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|  | **Curriculum Leader for Religious Education** **Job Description** |
| **Core Purpose** |
| To lead, support and have responsibility for Religious EducationThe curriculum leader will be responsible for: * raising standards of achievement
* facilitating the delivery of excellent teaching and learning by all members of the team
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| **Core Leadership qualities**  |
| * Clear and consistent vision and values
* Outstanding practitioner
* Ability to motivate and empower others, raising standards in teaching and learning across the Academy
* Have a positive attitude to continuous improvement
* Leading by example
* Support staff to work confidently and effectively within the Religious Education team and within the classroom
* Clear and consistent communication skills
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| **Specific Responsibilities**  |
| **This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.*** To meet all Teacher Standards
* Providing a cohesive and coherent vision for Religious Education
* To ensure that any statutory curriculum requirements are met, contributing to the development of alternative programmes of study
* To ensure that the needs of all learners are taken account of and relevant guidance and legislation is implemented e.g. Code of Practice for Special Educational Need; Every Child Matters
* To ensure that the teaching and managing of students’ learning is of the highest quality within *Religious Education* and provide guidance on the choice of appropriate teaching and learning to meet the needs of the Religious Education and of different students
* To lead on the effective development of students’ literacy, numeracy and ICT skills
* To ensure teachers of Religious Education are aware of its contribution to students’ understanding of the duties, opportunities, responsibilities and rights of citizens
* To ensure the contribution of the Religious Education area to wider Academy programmes such as SAS
* Establish and implement clear policies and practices for assessing, recording, and reporting on student achievement in line with Academy policy and use this information effectively to secure good progress in Religious Education
* Ensure that published Academy targets for students’ achievement are shared and understood and that progressis constantly monitored and evaluated
* Use data effectively to identify students who are underachieving and where necessary, create and implement effective plans of action to support those students
* Communicate effectively, orally and in writing, with parents, governors, agencies and the wider community. Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the relevant standards.
* Establish self -evaluation systems, to identify effective practice and areas for improvement and take action to improve the quality of teaching
* Lead professional development through example and support and coordination of the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary
* To effectively manage all resources deployed to the curriculum area
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| **Outcomes** |
| * High standards of achievement for all students
* A highly motivated and effective curriculum team
* Excellent practitioners
* Effective teamwork
* A reputation as a centre of excellence for the curriculum area
* Strong contributions to the enrichment of the curriculum offer for students
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| **Line Manager:**  | College Leader |
| **Line Management responsibility for:** | All members of the curriculum area, both teaching and support staff  |
| **Performance Management** | To oversee the performance management process within the Religious Education area |