



Chellaston Academy
Integrity Care Excellence

Teacher of Religious Education

Full Time, Permanent

Chellaston Academy

Chellaston Academy is on an exciting journey and we are seeking talented candidates that mirror our values and standards to join us. We have a newly appointed Headteacher this academic year, and new additions to our senior team too. The academy is currently in the process of joining QEGSMAT. Our ways of working ensure that our young people are at the heart of all decisions that we make; whilst we take academic achievement seriously, we also consider educating the whole person to be vitally important.

Our teams are pivotal to this and we are committed to investing in our staff to ensure that they are engaged, involved and able to contribute fully. Our core values of integrity, care and excellence run through all of our work and we embrace these together.

We are looking to appoint an enthusiastic teacher to join a team of two experienced subject specialists in a high achieving department. The successful applicant will be expected to teach across all Key Stages and the full ability range. Any successful applicant would be a specialist in the subject, with a degree in Philosophy, Religious Studies, Theology or similar. NQTs and experienced teachers are welcome to apply.

Philosophy is taught to all students in Key Stage 3 in two hours per fortnight. Students explore a range of philosophical and ethical issues, along with learning about different religious beliefs and practices within multicultural Britain. A key focus of study in Key Stage 3 is enabling students to develop their own point of view on a range of issues, from the existence of God to animal testing, whilst giving them the opportunity to learn about a number of different perspectives to their own; skills which are invaluable within all aspects of life.

As a department, we follow the Derby City Agreed Syllabus, following schemes of work in Key Stage 3 which range from, "What is good and what is challenging about being a teenage Sikh?" to, "Should happiness be the purpose of life?" All teachers are encouraged to adapt and contribute to the resources provided, ensuring the quality of education is the same for all ability ranges whilst delivering lessons in teaching styles that meet the needs of individual staff members and the students they teach. All year 10 students, aside from those who have opted for full course, have one lesson per fortnight, studying towards a short course GCSE in AQA Religious Studies (Christianity and Islam).

The numbers of students opting to continue Philosophy in Key Stage 4 and then consequently in Key Stage 5 has increased in recent years. Students enjoy the breadth of topics covered in Key Stage 3, and for many, it is this enthusiasm that leads them to choose to study it at GCSE – we are not selective on ability and teach the whole breadth of attainment in Key Stage 4. As a department, we typically have one full course teaching group in each year in Key Stage 4 and 5, splitting the teaching and topics between the subject specialists.

AQA A specification, focusing on Christianity and Islam, is studied at GCSE, and OCR Religious Studies H573 is studied at A Level, with Developments in Christian Thought being the chosen religion

We expect all our students to be challenged, to be inspired and to achieve beyond expectation; this will be your focus. This is balanced carefully against developing a supportive, healthy and happy student population.

Our ideal candidate will:

- have a passion for teaching the curriculum in an inspiring way to ignite student's enthusiasm for the subject
- have excellent subject knowledge and understanding
- be flexible and dedicated to ensuring students achieve the best outcomes and a desire to educate the whole child
- have excellent interpersonal skills and share the school's vision and values

The application process:

Please see the job description for further details of the post. If you would like a conversation to discuss the role in more detail, we would be happy to arrange this. Please call 01332 702502.

Further details about our school can be found on our website: www.chellaston.derby.sch.uk

If you wish to apply for this role please visit <https://www.qegsmat.com/current-vacancies/> where you can apply via TES. Alternately, you can contact us at hr@qegsmat.com.

Chellaston Academy is committed to safeguarding children, safer recruitment and promoting the welfare of our young people. Our comprehensive recruitment and selection processes aim to discourage and screen out unsuitable applicants. Successful candidates are subject to rigorous pre-employment checks and an enhanced DBS check.

