

Person Specification

THE POST: Teacher of Religious Education & Personal Development

We are seeking to appoint an enthusiastic and committed Teacher of RE & PD on a permanent basis and full/part time applications will be considered. This is an exciting opportunity either to start your teaching career or to develop as a teacher, in a supportive environment, within a Trust that values its staff and recognises the importance of providing ongoing training opportunities for further development.

You will be expected to contribute to the continued development of the Department’s curriculum. You should be able to communicate effectively with students and colleagues as well as having good organisational skills.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. You will already be, at least, a fairly good user of ICT, and happy to learn more. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will be keen to work alongside a team determined to create an excellent department.

It is important that students have the opportunity to extend their interest and enthusiasm for RE and PD subjects, by taking part in extra-curricular activities, visits and competitions. We would welcome any contribution you could make to these activities at Hampton College.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will be an important part of the department and can expect the support needed to develop their career further.

| | <u>Essential</u> | <u>Desirable</u> |
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| <u>Qualifications</u> | <ul style="list-style-type: none"> Relevant ‘A’ Levels (or equivalent) and Degree Qualified Teacher Status | <ul style="list-style-type: none"> Good Honours degree (2.1 or better) Ability to teach Key Stage 5 Ability to teach another subject |
| <u>Experience</u> | <ul style="list-style-type: none"> Relevant teaching experience or teaching practice Experience of working with students with a wide range of ability | <ul style="list-style-type: none"> Currently working or training in UK state secondary school Relevant ‘life experience’ e.g. time working in business or industry |
| <u>Knowledge and understanding</u> | <ul style="list-style-type: none"> The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) Statutory National Curriculum requirements at the appropriate Key Stage The monitoring, assessment, recording and reporting of pupils’ progress The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection The positive links necessary within school and with all its stakeholders Effective teaching and learning styles. | |

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| <u>Skills</u> | <ul style="list-style-type: none"> • Ability to use innovative, active teaching methods • Ability to use ICT as a learning/admin tool • Effective communication skills, written and verbal • Good organisational skills | <ul style="list-style-type: none"> • Commitment to offering effective extra- curricular activities |
| <u>Personal Characteristics</u> | <ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised | |
| <u>Safeguarding Competencies</u> | <ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other’s feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children | |