



**Middleton
Technology School**



**Great Academies
Education Trust**

CANDIDATE PACK

TEACHER OF RELIGIOUS EDUCATION



WELCOME FROM THE HEADTEACHER

As you will know, our motto is straightforward: “In pursuit of excellence”. We strive every day to meet this challenge of excellence, and encourage all of our students to do the same, even though we know that this may test their resilience at times.

Why?

Because our school vision is for every student, regardless of background or circumstance, to leave our school work and college ready.

We place a high priority on ensuring that all students achieve the best academic grades they can; supported by a strong culture of high standards and expectations, whilst also ensuring that they have the skills they need to succeed in the world of work.

Will they be alone in this?

No! We pride ourselves on ensuring that we have ‘someone for everyone’. From the form tutor, to the subject teachers, to the extensive Inclusion Team, to our partnership with parents and external agencies, we will work hard to make sure that every child is supported.

We are proud to be a strong, happy and caring school community in which students and staff can flourish.

With all best wishes

Janine Kellett

Head Teacher



STAFF BENEFITS



Health
protection



Westfield
rewards



Chartered
College
Teaching
membership



CPD
opportunities



On-site
parking



Well-being
services

TEACHER OF RELIGIOUS EDUCATION

Salary: £31,650 to £49,084

The post requires you to teach students in the 11-16 age range in the Curriculum Area of Humanities.

You are required to undertake an appropriate share of duties within the school as set out in paragraphs 59.1 – 59.5 (inclusive) of School Teachers' Pay and Conditions Document 2004 under the reasonable direction of the Head Teacher.

RESPONSIBLE TO

Each Main Professional Scale teacher is ultimately responsible to the Head Teacher, but this responsibility will usually be delegated to the Curriculum Leader, as Line Manager.

SPIRIT

The Main Professional Scale Teachers have a whole school role as well as being involved in the development of the curriculum in their subject areas. They will be expected to play an active part in the overall development of both the curriculum area and the school, liaising closely with their Line Managers, thus ensuring that their Line Manager is aware of relevant developments, issues and concerns. They will be expected to work at the Head Teacher's direction, giving the benefit of their training and experience in the discussion and development of policy.



DESCRIPTION

SPECIFIC ACCOUNTABILITIES

There are five areas of accountability that a Main Professional Scale Teacher has:

- Accountability to the Head Teacher, delegated through the Curriculum Leader.
- Accountability for the management of teaching and learning in their own classroom.
- Accountability for the management of resources.
- Accountability for the welfare of learners.
- Accountability for the environment of the Curriculum Area.

These are not listed in order of importance – all are considered to be of equal importance. They may be asked to assume other responsibilities in agreement with the Head Teacher.

ACCOUNTABILITY TO THE HEAD TEACHER

- (a) To keep the Head Teacher, via the Curriculum Leader, fully informed of all matters that they are involved in and initiatives that they undertake.
- (b) To keep the Head Teacher, via the Curriculum Leader, fully informed of all issues and concerns regarding the smooth and efficient functioning of their teaching and classroom management.
- (c) To be responsible, with the Departmental team, for creating a rational, just and firm sense of order within the Department.
- (d) To demonstrate and promote effective leadership within the classroom.
- (e) To be an active participant in the school's performance management system.

ACCOUNTABILITY FOR THE MANAGEMENT OF TEACHING AND LEARNING IN THEIR OWN CLASSROOM

- (a) To demonstrate by his/her actions, concern for students within each of his/her teaching groups and the relationships that exist between them.

- (b) To maximise the classroom opportunities for students within the group to fulfil their potential.
- (c) To give guidance and support to students within their group.
- (d) To ensure that each student in their group is offered a full range of learning experiences in accordance with individual need, the philosophy of the school and the statutory curriculum.
- (e) To monitor and evaluate the performance of students in their group in terms of Standard Assessment Tasks, internal and external examinations, attendance and punctuality.
- (f) To work with the Curriculum Leader to ensure that the educational experiences offered to each student in their subject area are of the highest quality and to promote the school's policy of equality of opportunity.
- (g) To ensure that school policy in respect of homework is adhered to.
- (h) To ensure that the school's behaviour policy is efficiently implemented.
- (i) To communicate effectively with parents and to draw them into a partnership with the school.
- (j) To implement the school's assessment recording and reporting policy.
- (k) To promote effective learning in their classroom in accordance with the school's teaching and learning policy.

ACCOUNTABILITY FOR THE MANAGEMENT OF RESOURCES

- (a) To ensure that the finances and resources allocated to their groups of learners are deployed in a just and fair manner.
- (b) To ensure that these finances and resources are used in such a manner that a stimulating and successful learning environment is created.
- (c) To be responsible for all resources and stock allocated to the group of learners. (d) To advise the Curriculum Leader of the needs of the learners in terms of finance and resources.

RESPONSIBILITY FOR THE WELFARE OF STUDENTS

- (a) To encourage students to develop the highest expectations of themselves.
- (b) To ensure that students are kept fully informed of their progress, as well as any concerns about them.
- (c) To ensure that both student and parents/carers are kept fully informed of the progress made by their child in accordance with school procedures.
- (d) To ensure that both student and parents/carers have access at appropriate times in the student's career advice and support.
- (e) To provide an atmosphere in a group that allows friendships to flourish and educational progress to continue.
- (f) To keep such records on each student as are required by school and departmental policy.
- (g) To keep the student's form tutor informed of any success or concerns as and when necessary.

