



Teacher of Religious Studies

0.6—Full time MPR/UPR

Sir Roger Manwood's School



A friendly and dynamic mixed grammar school in Kent where staff and students thrive.



Welcome

SRMS is a great place to work and teach – it is a friendly, dynamic school where both staff and students thrive because they are highly valued.

We are looking for an enthusiastic, passionate and well-qualified teacher to join our experienced and successful Religious Studies department.

The successful candidate will show:

- Enthusiasm for working with 11-18 year old students.
- A thoughtful and self-reflective approach to pedagogy.
- A desire to be an outstanding classroom practitioner.
- Excellent subject knowledge and a continued desire to develop further.



Why Sir Roger Manwood's School?

Founded in 1563, Sir Roger Manwood's School blends centuries of tradition with modern, forward-looking educational thinking. Our guiding principle, "Excellence in All", underpins everything we do – academically, pastorally and professionally.

A truly exceptional setting

Our school is located on a picturesque and expansive site, offering a calm, reflective atmosphere that supports learning, wellbeing and professional fulfilment.

A culture of academic ambition

Pupils at Manwood's are motivated, articulate and enthusiastic learners, who value literature, ideas and intellectual challenge.

Supportive, professional staff community

Staff at Manwood's work within a warm, respectful and professional culture. Collaboration, mentorship and continuous development are central to our ethos.

An exciting time to join

With a renewed strategic focus on curriculum excellence, teaching and learning, and staff development, this is a superb moment to embark on – or extend – your teaching journey at Manwood's.



The Religious Studies department

The Religious Studies Department consists of two teachers. The department is mutually supportive, sharing in the responsibility for the progress of all the pupils in its care. GCSE results are consistently strong and pupils in the Sixth Form make excellent progress at Religious Studies A Level.

At Key Stage 3, the Religious Studies is taught in mixed ability groups, pupils in Years 7 -9, have two one-hour periods per fortnight. The curriculum is based on the Kent Agreed Syllabus; with major worldviews being the focus in Years 7 -8, Year 9 study philosophy, ethics and non-religious belief systems.

Religious Studies at GCSE is a popular option subject, from September we will have two groups in Year 10 and Year 11. The GCSE Specification is AQA (8062) with Christianity and Islam and Thematic Studies. The course content is currently split between the two subject teachers, so GCSE pupils receive lessons with both subject specialists. Pupils receive five lessons across the two-week timetable.

The A level specification is OCR (H753) Philosophy, Ethics and Developments in Christian Thought. Students have nine one-hour periods in Year 12 and Year 13. Both current Religious Studies teachers share responsibility for delivering the different course components. Pupils in the Sixth Form engage well with the A level and are continuously encouraged to become independently critical thinkers. Pupils in Key Stage 5 have the opportunity to become subject prefects, a role which supports the department promote leadership skills development.





Job Description

Sir Roger Manwood's is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content

The basic duties of a teacher are outlined in the current Teaching Standards. S/he shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

Teaching:

- Contribute to curriculum sequencing and design of schemes of work
- Plan work in accordance with departmental schemes of work and national curriculum programmes of study
- Take account of students' prior levels of attainment and use them to set future targets and inform planning
- Set appropriate and challenging work for all students
- Maintain good discipline by following the Behaviour for Learning policies and procedures
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities
- Ensure effective setting of homework and provide comprehensive feedback to students
- Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
- Set work when required for absent students



Assessment, recording and reporting:

- Keep accurate records of students' work in line with school's Assessment and Marking policy
- Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Assessment and Marking policy
- Use the school's marking scheme at all times; including guidance on literacy
- Complete records of achievement in line with school policy
- Complete student reports in line with school policy
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets

Pastoral work (Form Tutor):

- Follow schemes of work provided by Heads of Year or Senior Leadership Team
- Being aware of the strengths and needs of each student
- Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
- Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
- Promoting high standards of behaviour and attitudes to work within the group
- Promptly completing administrative tasks relating to the group
- Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.



General:

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- Contribute towards the goals and targets in the school's strategic plan
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.



Person Specification

Teaching & Learning

- possess and demonstrate excellent and up to date subject knowledge underpinned by a good honours degree in A related degree
- possess a postgraduate teaching qualification (including QTS)
- demonstrate outstanding teaching practice at Key Stages 3, 4 and 5, including having high aspirations for their students
- able to teach Religious Studies A Level

Pastoral

- demonstrate the ability to lead, inspire, motivate and support pupils in their learning
- develop positive and professional working relationships with pupils and parents
- demonstrate the ability to create positive rapport with students
- be an energetic and supportive form tutor

Extra Curricular

- be willing to positively contribute to the extra-curricular life of the department and school, including running lunch time sessions, competitions and overseas visits

Professionalism

- be able to evidence relevant professional development
- be willing to assist in the development of the department and in the creation of new schemes of work
- demonstrate an ability to work as part of a team in a successful and dynamic department
- demonstrate excellent ICT, organisational and administrative skills
- be confident and competent in relevant Health & Safety matters
- demonstrate high levels of personal and professional integrity
- present themselves to the highest standards of personal presentation
- communicate effectively both orally and in writing to a variety of audiences
- be able to work flexibly, demonstrating an ability to be proactive, and self-directive while remaining positive and energetic
- be committed to their own professional development
- have the ability to inspire and motivate students
- be committed to the values of Sir Roger Manwood's School



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