

TEACHER OF RELIGIOUS EDUCATION



Reports to: Subject Leader of Mathematics

Principal Duties and Responsibilities:

- to actively promote the Catholic Mission of the school
- to ensure the maintenance and delivery of the school ethos through the departmental team
- to plan, deliver and assess high quality teaching with clear objectives which encourages pupils to participate to their optimum level
- to commit fully to safeguarding of pupils
- to uphold the excellence and the high standards in everything we do
- to have, and to communicate, the highest expectations of young people academically and personally
- to carry out the tasks of a form tutor
- to put pupils first and be positive about young people
- to promote good relationships with parents
- to always behave in a professional manner with staff and pupils, treating all members of the school community with dignity and respect.
- to commit to ethical behaviour: demonstrating integrity, honesty, resilience, professionalism, kindness and humility.
- to promote and maintain high standards of pupil behaviour within the departments
- to ensure implementation of the school's Health and Safety policy
- to give active support to the school's extra-curricular programme
- to manage high standards of display and care of furniture and fittings in the learning environment of the R.E. department and your teaching rooms.
- to carry out such other tasks as the Headteacher may reasonably require

Key knowledge & understanding

- The School Mission Statement
- All teaching staff must understand and uphold the professional code of the General Teaching Council for England by demonstration of all the professional standards for QTS.
- A secure knowledge and understanding of specialist subject(s) to degree level, sufficient to cope securely with subject-related questions which students raise and to know about students' common misconceptions and mistakes.
- A detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements and the demands expected of students in relation to KS4 and knowledge of relevant post-16 courses.
- An understanding of subject progression KS2 to KS5.

Key functions

1. Planning

- Plan and teach challenging, well-organised lessons and sequences of lessons across the age and ability range in line with the OLCC Teaching and Learning Principles.
- Have a secure knowledge and understanding of the relevant Curriculum area and to keep up to date with current developments.



- Select and make good use of textbooks, I.C.T. and other learning resources to enable teaching objectives to be met.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior knowledge.
- Encourage resilience and hard work amongst pupils.
- Use assessment to identify students who have special educational needs, and know where to get help in order to give positive and targeted support.
- Take account of the needs of all pupils in each class, including the most and least able.
- Provide opportunities to develop students' understanding by relating their learning to real and work-related examples.
- Maintaining adequate records on the delivery of the curriculum and on pupil progress in line with school and departmental policy.
- Contribute to the work of the department as instructed by the Subject Leader in the development of Mathematics Curriculum and teaching materials.

2. Teaching & managing student learning

- Establish a purposeful and safe learning environment which enhances learning.
- Use evidence- informed teaching methods with whole classes, groups and individuals that ensure that students are engaged and stimulated, that teaching intentions are met, that momentum and challenge are maintained, and best use made of teaching time.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through responsive teaching and through positive and productive relationships.

3. Assessment & reporting

- Use formative assessment and prior knowledge as part of teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- Mark formative and summative assessments and give feedback which is meaningful and moves pupils' learning forward.
- Work to secure progress towards targets.
- Prepare and present information to parents in a meaningful way.
- Provide accurate data for the school's tracking system.

4. Professional Development

- Be reflective practitioners and engage with further research and reading to inform and improve teaching.
- Receive and act on feedback to build on strengths and improve performance.
- Take ownership of their own professional development, engaging in professional development activities as appropriate to the teacher's career stage.
- Contribute to the professional development of others as appropriate to the teacher's own career stage.
- Develop knowledge and understanding of technology to support teaching.
- Keep up to date on current teaching, learning and behaviour management strategies and know how to adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.



5. Guidance & welfare

Act as a form tutor, fulfilling the following functions.

- Take responsibility for monitoring pupils' academic and wider progress and development, acting in line with school policies in this area.
- Carry out the tutor group registration, following up any absences as directed by school policy.
- Review progress and support students in target setting and action planning.
- Ensure that all pupils are valued and treated according to the aims of the school's Mission Statement.
- Lead daily collective worship, in line with school policy.

6. Wider professional effectiveness

- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to students in personal presentation and conduct.
- Evaluate own teaching critically, using this to improve effectiveness.
- Work effectively with other school colleagues, attending meetings and liaising with representatives of other agencies as necessary.
- Organise display of work in own classroom and department areas.