ★ Undertake any other duty as specified by STPCB not mentioned in the above.

EXPECTATION OF ALL STAFF

- ★ Support the Principal and Strategic Leadership Team in creating a culture for learning, high standards of achievement and success for all the students.
- ★ Perform all duties and responsibilities in accordance with the school's mission statement, policies, current practice, and your duty of care for the students' well-being and safety. Do not do anything to bring the name or ethos of the school into disrepute.
- ★ Work flexibly as a member of a team and undertake such other duties as may be required within the scope of this post.

- ★ Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Deal with enquiries efficiently, efficiently, and sensitively.
- ★ Ensure absolute confidentiality in all matters relating to the students, staff, and school business, without exception.
- ★ Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security, and confidentiality. Report concerns to your line manager, Executive Principal, a member of the Senior Leadership Team or the Local Governing Body and Trustees as appropriate.
- ★ Attend and participate in relevant meetings, training, performance development, and other activities as required.

GENERAL

- ★ Have a working knowledge of teachers' professional duties and legal liabilities.
- ★ Always operate within the stated policies and practices of the school.
- ★ Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- ★ Contribute to the ethos of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- ★ To make an active contribution to the policies, aspirations and plans of your Department and the Academy.

OTHER DUTIES

- ★ The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.

EQUAL OPPORTUNITIES

- ★ The post-holder is required to perform the duties in accordance with the Trust's Equal Opportunities policy.

HEALTH AND SAFETY

- ★ The post holder will ensure that the duties of the post are undertaken with due regard to the school's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.

SAFEGUARDING

- ★ To do all that you should to ensure that you safeguard and promote the welfare of students in the Academy.

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

| | Essential | Desirable |
|--|-----------|-----------|
| Qualifications and Professional Development | | |
| ★ Relevant Subject Degree at BA or above. | ✓ | |
| ★ Qualified Teacher Status | ✓ | |
| ★ Evidence of applying continued professional development. | ✓ | |
| Management of Personal Teaching | | |
| ★ Experience of raising levels of achievement and attainment | ✓ | |
| ★ Effective use of data to inform planning | ✓ | |
| ★ Experience of lesson planning and effective assessment for learning | ✓ | |
| Professional Knowledge and Understanding | | |
| ★ Maintaining a high standard of teaching and learning | ✓ | |
| ★ The central role of ICT in teaching and learning | ✓ | |
| ★ Curriculum issues and development | ✓ | |
| ★ Improvement - raise achievement | ✓ | |
| Knowledge, Skills, and Competencies | | |
| ★ An understanding of teaching in a secondary school | ✓ | |
| ★ Enable students to achieve high expectations through excellent quality teaching and learning | ✓ | |
| ★ Be able to teach A level | ✓ | |
| ★ Inspire students to have high aspirations and achieve their full potential | ✓ | |

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| ★ Build and maintain relationships with staff, governors, parents, students, and the community | ✓ | |
| ★ Demonstrate commitment, enthusiasm, and motivation | ✓ | |
| ★ Foster an open, fair, and courteous environment | ✓ | |
| ★ Demonstrate strong analytical skills to inform improvement | ✓ | |
| ★ Be innovative and able to make a change | ✓ | |
| ★ Communicate effectively with a range of audiences | ✓ | |
| ★ Have a genuine liking of young people | ✓ | |
| ★ Show they have a sense of humour and perspective | ✓ | |
| ★ Adaptability, flexibility, and determination | ✓ | |
| ★ Work independently and as part of a team | ✓ | |
| ★ Inspire, motivate, challenge and empower others | | ✓ |
| ★ Build and manage effective teams | | ✓ |
| | | |
| ★ Experience of teaching your subject in a secondary school | ✓ | |
| Equal Opportunities | | |
| ★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best. | ✓ | |
| Safeguarding | | |
| ★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, always, what is in the best interests of the child. | ✓ | |
| ★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information, and taking prompt action to safeguard and protect them. | ✓ | |

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| ★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children. | ✓ | |
| Health and Safety | | |
| ★ Aware of Health & Safety and Safeguarding as appropriate to role | ✓ | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy 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 time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.