



CHRIST'S HOSPITAL

A SCHOOL LIKE NO OTHER

TEACHER OF THEOLOGY & PHILOSOPHY

Accountable to the Head Teacher through Assistant Head – Academic, SLT and through the Head of Department

Job Purpose

- To contribute to providing an outstanding education (academic, pastoral and broader curriculum) for students
- To cover for absent colleagues in any of the three strands above
- To meet and uphold the core Teachers' Standards (DfE)
- To plan and deliver consistently good or high quality teaching and learning
- To actively contribute to the broader curriculum and pastoral aspects of students' education
- To support the Head Teacher and Senior Leadership in implementing all aspects of statutory guidance for education and school policy
- To support the ethos, mission and charitable objectives of the School

Key Responsibilities and Accountabilities

TEACHING & LEARNING:

Participate in the development of the curriculum and schemes of work and attend and participate actively in departmental meetings:

- Ensure the teaching environment is safe and any relevant risk assessments have been done
- Comply with all school policies in respect of teaching and learning
- Maintain excellent, up-to-date knowledge of teaching and pedagogy
- Maintain excellent, up-to-date knowledge of subject and curriculum
- Maintain good working knowledge and understanding of a range of teaching, learning and behaviour management strategies





- Use an appropriate range of teaching strategies and resources to plan, prepare and deliver relevant, suitable lessons in line with students' needs and agreed scheme of work
- Use data to ensure students' academic progress is in line with or exceeds their predictions
- Use data and knowledge of individual students to identify, plan and implement relevant interventions
- Ensure, on a regular basis, students know where they are in relation to targets and how they can improve
- Mark and assess students' work in line with departmental/ School policy
- Prepare students' progress reports in line with School policy
- Engage with continuing professional and self-development in a proactive manner
- Participate fully in compulsory and relevant INSET and other training and development opportunities for teaching staff
- Participate fully, with the support of the relevant line manager, in the appraisal process for academic staff
- Participate, as directed, in all ceremonial and public occasions held by the school
- Undertake any relevant administration or organisational tasks.

BROADER CURRICULUM:

Participate in any aspect of the broader curriculum programme as directed including indoor/outdoor competitive and non-competitive sports

- Undertake any role requested in a leading, supporting or supervising capacity, and be clear in what that role may require, including off-site activities and matches away from school
- Enthuse and inspire pupils in the values of the broader curriculum
- Plan and deliver high quality activities
- Actively promote the safety and welfare of students ensuring any safety checks or risk assessments are completed
- Lead/Support/Supervise student participation to ensure all students are appropriately engaged in the activity
- Undertake any relevant administration in relation to the activity.

PASTORAL:

Create a positive culture of student welfare and share in the corporate commitment to the safety and welfare of students

- Ensure the safety and welfare of students at all times



- Have a thorough understanding of statutory and School safeguarding requirements and ensure appropriate action and compliance at all times
- Ensure timely and accurate registration of students in all lessons/tutor time
- Take an active role in all relevant pastoral matters
- Undertake tutor duties, liaising with House Parents, Assistant Head (Pastoral) and Head of Year/Department as appropriate and attend pastoral and other relevant meetings as required
- Participate in Chapel Services as directed
- Participate in assemblies and lead as directed
- Undertake any relevant administration or organisational tasks relating to this area of School life.

Safeguarding and Personal & Professional Conduct

All staff are required to follow published statutory guidance and the School's Child Protection and Safeguarding Policy at all times and to share in the corporate commitment to promoting the safety and welfare of students.

In addition to a thorough understanding of safeguarding procedures, staff are expected to demonstrate consistently high standards of personal and professional conduct.

This job description is not intended to be comprehensive. It will be reviewed regularly and may need to be modified. It should be read in conjunction with Teachers' Standard published by the DfE which "*set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected by teachers in England.*"

