

JOB DESCRIPTION

Brentside High School

Job Title: Subject Leader Religious Studies

Responsible to: Senior Leadership Team

Aims of the Post:

To lead a team of staff in pursuit of the highest quality of teaching and learning, to ensure the best possible outcomes for all students.

To provide the highest quality of education, care and preparation for life for all students in accordance with the Teacher Standards 2012 (indicated in brackets through the rest of this document in *italics*).

Duties & Responsibilities:

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Main Responsibilities as a Subject Leader

- To model good practice in teaching and learning, and demonstrate a commitment to seek to continually improve practice;
- To ensure the preparation and delivery of SMSC elements in all lessons across the subject curriculum;
- To lead a team of staff in demonstrating and promoting high standards of literacy, articulacy and the correct use of standard English;
- To ensure that all students in the department receive regular and effective feedback in order to ensure progress;
- To ensure that school policies are followed by all members of the department;
- To be accountable for students' attainment, progress and outcomes within the department;
- To lead and manage a team which raises achievement and supports the wellbeing of all students and develop policies and practices which follow and contribute to those of the school;
- To lead the development, planning and teaching of the Religious Studies curriculum;
- To be responsible for the production of schemes of work and department improvement plans which take account of the varying learning needs of students across the age and ability range;
- To develop and monitor staff in the implementation of effective teaching and learning in ensuring that national requirements are met and all students are suitably challenged;
- To contribute to whole school planning, review, monitoring and evaluation and complete a subject self-evaluation in line with the whole school SEF;
- To keep abreast of national developments in education and pedagogy and in the teaching of Religious Studies in particular;
- To be responsible for setting, maintaining and rewarding high standards of work and behaviour amongst students in the department;
- To be responsible for assessing and recording students' progress in Religious Studies in line with the School's Assessment Policy;
- To promote and support departmental extra-curricular and enrichment activities and raise levels of participation in school life;
- To ensure effective communication with staff, parents/carers and students;
- To represent the department in the wider school community and liaise with the rest of the school, governors, partner schools, the Local Authority, further and higher education, industry, outside agencies, examination boards etc;

- To ensure that the learning environment is stimulating and that resources are maintained in good order and allocated appropriately;
- To play a full part in the life of the school community, to support its distinctive aims, culture and ethos to encourage staff and pupils to maintain positive attitudes towards the subject;
- To promote Community Cohesion inside and outside the classroom and demonstrate a commitment to equal opportunities and inclusion;
- Promote and implement the “Every Child Matters” agenda ensuring this is embraced by the department;
- To undertake the above responsibilities in addition to those held by a subject teacher at the school;
- To undertake any other duty as specified by the STPCD not mentioned above;
- To be a Form Tutor.

Finance

- To assist in seeking ways of deploying resources to the maximum benefit of the students;
- To ensure that equipment, books and premises are maintained in accordance with school policies.

General Duties

- To adhere to the policies and procedures of Brentside High School.
- To carry out ‘the duties of a schoolteacher’ as set out in the Schoolteachers’ Pay and Conditions Document & Teacher Standards.
- To share in the corporate responsibility for the development and well-being of all students.
- To make a positive contribution to the wider life and ethos of the school;
- To demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on mutual respect between students and staff.
- To take a pro-active part in the school’s performance management system with the ultimate aim of improving standards of teaching and learning in the school.
- To take reasonable care of one’s own health and safety and that of others and inform the Site Manager of any concerns with regard to health and safety.

Ethos

Promoting the ethos of the school, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

PERSON SPECIFICATION

Essential Criteria, Qualifications and Training

- A degree and/or recent professional development in a relevant subject;
- Qualified Teacher Status;
- At least two years' successful teaching experience
- Evidence of continuing professional development

Knowledge, Experience and Approach

As the subject leader of Religious Studies candidates should demonstrate:

- Knowledge and or experience of how to lead, manage and support colleagues to improve standards of teaching and learning;
- Evidence of consistently good teaching or better;
- An ability to differentiate effectively and provide an appropriate challenge for all students;
- A good understanding of the principles of Assessment for Learning and an ability to use assessment to inform planning for good teaching and learning;
- An ability to use data to set challenging targets and inform planning and intervention strategies to raise achievement;
- Excellent subject knowledge and an awareness of recent developments in the teaching of Religious Studies;
- An approach which encourages the development of personal learning and thinking skills across the age and ability range;
- An ability to use ICT effectively to engage students;
- Commitment to inclusion and achieving high standards for all students;
- Support for the school in its commitment to safeguarding and promoting the welfare of children and young people;
- A sense of resilience, good humour and a willingness to learn.

March 2014

Teachers' Standards (Sept 2012)

TS1 Set high expectations which inspire, motivate and challenge students.
Establish a safe and stimulating environment for students, rooted in mutual respect.
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
TS2 Promote good progress and outcomes by students
Be accountable for students' attainment, progress and outcomes
Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
Guide students to reflect on the progress they have made and their emerging needs.
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
Encourages students to take a responsible and conscientious attitude to their own work and study.
TS3 Demonstrate good subject and curriculum knowledge
Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the values 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.
TS4 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 students 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 areas.
TS5 Adapt teaching to respond to the strengths and needs of all students.
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
Have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development.
Have a clear understanding of the needs of all students, 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.
TS6 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 students' progress
Use relevant data to monitor progress, set targets, and plan subsequent lessons.
Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
TS7 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 frame work for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
TS8 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 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 students' achievements and well being.