RESPONSIBILITY FOR THE ENVIRONMENT

- (a) To ensure that a stimulating environment is produced within the classroom.
- (b) To encourage students to take responsibility for the class environment.
- (c) To assist in a series of systems and checks which will offer the highest standards of safety and security to all those who use the department's teaching area.
- (d) To assist in procedures to promote a litter free environment within the classroom and the immediate environment.

It is essential that Main Scale Professional Teachers are involved in a continual process of taking opportunities to improve their practice in the curriculum area, through whole school training and any other relevant opportunities that will be made available to them.

PERSON SPECIFICATION

Note to Applicants:

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **How Identified** column shows how the School will obtain the necessary information about you.

If the **How Identified** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you **must** include in your application enough information to show how you meet this criteria. You should include examples from your paid or voluntary work.

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Job purpose: To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the wellbeing, education and behaviour management of all students.			
Accountabilities, Job related Experience and Skills	Prepare and teach lessons to a high standard to the students assigned to him/her: Follow designated programmes of study Carrying out the necessary assessments Providing information/comments for records Monitoring students in accordance with agreed department strategies Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, punctuality, behaviour, homework etc Contribute to the corporate tasks of development, record keeping, monitoring, evaluation of lessons and maintenance of materials Participate in the applications of the departmental homework policy which includes setting, marking of homework and monitoring homework diaries Work closely with and consult those teachers who are responsible for curriculum areas Engage in continuous professional self-development in relevant areas Comply with all relevant Academy policies and procedures, including those relating to Health & Safety, Safeguarding Policies and Procedures and attend any training.	Successful placement teaching experience in the age range 11-16	Letter Interview

ATTRIBUTES	ESSENTIAL		DESIRABLE	HOW IDENTIFIED
Job purpose: To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the wellbeing, education and behaviour management of all students.				
Knowledge: Classroom teacher should demonstrate their knowledge and understanding of	Principles and practices of effective teaching and learning Preparation of schemes of work and lessons Knowledge and understanding of subject area Principles and practices of monitoring/assessment/evaluation The application of information and communications technology (ICT) to learning and teaching in subject area(s)		Successful placement teaching experience in the age range 11-16	Interview Presentation
Other Relevant Training	Evidence of commitment to own professional development			Letter
Personal Skills	Lead by example in all areas of school life, including personal presentation Work as part of a team Foster excellent relationships between students to assist them to reach their full potential in all areas Interact with staff at all levels Organise and prioritise workloads meeting pre-determined deadlines Communicate effectively, orally and in writing Have high standards of punctuality, attendance and personal presentation		Successful placement teaching experience in the age range 11-16	Letter Interview Presentation Reference
Emotional Intelligence	Emotional Self Awareness Accurate self assessment Self confidence Empathy Organisational awareness Service orientation Emotional self control Transparency Adaptability	Initiative Optimism Integrity Developing Others Team work and collaboration		Letter
Qualifications	Degree QTS			Certificates of Qualification

HOW TO APPLY

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The ability to converse at ease with customers and service users and provide advice in accurate spoken English is an essential requirement of this post.

Please do not send CVs.

Please complete the online TES application form

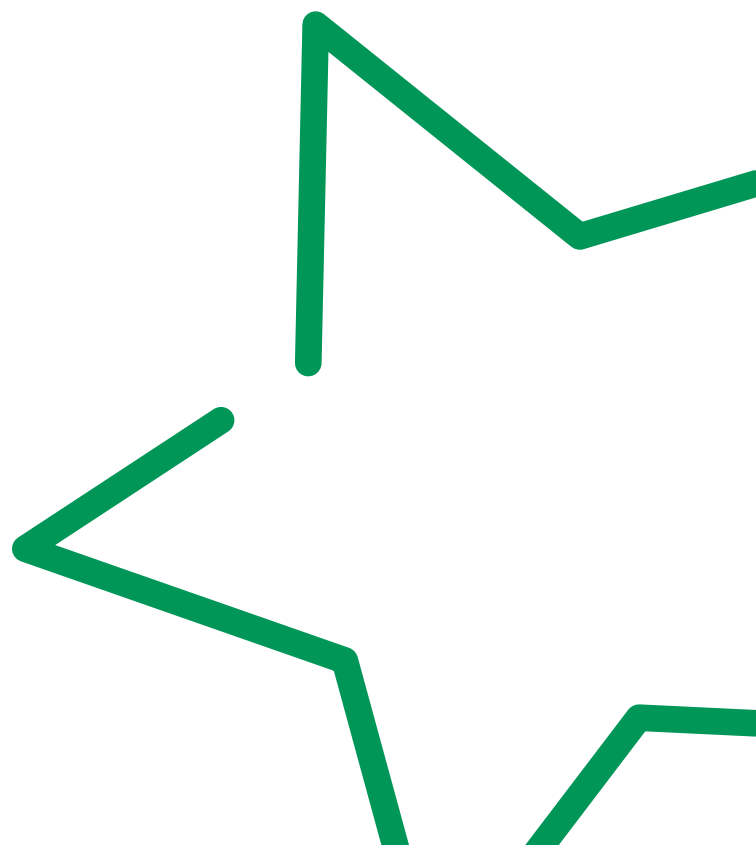
Applications must be submitted by:

8am on Monday, 23 June 2025

Interviews will take place

To be confirmed





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