

## **JOB DESCRIPTION**

**Job Title:** Head Of Religious Education

**Grade:** Teachers Payscale

**Salary:** M1 – U3 + TLR2a

**Conditions of Service:** Teachers Contract

**Responsible to:** Principal

### **Statement of Purpose**

The core purpose of the Head of Religious Education at Tottington High School is to provide professional leadership and management of the Religious Education curriculum area. This involves providing a vision, achieving a commitment to a set of values and guiding and inspiring colleagues to secure high standards of teaching and learning, the effective use of resources and improvement in standards of learning and achievement for all pupils.

### **RESPONSIBILITY FOR**

The Leadership and Management of the Teaching and Learning in Religious Education.

### **SECURING HIGH STANDARDS OF TEACHING AND LEARNING**

In order to achieve this they will:

- provide a role model for colleagues
- develop and maintain high expectations of pupils and staff
- take a clear lead on pedagogy/methodology
- monitor and evaluate teaching and learning in their curriculum area, including self-evaluation
- undertake relevant lesson observations and work scrutinies in order to ensure development of colleagues and students
- create a climate for learning
- carry out data analysis to provide information for the leadership teams and other agencies
- have oversight of marking and assessment in their curriculum area
- ensure reporting is timely and appropriate by all their team members
- plan, develop and review schemes of work
- support the professional development of staff within their curriculum area
- organise the teaching of Religious Education throughout the school, providing expert opinion on latest teaching methods and reviews

- meet the needs of all pupils, including the management of behaviour and its impact on learning
- organise educational enhancement where appropriate and necessary (e.g. booster classes, trips/visits)

## **SECURING EFFECTIVE USE OF RESOURCES**

In order to achieve this they will:

- communicate to, delegate to, and organise staff well
- support, guide and motivate team members and support staff
- heighten a common purpose and shared vision, and secure commitment from the team and so develop team work
- chair middle leadership meetings where appropriate
- coach, mentor and support Teaching and Support Assistants, Learning Mentors, Learning Coaches, Trainee Teachers and Newly Qualified Teachers.

## **PERFORMANCE MANAGEMENT**

In order to ensure the most effective leadership and management of staff, they will:

- line manage team members
- take responsibility for the totality of performance by all (designated) team members
- set challenging objectives for their team members
- reflect trust, school, departmental and individual needs and aspirations
- ensure the capability of the teaching within their curriculum area, and enhance learning
- foster an open and transparent culture
- manage conflict and foster engagement

## **OTHER RESOURCES**

In order to achieve this they will:

- ensure the learning environment is conducive to effective learning
- undertake risk assessments where required
- manage effective deployment of all resources and ensure value for money
- ensure safety of pupils and colleagues

## **THE KNOWLEDGE, SKILLS AND EXPERTISE REQUIRED**

This will require the ability to:

- be able to use comparative data in order to improve Religious Education within the school
- maintain and update knowledge – subject, national, pedagogy, classroom, management, research and inspection findings
- Maintain and update awareness of statutory requirements
- develop ICT and appropriate learning methods to improve pupil experience
- have a commitment to own professional development particularly in relation to school improvement priorities

## AT SCHOOL LEVEL

This will require:

- support of the school ethos and policies
- contributions to the development of school policy
- participation in whole school named dimensions e.g. Religious Education dimensions
- participation in whole school citizenship
- supporting the school's policies on attendance, behaviour and rewards in recognition of their strong role in raising pupil achievement
- contribution to the achievement of high standards in relation to the Every Child Matters priorities
- liaison with external agencies where appropriate
- representing team views, concerns and interests
- giving strategic direction and developing the subject area, including planning in line with the School Development Plan
- liaison with parents
- liaison with Senior Leaders and Academy Council

## ENSURE IMPROVED PUPIL OUTCOMES

- To raise achievement at Key Stage 3
- To raise achievement at Key Stage 4
- [To raise achievement at Key Stage 5]\* where appropriate
- To maximise pupil potential at all levels

## SPECIFIC TASKS

- Responsibility for the organisation of all testing and assessments at KS3 and 4
- Updating Schemes of Work and Department Handbook as appropriate
- Attendance and participation at Middle Leaders meetings
- Responsibility for co-ordinating the extra-curricular provision offered by the department and the use of expert coaches

### **Note**

***The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.***

### Person Specification

Minimum Criteria for Two Ticks *	Criteria	Measured by APP//ASS
	<b>Qualifications &amp; Training</b> <ul style="list-style-type: none"> <li>• QTS</li> <li>• First/Second Class Degree</li> <li>• Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop</li> </ul>	APP/I
	<b>Teaching Experience</b> <ul style="list-style-type: none"> <li>• Evidence of consistently good or outstanding teaching and learning across Key Stages (4,5)</li> <li>• Evidence of good or outstanding classroom skills</li> <li>• The Ability to use ICT effectively to engage pupils and use new and emerging technologies to support teaching and learning</li> <li>• The ability to create effective, engaging and differentiated lesson plans</li> <li>• The ability to use assessment to inform planning for good teaching and learning</li> <li>• The ability to differentiate materials to meet the needs of all learners particularly those who may require alternative methods of teaching and support (e.g. SEN or high attainment)</li> <li>• Experience of curriculum innovation</li> <li>• Experience of raising standards of achievement for all pupils</li> <li>• Strategies for raising achievement and achieving excellence</li> <li>• Experience of designing, implementing and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups)</li> <li>• Principles of effective teaching and assessment for learning</li> <li>• Effective and consistent models of behaviour management</li> <li>• A commitment to and strategies for ensuring inclusion and access to the curriculum</li> <li>• Monitoring and evaluating performance</li> <li>• Having the tools and experience of data collection and analysis</li> </ul>	APP/I
	<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>• Strategies for developing effective teachers</li> <li>• Curricular and assessment developments with Religious Education at all key stages with an appreciation of how the content, skills and teaching strategies best prepare pupils for transition and success.</li> <li>• Demonstrate a commitment to the learning process</li> </ul>	APP/I

	<ul style="list-style-type: none"> <li>• Demonstrate the principles and practice of effective teaching and learning</li> <li>• Access, analyse and interpret information to inform successful self-evaluation</li> <li>• Challenge, influence and motivate others to attain high aspirations and have high expectations of them</li> <li>• Ensure value for money and monitor appropriate budgets where required.</li> <li>• Experience of leading a successful department or team</li> <li>• Experience of successful interventions at pupil and group level</li> <li>• Experience of analysing examination results and progress to inform improvement plans</li> <li>• Commitment to whole school activity and growth</li> </ul>	
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused.</li> <li>• Has a professional and respectful approach, which demonstrates support and shows mutual respect.</li> <li>• Can demonstrate active listening skills.</li> <li>• Takes responsibility and accountability.</li> <li>• Committed to the needs of the pupils, parents and other stakeholders.</li> <li>• Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> <li>• Is committed to the provision and improvement of quality service provision.</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Is enthusiastic and decisive.</li> <li>• Communicates effectively.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	APP / I

**MEASURED BY KEY:**

APP = Application form      ASS = Assessment activities      I = Formal interview  
 In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check

If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

**HH 05/01/2022**

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.