



Twyford Church Of England Academies Trust

"I have come that you might have life
and have it to the full" John 10 v10



Twyford CE High School | William Perkin CE High School | Ealing Fields High School | Ada Lovelace CE High School

Job Description

Job Title:	RE Teacher + Teach West London Initial Teacher Training Secondary RE Lead*
Grade:	Main professional grade + £1,500 Honorarium
Line Manager:	Head of Department + Teach West London Secondary Initial Teacher Training (ITT) Phase Lead
Supervisory Responsibility:	N/A

**Hours: 1/2 day a week from September 2024, plus 6 days of planning and preparation time between May and August 2024, of which 3 days must be completed by the beginning of July to allow for quality assurance.*

Location: Delivery will take place at Ada Lovelace. Planning and preparation time can take place at any Trust school or remotely.

Main purpose of Post

- To achieve outstanding examination results for all classes taught
- To lead an outstanding tutor group within a pastoral year team
- To promote the school's ethos and vision through, for example, active engagement with the school's house system
- To play a key role in training the next generation of high-quality West London Early Career Teachers by:
 - Supporting with the design and delivery of Teach West London's Initial Teacher Training curriculum through subject specific studies.
 - Working with trainees during intensive practice placements (ITaPs).
 - Supporting trainees in gaining QTS.
 - Supporting school-based mentor training.

Outcomes

Achievement

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils

Teaching

- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment

Behaviour

- Manage behaviour effectively to ensure a good and safe learning environment
- Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school

Other

- Fulfil wider professional leadership responsibilities (including responsibilities specific to the role of Teach West London Initial Teacher Training Secondary RE Lead)

Specific responsibilities and tasks

Achievement

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Teaching

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Behaviour

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when required

Support the Social, Moral, Spiritual & Cultural Development of students through the pastoral systems and wider ethos of the school

- Undertake the role of a form tutor providing first level of pastoral support & intervention on behavioural and academic support issues
- Teach the pastoral programme & support students within the tutor group in self-evaluation & academic review processes.
- Ensure that the tutor group engages fully with the wider life of the school including chaplaincy reflections undertaken in tutor time
- Support & engage students in whole school worship (assemblies & communion services)

Other

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Ley Responsibilities specific to the role of Teach West London Initial Teacher Training Secondary RE Lead

To be responsible for establishing and resourcing high-quality subject and phase specific studies to deliver the ITT curriculum.

- To become familiar with the ITT Core Content Framework, Quality Requirements, and the Ofsted ITE Inspection Framework
- To become familiar with and delivering the aims and content of the TWL ITT Curriculum
- To work with the Director of ITT and ITT Phase Lead to create high-quality subject studies, including the design of materials and resources.
- To remain up to date with subject specific pedagogical approaches and developments in educational research
- To create trainee subject knowledge audits
- To evaluate the use of relevant subject specific associations and contact subject hubs where appropriate

To be responsible for delivering high-quality subject and phase studies

- To lead and deliver subject studies.
- To model best practice for trainees so that they become aspirational, reflective, and resilient practitioners.
- To use formative assessment data to adapt the subject sessions.
- To analyse and reflect on the findings from the trainee evaluation and feedback data from subject sessions to improve trainee outcomes and experience.

To co-create phase specific intensive teaching and practice (ITaP)

- To work collaboratively in designing and creating materials for the subject specific element of ITaPs
- To lead and organise aspects of the theoretical delivery of ITaP
- To analyse and reflect on the findings from the trainee evaluation and feedback data from ITaPs to improve trainee outcomes and experience.

To provide tailored support for identified trainees following formative assessment

- To nurture and develop trainees by providing high-quality pastoral and professional support.
- To oversee subject specific aspects of trainees' progress throughout the year (including monitoring subject knowledge development)
- To collaborate with ITT Phase Lead and contribute to the provision of tailored support for identified trainees (e.g., trainee support plans)
- To keep the Director of ITT and Phase Lead informed of any trainee teachers who are not on track or where there are concerns regarding the systems of monitoring and support provided by a placement school.
- To contribute to the final summative assessment for QTS recommendations

To be responsible for creating relevant phase specific mentor training resources

- To co-create high-quality phase specific mentor training resources based on the ITT curriculum

Only applicable where ITT Subject Lead is not a Trust Subject Lead: To play an important role in staff development within Trust Schools

- To engage with Trust Subject leads and contribute to Trust conference training programmes.

Main-scale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2013); these also apply to all management post holders.

Key measures of success

- External and internal examination results against target of all teaching groups
- Progress and engagement of tutor group
- High quality materials and resources are in place that are aligned with TWL ITT Curriculum.
- Feedback from all stakeholders shows high satisfaction with the service provided.
- High quality delivery and support contributes to a very high % of trainees gaining QTS

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • University Graduate with a good degree in your subject • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of further professional development
Knowledge and Skills	<ul style="list-style-type: none"> • Knowledge of the requirements of the National Curriculum • An understanding of recent curriculum and teaching/learning developments • An understanding of the strategies required to motivate and enthuse all students across the ability range as part of a whole school approach to raising achievement. • An understanding of the processes and techniques required to assess, record and report students' learning effectively • Experience of the use of student results analysis outcomes to inform practice and target improvement • A degree of ICT literacy and an awareness of its potential 	<ul style="list-style-type: none"> • National Professional Qualification for Leading Teacher Development (NPQLTD)
Relevant Experience	<ul style="list-style-type: none"> • Experience of teaching the National Curriculum in your subject in at least two key stages • Experience of leading a tutor group • An awareness of whole school issues • Experience of successfully supporting ITTs, ECTs and / or mentors in school • Successful experience of delivering staff training 	<ul style="list-style-type: none"> • Knowledge of the DfE statutory guidance with regards to the Initial Teacher Training Core Content Framework • Experience of teaching the National Curriculum in your subject in all key stages 3-5
Personal Qualities	<ul style="list-style-type: none"> • A vision of how effective student support can impact on individual and whole school achievement • Ability to lead and inspire students and staff • A firm approach to discipline, and good classroom management skills • The ability to work under pressure and meet deadlines • The ability to maintain confidentiality as appropriate • A sense of humour • An ability to generate enthusiasm for the subject 	<ul style="list-style-type: none"> • A practising Christian

	<ul style="list-style-type: none"> • A high level of personal organisation and good communication skills • A commitment to personal and whole school development • Willing to contribute to the rich life of the school, including its extra-curricular offer 	
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The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.