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| **DERBY CATHEDRAL SCHOOL** Head of Religious Education |

##### School vision

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| A Church of England secondary school which provides outstanding education for students of all faiths and none. | | | | | | | | | | |
| Employment details | | | | | | | | | | |
| Job title: | | | | Head of Religious Education | | | | | | |
| Department: | | | | Humanities | | | | | | |
| Reports to: | | | | Designated member of the SLT | | | | | | |
| Hours of work: | | | | Full time | | | | | | |
| Salary: | | | | MPS plus TLR of £6346 | | | | | | |
| Job purpose:   * Provide vision, leadership and day-to-day operational management of the delivery of Religious Education within the school. * Secure high-quality teaching and effective use of resources to achieve the highest standards of achievement for all pupils. * Contribute to the development and realisation of the whole school core values, the aims, vision and ethos of the school. * Be fundamental in preparing the school for the SIAMS inspection process. * Ensure effective quality assurance outcomes for the subjects that meet the high standards expected by the school. | | | | | | | | | | |
| Main duties/responsibilities: | | | | | | | | | | |
| Teaching | | Teach an agreed timetable. | | | | | | | | |
| Lead by setting an example, achieving your own high standards of classroom practice. | | | | | | | | |
| Partake in effective quality assurance in line with the school policy which leads to standards and progress which are above the national level. | | | | | | | | |
| Curriculum | | Develop and implement policies and practices for the faculty which reflect the school’s aims and ethos. | | | | | | | | |
| Ensure that schedules, schemes of work and syllabi are properly prepared. | | | | | | | | |
| Review and refine schedules, schemes of work and syllabi to ensure that they meet the needs of pupils of all ages and abilities. | | | | | | | | |
| Ensure the requirements of the national curriculum, national strategies and examination boards are met. | | | | | | | | |
| Pupils | | Ensure high standards of teaching and learning and assure preparation for examination across the department. | | | | | | | | |
| Manage assessment, monitoring and reporting within the department, in line with school policy and procedures. | | | | | | | | |
| Ensure that special educational needs are met within the subject areas through effective liaison with the SENDCO and other staff. | | | | | | | | |
| Maintain, develop and apply effective rewards, sanctions, policies and procedures within the department, in line with those of the school. | | | | | | | | |
| Parents | | Work with parents through home/school correspondence, phone calls and meetings to ensure pupil wellbeing and academic success. | | | | | | | | |
| Process management | | Work with the SBM in order to manage the capitation budget and any additional finance, keeping proper financial controls, records and inventories. | | | | | | | | |
| Manage the processes for ordering, purchasing, and maintaining resources and equipment. | | | | | | | | |
| Ensure appropriate risk assessments are completed and health and safety procedures are followed within the department. | | | | | | | | |
| Participate in open evenings, parents’ meetings, liaison events with community partners, and other marketing and liaison opportunities. | | | | | | | | |
| Staff management | | Liaise with the appropriate member of the SLT to lead and partake in performance management arrangements, in line with school procedures. | | | | | | | | |
| Provide advice and support to staff from other departments with regards to the implementation of whole school literacy. | | | | | | | | |
| Ensure that homework is set and marked in line with the department and school procedures. | | | | | | | | |
| Create a team atmosphere and build effective working relationships with staff. | | | | | | | | |
| Other | | Lead in preparation for SIAMs inspections ensuring the school can clearly evidence the distinctiveness and effectiveness features of a church school. | | | | | | | | |
| Contribute to the school’s pastoral programme i.e. as a Form Tutor | | | | | | | | |
| Personal specification | | | | | | | | | |
|  | | | Essential | | | | Desirable | | |
| Qualifications and training | | | * Good quality Honours degree in an appropriate discipline * PGCE or equivalent in secondary education with relevant subject specialism. * Qualified Teacher Status | | | | * Current first aid certificate * SLE status | | |
| Experience | | | * Successful experience teaching Religious Education at Key Stage 3 and 4. | | | | * Experience developing policies and practices | | |
| Knowledge and skills  Knowledge and skills cont. | | | * An understanding of what constitutes outstanding teaching and learning and the ability to put this into practice * The ability to use data to monitor student progress and inform curriculum planning * The ability to put in place effective intervention for under achieving students * Good organisational skills * An understanding of the qualities of a successful scheme of work and the key principles of assessment * The ability to coach and mentor other teachers (in due course). * Understanding of current developments in Religious Education teaching and wider educational issues * Good behaviour management skills * The ability to motivate young people | | | | * Basic knowledge of, and the skills to interpret electronic performance data. * Knowledge and experience of SIAMS requirements and the inspection process * Experience of working in partnership with other Church Schools * Understanding of the distinctiveness of a Church School | | |
| Personal qualities | | | * The ability to form good working relationships with colleagues and pupils * The ability to prioritise and meet deadlines * Confidence in leadership roles * A commitment to continued professional development * A desire and commitment to contribute to the wider school and its community * A clear philosophy on teaching Religious Education. * A commitment to protecting the welfare of young people * An open mind to change and the unique circumstances found in a new and expanding school | | | | * A willingness to support the extra-curricular activities and events of the school by creating links with other departments | | |
| Other | | | * Good attendance/punctuality record * Enhanced DBS certificate and barred list check * Flexibility | | | | * Professional dress | | |
| Prepared by | | | | | | | | | |
| Name: | G Inglis | | | | Signature: |  | | Date: | Jan 2019 |
| Title and/or department: | | Headteacher | | | | | | | |

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.