

Job Description

Lead Teacher - RE/PSHCE



Post: Lead Teacher – Religious Education / Personal, Social, Health and Citizenship Education
Salary Range: MPS 1-6 (U1-3 as appropriate) + TLR 2a £2,640
Responsible to: Principal, under the day to day management and leadership of a member of the Principal's Leadership Team

Core Purpose:

To ensure high quality curriculum provision and effective teaching and learning within the curriculum area of RE/PSHCE. In addition to carrying out the professional duties of a qualified teacher in accordance with the current DfES's Teachers' Pay and Conditions document, the post holder, in consultation with their line manager and the Principal shall take responsibility for:

Strategic Direction and Development of RE/PSHCE

- Establishing and maintaining policies and practices which promote high achievement through effective teaching and learning
- Creating an environment where students and staff develop and maintain positive attitudes towards teaching and learning
- Using data effectively to monitor and evaluate student progress; planning and implementing effective intervention to support all students to achieve highly
- Analysing national, local and Academy data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Principal/Academy Council on progress and plans
- Contributing to the Academy Improvement Plan and establishing an effective subject Improvement Planning Cycle to meet Academy strategic priorities.

Teaching and Learning of RE/PSHCE

- Ensuring appropriate, challenging and differentiated programmes of Study and Schemes of Work are in place for all RE/PSHCE teaching groups and related, accredited courses
- Securing and sustaining effective teaching of the subject through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the Academy's monitoring evaluation and review (MER) cycle through lesson observations, feedback to teaching staff, work sampling, student interviews and written reports to the Principal and Leadership Team as necessary
- Ensuring teaching and learning objectives are clear to all members of the curriculum team
- Ensuring effective development of students' literacy, numeracy and ICT skills within the subject
- Contributing to the teaching of Enterprise Education and Work Related Learning within the subject area and forging and sustaining effective links with faith and other subject related community groups and communities
- Developing the curriculum to meet the needs of all students; introducing, planning and implementing new courses of study to meet 14-19 curriculum initiatives and KS3 developments
- Map progress of students regularly against prior attainment and local and national norms and identify students at risk of underachieving

Leading and Managing the Staff who teach RE/PSHCE

- Line managing all members of the RE/PSHCE team and providing effective support, challenge, information and professional development for all staff within the subject area as necessary
- Establishing clear expectations and high standards of professionalism and collaboration across the subject
- Taking an active role as a Team Leader within the Academy's PM policy to develop the professional effectiveness of colleagues
- Providing structured support and assessment for NQT and ITT trainees to enable them to meet the relevant professional standards
- Working in collaboration with the SENCO, SEN staff and Year Leaders to ensure that Individual Education Plans and Pastoral Support Plans are used to set subject specific targets, as required

Efficient and Effective Deployment of Staff and Resources within the RE/PSHCE Teams

- Using appropriate resources, in consultation with the Principal, for effective, efficient and safe teaching and learning within the subject area; accommodation, staff, time, courses, development opportunities
- ICT equipment
- Creating an effective and stimulating learning environment for teaching and learning
- Deploying accommodation to effectively meet the teaching and learning needs of the subject
- Ensuring a safe working and learning environment through application of appropriate risk assessments

Teaching Commitment

The post holder will be expected to teach in line with the Academy's generic teacher's job specification. Designated non contact time for leadership and management responsibilities will be made available

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The postholder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

All teachers take an active role in the Academy's pastoral care of students and the post holder will be expected to fulfill the role of form tutor.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

Person Specification for Curriculum Leader- RE/PSHCE

Our Purpose

Oasis Academies exist to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our Academies. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the OCL Purpose, Ethos and Values document which accompanies this job description.

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status</p> <p>A degree in theology or equivalent in a subject related to RE/PSHCE</p>	<p>Masters Degree</p>
Professional Development	<p>Evidence of a commitment to own professional development</p>	<p>Recent relevant in-service training in RE/PSHCE /Management and Leadership</p>
Experience	<p>A keen interest in developing the teaching of RE/PSHCE</p> <p>Currently holding a position of responsibility</p> <p>Evidence of high achievement in teaching across the Key Stages</p> <p>The development of Schemes of Work across the Key Stages</p> <p>Working effectively as a Form Tutor</p> <p>Effective use of Assessment for Learning to engage students as partners in their learning</p>	<p>Professional development/ mentoring of colleagues</p> <p>Currently holding a significant position of responsibility</p> <p>Experience of leading a development within a team</p> <p>Experience of teaching in a specialist school</p> <p>Development of partnerships with other schools, business and the community, specifically faith and other community groups as resource for learning</p> <p>Successful teaching of RE at AS level</p>
Knowledge	<p>Use of assessment and attainment information to improve practice and raise standards</p> <p>An understanding of the National Strategy</p> <p>Use of strategies to promote good student relationships and high attainment in an inclusive environment</p> <p>Vision for the teaching of RE/PSHCE</p> <p>Secure knowledge of Agreed Syllabus Programmes of Study for RE at KS3/4</p> <p>An understanding of Health and Safety regulations affecting the curriculum area</p>	<p>Strategies to enhance teaching and learning of ICT within RE/PSHCE</p> <p>An understanding of education within a Multicultural/Multi-faith city</p> <p>An understanding of Emotional Literacy developments to support learning and teaching</p> <p>An understanding of KS2 and/or post 16 RE/PSHCE curriculum</p>

Person Specification for Curriculum Leader- RE/PSHCE

Skills

An enthusiastic and effective leader and manager.
Excellent communication and presentation skills
Competent user of ICT.
Competent co-ordinator and motivator
Ability to plan and resource effective interventions to meet curricular objectives

Ability to use and promote a wide range of teaching methodologies

Commitments

Actively supports the Academy's aims
Commitment to ITT
Active participation in Academy developments
To leading extra-curricular activities/ educational visits / out-of-hours learning
To innovative curriculum development and partnership with other schools and the wider community including faith groups and communities

Commitment to the value and promotion of vocational and work related learning

**Person Specification for
Teacher - RE/PSHCE**

Passion for teaching
Energy, enthusiasm and flexibility
Good health and attendance record
Sense of humour and a positive outlook on life
Ability to work under pressure and determination to succeed