

VALLEY PARK SCHOOL

PERSON SPECIFICATION Teacher of Religious Studies

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Religious Studies or a related subject • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further study in Religious Studies or a related subject
Experience	<ul style="list-style-type: none"> • Experience of teaching Religious Studies in a secondary school setting to GCSE level. 	<ul style="list-style-type: none"> • Experience of teaching Religious Studies in a secondary school setting to A level.
Knowledge	<ul style="list-style-type: none"> • A good up to date working knowledge and understanding of a range of pedagogical and behaviour management strategies. • An understanding of the Religious Studies curricula and assessment arrangements. • An understanding of the range of approaches that can be used for assessment. • An understanding of how RSE, personal development, literacy, numeracy and ICT can be used to support teaching. • An understanding of how to personalise provision to meet the learning needs of the full range of students. • An awareness of current legal requirements regarding the safeguarding of children. 	
Skills	<ul style="list-style-type: none"> • Be able to plan and teach challenging and well organised lessons. • Be able to use a range of teaching strategies and resources. • Be able to provide opportunities for students to develop RSE, personal development, literacy, numeracy and ICT skills. • An ability to provide constructive feedback to students on how to improve their attainment. • The ability to implement a clear framework for classroom discipline. • The desire to work as a team member. 	<ul style="list-style-type: none"> • Experience of leading a team or Key Stage. • Experience of mentoring colleagues.
Attributes	<ul style="list-style-type: none"> • High expectations of students and a commitment to ensure they can achieve their full potential. • Positive values and attributes and high standards of professional behaviour. 	

	<ul style="list-style-type: none">• Up to date knowledge and understanding of the professional duties of teachers.• The ability to communicate effectively with children, young people colleagues, parents and carers.• A commitment to improving practice through appropriate professional development.• The desire to act upon advice and feedback and be open to coaching and mentoring.	
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In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people;
- ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- emotional resilience in working with challenging behaviours;
- attitudes to use of authority and maintaining discipline.