

TONBRIDGE GRAMMAR SCHOOL JOB PROFILE AND PERSON SPECIFICATION

Job Title:	Teacher of Religious Studies and Philosophy 0.6 FTE
Job Holder:	
Line Managed By:	Subject Leader
Date:	September 2026
Salary Range	MPS – UPS depending on experience

Job Purpose

- To secure and maintain high quality learning and teaching so that students make sustained progress and achieve their potential as successful, resilient and independent learners, quality learning and teaching so that students make sustained progress and achieve their potential as successful, resilient and independent learners.
- To uphold statutory safeguarding responsibilities in line with Keeping Children Safe in Education (KCSIE) and the Teachers' Standards.

Key Areas of Impact

Strategic Direction:

- Uphold the ethos of the School through the full implementation of student-centred policies.
- Implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as:
 - successful learners who enjoy learning and achieve their academic potential
 - confident individuals able to live safe, healthy and fulfilling lives.
 - responsible citizens of this school and the wider community
- Support the delivery of an ambitious, inclusive curriculum that enables all students to access the knowledge and experiences they need to succeed.
- Support the Subject Leader in implementing and evaluating the Subject Development Plan.

Teaching and Learning:

- Establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for all students, including able learners.
- Plan and deliver lessons in accordance with the agreed scheme of work / subject specification, taking account of the specific learning needs and prior attainment of students within the class.
- Take an inquiry approach to teaching and learning that promotes collaborative working and develops intellectual curiosity in students.
- Plan homework or other out-of-class work to sustain progress and to extend and consolidate learning in line with the School's Homework Charter.
- Actively promote personalised learning and embed assessment for learning opportunities for the benefit of students.
- Analyse relevant performance data for students in their classes and use it to plan future learning and inform target setting.
- Follow subject and school procedures for the assessment, recording and reporting of student attainment and progress, including attendance at parent consultation evenings.
- Provide timely and relevant information enabling each student to understand their current attainment and the actions required to achieve their potential.
- Promote the development of effective subject links internally and with partner schools and the wider community (locally, nationally and internationally).

- Keep abreast of educational developments and use current research to inform and improve teaching practice.
- Contribute to providing students with enrichment experiences and wider opportunities that support the development of cultural capital, in line with the school's curriculum and ethos.
- Promote positive behaviour by establishing clear routines and expectations, using praise, sanctions and rewards consistently, and employing appropriate intervention strategies to support students in maintaining high standards of conduct in line with school policy.
- Monitor attendance and behaviour of students in accordance with school policy, recognising that patterns of absence may indicate a safeguarding concern as outlined in KCSIE.
- Undertake the teaching of classes/groups as reasonably required by the Head Teacher or Line Manager.

Form tutor:

Under the direction of a Curriculum Director of each Key Stage and supported by a Student Support Co-ordinator for each year group:

- Provide daily pastoral support, monitoring students' wellbeing, behaviour and attendance, and acting as their primary advocate.
- Build strong, positive relationships with students and families, serving as a link between home and school.
- Deliver elements of the school's personal development and PSHE programme, and encourage participation in enrichment, leadership and wider school activities.
- Promote high expectations for conduct, engagement and organisation, supporting students to meet school standards.
- Conduct student reviews in tutor time to monitor academic progress and involvement in extra-curricular activities.

Safeguarding:

- Read and follow KCSIE Part 1 and complete required safeguarding training and updates.
- Report all safeguarding concerns immediately using school procedures (including low-level concerns, child-on-child abuse, sexual harassment and online harms).
- Promote students' wellbeing, including mental health.
- Support school responsibilities relating to students in vulnerable groups.
- Follow school expectations for filtering, monitoring and safe use of digital technologies.

Quality Assurance:

- Participate in the School's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria.
- Evaluate the impact of their teaching on the progress of all learners and modify planning and classroom practice where necessary.

Resource Management:

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

Knowledge & Skills:

Subject teachers must hold Qualified Teacher Status (QTS)

Subject teachers should demonstrate knowledge and understanding of:

- Professional Standards required of all teachers in England.
- All school policies and procedures, including those relating to safeguarding, attendance and behaviour.
- Secure knowledge of subjects and curriculum areas and the related pedagogy across the full age range taught.
- Relevant statutory and non-statutory curricula and assessment frameworks for their subjects.
- Schemes of work for the subject(s) taught.
- Principles and practices in relation to teaching, learning and behaviour management.
- The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities.
- Health and safety considerations as they relate to their subject area(s).

Upper Pay Scale Teachers

In addition to the responsibilities outlined for Main Scale Teachers, teachers on the Upper Pay Scale are expected to:

- Demonstrate excellent classroom practice and act as a positive role model for teaching and learning across the school.
- Make a sustained and substantial contribution to the wider life and ethos of the school, in line with the Teachers' Standards.
- Share professional expertise by supporting colleagues through informal coaching, modelling effective practice, or contributing to professional development activities.
- Mentor Early Career Teachers (ECTs) or teachers new to the profession, where appropriate and time limited, without assuming line management or subject leadership duties.
- Lead or contribute to small-scale pedagogical or curriculum development initiatives, linked to professional interests or school priorities.
- Contribute to the review of teaching and learning, which may include participating in work scrutiny, collaborative planning, peer observations or action research.

Additional Duties:

- To play a full part in the life of the school community, to support the school ethos and to encourage students to follow this example.
- To actively promote school policies.
- To reflect on and improve professional practice and take responsibility for identifying and meeting development needs.
- To actively engage in the staff review and development process.
- To undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.
- The conditions of employment for school teachers specify the general professional duties of all teachers. The professional standards for teachers at the relevant level are applicable.

Additional Notes

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job profile is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Safeguarding Statement

Tonbridge Grammar School is committed to safeguarding and promoting the welfare of all children and young people. All staff are expected to share this commitment and adhere fully to the school's safeguarding policies and statutory duties, including Keeping Children Safe in Education (KCSIE).

This role involves daily, direct contact with children across the full 11–18 age range, in both classroom and wider school settings.

This post constitutes regulated activity as defined by the Safeguarding Vulnerable Groups Act 2006 and KCSIE. Appointment is therefore subject to an enhanced DBS check with children's barred list information.

Staff must act immediately on all concerns regarding a child's safety or welfare, following school procedures and working collaboratively with the Designated Safeguarding Lead (DSL) and pastoral team.

Agreement

Please sign and return one copy of this Job Profile to Human Resources

Signed by Post holder..... Date

Signed by Head Teacher..... Date