Closing Date: Wednesday 12th May **4pm**

Provisional Interview Date: w/c 17th May 2021

Start Date: September 2021



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Job Description

Job title:	Teacher of Religious Education
Pay scale:	Main pay scale / Upper pay scale
Responsible to:	Headteacher, SLT Line Manager, Head of Subject, SPL
Responsible for:	The teaching of Religious Education

GENERAL DUTIES AND RESPONSIBILITIES:

- Inspire success in all students and staff within the department.
- Help raise the achievement of all learners.
- Work in accordance with the Academy's aims, policies, vision and mission statement.
- Maintain a good climate for teaching and climate for learning among the pupils, safeguarding their health and safety at all times.
- Help develop an excellent learning environment for students where learning is fully inclusive.
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- Support the Headteacher in promoting the ethos of the school.
- Work in accordance with the Academy's values at all times.

CORE REQUIREMENTS OF THE POST:

As a teacher you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions and Teachers Standards Document.

This post:

- Must focus on teaching and learning to include the ability to teach to KS5
- Requires you to exercise your professional skill and judgement.
- Must have impact on the educational progress of students.

PURPOSE

- Raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- Be accountable for student progress and development within the classes taught.
- Develop and enhance the teaching skills and strategies in line with the teacher standards.
- Support and challenge student groups in their learning.
- Help build independent life-long learners.

CORE DUTIES

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties expected within the teacher standards.
- Plan lessons to meet learning objectives.
- Make effective use of data to plan learning.
- Have a clear understanding of subject progression.
- Give appropriate feedback through a variety of sources to promote further learning.
- Carefully frame questions to ascertain understanding and promote further learning.
- Use peer and self-assessment to further enhance learning.
- Set clear curricular targets for each student/group.
- Teachers are expected to support the personalised learning agenda, i.e. tailor education to ensure that every student achieves and reaches the highest standards possible.
- Ensure that the desired standard of students' presentation, effort and learning are achieved.
- Take part in developing the department's curriculum area with respect of any specific need associated with teaching and learning.
- Participate in and contribute to professional development and appropriate in-service training.

Pastoral Provision

- Monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- Ensure the behaviour management systems are implemented in your teaching so that effective learning can take place.
- Act as a Form Tutor and to carry out the duties associated with that role as outlined in the tutor standards.

Communications

- Ensure that you are familiar with the Academy's aims and objectives.
- Ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner academies, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies as and when necessary to further enhance the learning of students.

Additional Duties

To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

Personal and professional conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;

- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description is current at the date shown (April 2021); but, in consultation, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the scale and job title.



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Person Specification – Teacher

	ESSENTIAL	DESIRABLE
STATUS	<ul style="list-style-type: none"> • Qualified Teacher Status • Commitment to personal/professional development 	
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Secure knowledge and understanding of the concepts and skills in specialist subject • Clear understanding of the secondary curriculum and its assessment • Ability to employ a range of effective teaching strategies, to illicit learning and have an understanding of assessment method. 	<ul style="list-style-type: none"> • Ability to use assessment data to inform planning and set targets • Strong command of subject knowledge • Ability to access and use classroom relevant research and inspection evidence to improve teaching and learning
TEACHING AND LEARNING	<ul style="list-style-type: none"> • Ability to raise achievement for all • Committed to ensuring excellent standards of behaviour at all times • Good communication skills • Committed to the role of tutor for a group of students and the benefits of pastoral care 	<ul style="list-style-type: none"> • Experience of teaching a range of courses including KS3, GCSE, AS and A2 and applied courses
SKILLS AND ATTRIBUTES	<ul style="list-style-type: none"> • Ability to establish good working relationships and effective teamwork • Good communication skills • Excellent role model for staff and students 	<ul style="list-style-type: none"> • Ability to generate ideas and drive initiatives
PERSONAL QUALITIES	<ul style="list-style-type: none"> • High expectations of students and colleagues • Highly motivated and able to motivate and inspire students • Enthusiastic and committed • A passion for teaching • A forward-thinking approach • Excellent Interpersonal Skills • Ability to be reflective and self-critical 	<ul style="list-style-type: none"> • Charismatic – having ‘a presence’ • Willingness to take on other roles and responsibilities within the Department

	<ul style="list-style-type: none">• Display calmness under pressure	
EXPERIENCE	<ul style="list-style-type: none">• Experience of teaching KS3 and KS4 students	<ul style="list-style-type: none">• Experience in Post-16 teaching• Ability and willingness to teach a range of related subjects