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf



Person Specification – Teacher of Theology & Philosophy

Essential	Desirable
Qualifications	
Honours degree or equivalent in Theology or Philosophy or related subject	PGCE (secondary phase) Qualified Teacher Status (secondary phase) Evidence of further professional development/ study e.g. Masters
Experience / Abilities	
<p>Experience of/evidence of ability to teach theology and/or philosophy, at Key Stages 3-5A with a proven record of consistently good or outstanding classroom practice</p> <p>Evidence of using a range of teaching and learning strategies successfully</p> <p>Experience of using data perceptively to inform teaching and plan appropriate interventions</p> <p>Able to organise assessment data and track progress towards targets</p> <p>Evidence of integrating literacy, numeracy and SMSC elements effectively into teaching</p> <p>Evidence of teamwork in aspects of departmental development</p> <p>Able to set and model high expectations for learning and behaviour</p> <p>Able to work in a pastoral team as a tutor</p> <p>Able to uphold the ethos, policies etc. of the school</p> <p>Able to develop and share resources in support of new curriculum developments</p> <p>Clear evidence of a willingness and ability to participate positively and fully in the whole life and work of the school including broader curriculum, pastoral and ceremonial aspects</p> <p>Ability to respond flexibly and adapt to changing and challenging circumstances</p>	<p>Experience of/ ability to teach a second subject to Key Stage 4</p> <p>Previous experience of working in the boarding sector</p> <p>Previous pastoral experience</p>



Knowledge, Skills, Aptitudes	
<p>A clear understanding of the National Curriculum and its application</p> <p>Excellent subject knowledge, including the ability to teach epistemology and philosophy of mind at Key Stage 5</p> <p>A clear understanding of how learning develops in your subject area</p> <p>Awareness of new qualifications and requirements in your subject</p> <p>A good understanding of how to use data for planning and monitoring</p> <p>A reflective practitioner, ensuring culture of continuous improvement with clear strategies for dealing with professional setbacks/disappointments</p> <p>Evidence of ability and willingness to make a clear and active contribution to the broader -curriculum</p> <p>Able to use ICT effectively to support learning and administration</p>	<p>Understanding of the main issues in education today</p> <p>Willingness to develop subject knowledge beyond specialism</p>
Personal Qualities	
<p>Effective time management skills</p> <p>Resilient and able to meet deadlines and work with sustained pressure and periods of stress and challenge</p> <p>Generally able to achieve and bring balance between professional and personal life</p> <p>Personable and able to work well with a diverse range of personalities and those with differing experience</p> <p>Able to offer help/support to others and open to accepting help</p>	



Statutory / Policy	
<p>Evidence of:</p> <ul style="list-style-type: none"> • Eligibility to work in the UK • Full understanding of safeguarding requirements and how teachers promote the welfare of children • Commitment to implementing whole school/staff policies relating to the safeguarding of children <p>Able to obtain satisfactory:</p> <ul style="list-style-type: none"> • Enhanced DBS • validated references • fitness for work • overseas police checks (where applicable) 	

The above will be evidenced by a variety of means including: Application Form; Letter of application/ Personal Statement; References; Interviews; Relevant Testing; Documentation required upon interview; checks done via the Teaching Regulation Agency and other statutory pre-employment checks.

The Department

Theology and Philosophy (TP) is a thriving department with a strong academic reputation; students achieve outstanding results in public examinations. The aim of the department is to enable students to become reasonable and empathetic individuals, open-minded and curious about the nature of human existence, critical thinkers, able to express their self-understanding and sensitively evaluate the views of others, and motivated to change society for the better. To this end, taking a non-confessional approach, we seek to explore with students the knowledge and wisdom embedded in philosophical theories and religious traditions, travelling on an intellectual and personal journey alongside them. We aim to demonstrate and teach the virtues, of both intellect and character, which develop students' engagement with this knowledge and each other. Through questioning and dialogue, we encourage students to connect their learning to their own experience and expose them to complexity in thought and experience, so that they may learn to deal positively with controversial issues and diversity and to think deeply and creatively.



In Years 7 and 8, following an introduction to theology and philosophy, students study Judaism, Christianity and Hinduism, interwoven with questions around human rights, the nature of the self, and the relation between science and religion. In Years 9-11, all students follow a compulsory non-examined course in Religion and Worldviews, alternately looking at core topics in TP, such as the nature of being human, happiness, and comparative theology, with reflection on contemporary social and political issues.

We offer the AQA Religious Studies GCSE course and the uptake is excellent. We study both Christianity and Buddhism alongside a mix of philosophical and ethical themes. In Years 12-13, we offer the AQA Philosophy A level as well as the International Baccalaureate.. The department also supports the teaching of the Theory of Knowledge, taken by all IB students. Our results at Sixth Form are strong and we always have students who wish to study Philosophy or Theology at university.

There are currently seven department members, many of whom hold other positions of responsibility in the school as well. We run the Kitcher Society (named after Philip Kitcher, an alumnus, and his wife Patricia), inviting two external speakers a year, and offering two further talks by members of the department. The department is well resourced and an open and supportive place to work.