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**The PRE / RSHE Department**

**Facilities**

The school was rebuilt in 2012 and as a result the department has access to excellent classrooms and facilities for students to learn. We have 3 designated PRE classrooms situated in the humanities faculty. We have a healthy department budget to contribute towards new teaching and learning resources and are able to bid for additional resource funding from our Friends of Nobel Parental group.

**Staffing Structure**

The PRE department currently has 5 qualified PRE specialists (3 full time and 2 part time), including the Head of Department, who deliver the PRE and RSHE (Relationships, Sex and Heath Education) curriculum. The department works closely with our History and Geography departments sharing an office within the faculty.

**PRE & RSHE Curriculum**

PRE and RSHE are held in high regard at Nobel. All our students studyboth subjects from KS3-5.

RSHE was linked to PRE several years ago and class teachers now have 3 hours a fortnight with each class at KS3 and 5 hours a fortnight at KS4 to deliver both subjects.

* At KS3 students follow the Herts Agreed Syllabus for PRE with units planned to ensure criteria from the Syllabus is adhered to. Students have one hour a fortnight of RSHE that is in line with the PSHE association’s suggested model of curriculum.
* In the summer term of year 9 all students begin the AQA GCSE Religious Studies A course (Christianity and Islam). They cover the Christianity unit and continue to have one lesson a fortnight of RSHE throughout the year.
* In Years 10 and 11 all students continue with the AQA GCSE course and sit the full GCSE exam. From September this will increase to the full cohort studying for the GCSE.
* At KS5 we have 26 students taking the OCR A Level in Religious Studies (Philosophy, Ethics and Development in Christian thought). The department have always been very successful at A level and we would be looking for the successful candidate to be willing to deliver part of this course.

**Extra-Curricular**

Currently the department run three trips: In Year 7 we are organising a new trip to places of worship as part of their study into Abrahamic Religions; In Year 8 students are taken to Bhaktivedanta Manor near Watford and; In Year 13 we take students to an exam skills conference run by candle conferences and/or buy into their online revision webinars that run in the Spring terms after school. At KS5 we coordinate a 6th form charity project that form groups work on throughout the year to support charities of their choice. We run a Philosophy film club for students at lunch times which is very well attended. We are looking to develop the extra-curricular opportunities that the department offer, in particular clubs that link to PRE & RSHE and a range of guest speakers to engage our students.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools’ Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within both the Round Diamond School Teaching Alliance and the North Herts Teaching Alliance.

**Being an NQT at Nobel School**

As you embark on your teaching career as an NQT, you will have a comprehensive induction programme of monitoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

**All NQTs can expect:**

* Support and guidance from a subject mentor.
* Weekly timetabled mentor meetings.
* Regular observation and prompt and constructive feedback.
* Half termly professional reviews of progress with the professional mentor (member of Senior Team).
* Observations of experienced teachers.
* Student shadowing opportunities.
* Opportunities to participate in the Local Authority subject days, this will allow you to meet and network with other NQTs in your subject area.
* A full range of CPD activities including a programme of NQT twilights.
* Termly assessments in line with County guidance.

At the start of the induction, all NQTs are issued with an induction booklet which outlines the Teachers’ Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers’ Standards.

Nobel has a strong history of successful NQT induction. You can be assured that you will receive the very best experience on offer.

**PERSON SPECIFICATION: PRE & PSHCE Teacher**

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| **Essential** | **Desirable** |
| **SKILLS AND EXPERIENCE** | |
| Education to degree level in a Religious Studies/Philosophy/Theology specialist subject | Experience of teaching PSHE and/or Citizenship |
| Evidence of successful initial experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Potential expertise in the teaching of Religious Studies to all key stages | Experience of teaching KS5 Religious Studies |
| Willingness and ability to participate in cross-curricular activity | Evidence of involvement in team working to improve practice |
| Good knowledge and understanding of the Religious Studies Curriculum and structure of Locally Agreed Syllabi. | Experience of planning and delivering lessons for the AQA GCSE Christianity and Islam Course |
| Excellent oral and written communication skills | Good/excellent IT skills |
| **PERSONAL QUALITIES** | |
| Commitment and relability | Good time management |
| Ability to establish good relationships with pupils, parents and staff | Perseverance |
| Sound organisational skills and ability to meet deadlines | Creativity |
| Enthusiasm and passion for the subject | Flexibility |
| A good role model for our students |  |



**Job Description**

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| --- | --- |
| Job title | Teacher |
| Publication date | January 2019 |
| Postholder’s signature |  |
| Authorising officer’s signature |  |
| Reviewer |  |
| Review date | January 2021 |
| Status | Generic |
| Salary | MPS |

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher; Director of Faculty; Director of Learning; Assistant Director of Learning; as appropriate. |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy. |