



COCKBURN
MULTI-ACADEMY TRUST
TRANSFORMATION TO EXCELLENCE



Recruitment Booklet

Teacher of Religious Studies and PSHCE

Job Description - Teacher of Religious Studies and PSHCE

Accountable to: Assistant Headteacher Personal Development

Main Duties:

- carry out the duties of a school teacher, as set out in the current Schoolteachers' Pay and Conditions Document
- promote the vision, values and expectations of the school
- secure high quality student outcomes within the RE/PSHCE Department
- maintain good standards of planning, preparation and assessment
- ensure that personal standards of teaching are consistently high
- play a full and active role within the subject area
- comply with all whole school policies and procedures

Curriculum provision and development

- contribute to curriculum development within the department
- produce schemes of work, as appropriate
- keep up to date with developments in the subject (including research/inspection findings); classroom management and pedagogy to encourage good practice
- liaise with the Subject Leader of RE/PSHCE regarding links with relevant examination and validating bodies

Raising standards

- make full use of assessment data to produce personal student targets and ensure these are reviewed on a regular basis
- contribute to the subject area's programme of enrichment activities (e.g. booster classes; visits; special events)
- contribute to the establishment of common standards of good practice and to the development of effective teaching and learning within the subject area
- comply with the whole school assessment and reporting procedure

Communications

- represent the department within school as agreed with the Subject Leader of RE/PSHCE
- ensure reports to parent/carers are produced to a high standard and meet the agreed timescales
- ensure effective communication as appropriate with parents/carers and relevant external bodies

Personnel

- participate fully in Performance Management and to act as appraiser if necessary for identified staff within the subject area in line with school policy
- ensure the effective and efficient deployment of classroom support
- participate in the school's ITT programme

Promotion

- contribute to departmental and school promotional activities and events
- contribute to the development of effective subject links with partner schools and the wider community



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Management of resources

- manage the physical resources within the designated area, as agreed with the line manager

Pastoral responsibilities

- act as Form Tutor and carry out the duties associated with the role including supporting the school in meeting its legal requirements for collective worship

Health and Safety

- carry out his/her duties with full regard to the school's Health and Safety procedures

Additional duties

- contribute to the life of Cockburn Multi-academy Trust, and to support its Values, Expectations and policies
- actively engage in Performance Management and Continuing Professional Development activities
- undertake any other duties as required by the Executive Headteacher or Head of School

NOTES

A The above responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Documents.

B This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time.

C This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time.



Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

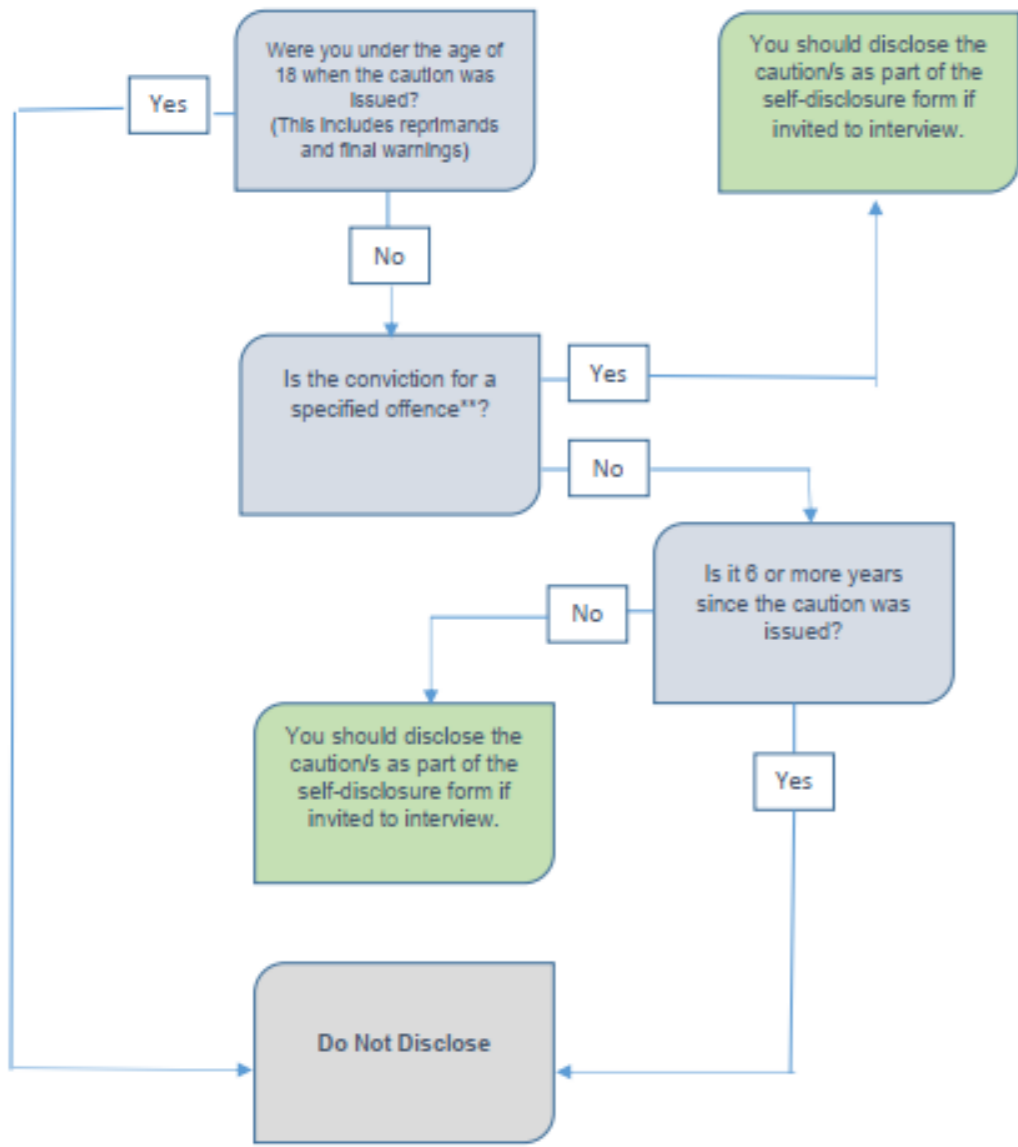
<u>Qualifications</u>	<u>Essential</u>	<u>Desirable</u>	<u>MOA</u>
Qualified Teacher Status (or currently an ITT/GTP trainee)	*		A/Q
Master's degree in education or similar/ further continued CPD		*	A/Q
<u>KNOWLEDGE/SKILLS</u>	<u>Essential</u>	<u>Desirable</u>	<u>MOA</u>
A good understanding of curriculum developments within the subject area RE/PSHCE	*		A/R/S
Strong ICT Skills/ technology to support learning	*		A/R/S
Understanding of effective teaching and learning strategies including behaviour	*		A/R/S
Proven ability as an excellent classroom practitioner	*		A/R/S
Knowledge and experience of intervention strategies	*		A/R/S
Knowledge and skills to safeguard the welfare of Children & Young People (CYP) and uphold your professional responsibility	*		A/R/S
Ability to self-evaluate learning needs and actively seek learning opportunities	*		A/R
Experience of leading initiatives which have had an impact on student attainment		*	A/R/S
Evidence of leading high quality extra-curricular activities		*	A/R/S
Knowledge of current developments in education		*	A/S
<u>EXPERIENCE</u>	<u>Essential</u>	<u>Desirable</u>	<u>MOA</u>
Either: <ul style="list-style-type: none"> Successful placement(s), teaching RE/PSHCE at KS3 & KS4 (<i>applicants currently in training</i>) or: <ul style="list-style-type: none"> Successful record of teaching RE/PSHCE evidenced through attainment and progress (<i>applicants who already have gained QTS</i>) 	*		A/R/S



Effective recent & relevant teaching experience of RE/PSHCE across the age and ability range KS3 to 4	*		A/R/S
Contribution to the development of RE/PSHCE beyond the classroom		*	A/R/S
PERSONAL QUALITIES	Essential	Desirable	MOA
A passion for education and making a difference	*		R/S
Excellent & confident communicator	*		R/S
Effective team member	*		R/S
Drive, determination & ambition	*		R/S
Energy, enthusiasm, sense of humour	*		R/S
Ability to motivate self and others	*		R/S
Willingness to contribute to the wider life of the Academy and Trust	*		R/S
Emotional resilience - recognising that working in education is demanding and approach the challenge positively	*		A/R/S
Subscribe to the ethos of the Trust and go the extra mile in terms of time and commitment to get the very best from students	*		A/S
The postholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.	*		Q/R/S
Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.			
This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.			
METHOD OF ASSESSMENT (MOA)	A =	Application Form	
	Q =	Qualification	
	R =	References	
	S =	Selection Process	



Disclosure of a Caution
(this includes reprimands and final warnings)



**<https://www.gov.uk/government/publications/dbc-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Disclosure of a Conviction
Please work this through for each conviction you have separately even if they were part of the same legal proceedings

*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf

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