

## JOB DESCRIPTION

<b>Job Title:</b>	Teacher of Religious Education
<b>School:</b>	Orchards Academy, Swanley
<b>Salary:</b>	TKAT Teacher Main/ Upper Pay Range
<b>Reporting To:</b>	Head of Humanities
<b>Key Internal Relationships:</b>	Headteacher, SLT, Teaching Staff, Support Staff, Trust HQ, other TKAT schools

### Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety.

We do not expect candidates to have in-depth experience of every element of an application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

### Job Purpose

- To provide high-quality teaching and learning that ensures all students make significant progress in Religious Education, while contributing to the spiritual, moral, social, and cultural (SMSC) development of the school.

### Key Responsibilities

#### Teaching and Learning

- High Expectations: Set high expectations which inspire, motivate, and challenge students of all backgrounds and abilities.
- Lesson Planning: Plan and deliver well-structured lessons that meet the requirements of the National Curriculum and the specific exam boards used at Orchards (e.g., AQA or Edexcel).
- Differentiation: Adapt teaching to respond to the strengths and needs of all students, including those with SEND and English as an Additional Language (EAL).

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- Assessment: Use regular formative and summative assessment to track progress, provide constructive feedback (both verbal and written), and set targets for student growth.

### **Subject Knowledge and Development**

- Theological Depth: Maintain an up-to-date knowledge of world religions, ethical theories, and philosophical arguments.
- Curriculum Innovation: Contribute to the design and refinement of the RE schemes of work to ensure they remain relevant, diverse, and academically rigorous.
- Literacy & Oracy: Promote high standards of literacy, articulation, and the correct use of technical theological vocabulary.

### **Professional Responsibilities**

- Ethos: Support the "Orchards Way" by fostering a classroom environment based on mutual respect, tolerance, and intellectual curiosity.
- Safeguarding: Uphold all school policies regarding safeguarding, health and safety, and student wellbeing.
- Communication: Maintain regular and productive communication with parents regarding their child's progress and engagement.
- Meetings: Participate in departmental meetings, parents' evenings, and whole-school professional development (CPD) sessions.

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.

### **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.

### **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out.

The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

Criteria	Essential (E) / Desirable (D)	How Tested (A=Application, I=Interview, R=References)
<b>Qualifications &amp; Education</b>		
<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS).</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Degree in RS, Theology, Philosophy, or related.</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Post-graduate qualification (Masters/PhD).</li> </ul>	D	A
<ul style="list-style-type: none"> <li>Evidence of recent relevant CPD.</li> </ul>	D	A
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Experience teaching RE at KS3 and KS4.</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Experience teaching A-Level Philosophy/Ethics.</li> </ul>	D	A, I, R
<b>Skills &amp; Attributes:</b>		
<ul style="list-style-type: none"> <li>Excellent classroom management.</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Empathy, resilience, and a sense of humor.</li> </ul>	E	A, I, R
<ul style="list-style-type: none"> <li>Ability to lead extra-curricular clubs (e.g., Debate).</li> </ul>	D	A, I, R
<ul style="list-style-type: none"> <li>Ambition for middle leadership roles.</li> </ul>	D	A, I, R