**Job Description**

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| Introduction | |
| **Name of post holder** |  |
| **Post Title** | Head of Religious Education |
| **Post Purpose** | To ensure high standards of student attainment and achievement within a department and to monitor and support student progress. To be responsible for leading, managing and developing the department and enhance the teaching practice of your team. |
| **Why this post is important** | You have a direct responsibility for the implementation of the school’s vision for teaching and learning through the day-to-day management of your curriculum area, ensuring all students fulfil their potential. |
| **Line Manager** | Assistant Headteacher (Achievement Interventions) |
| **Salary Grade** | Classroom Teachers’ Pay Scale + TLR Scale 2b or 2c |

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| Leading Learning | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Coordinating the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in your identified curriculum area. | Coach a colleague from another subject area who is new to the role of Head of Department. |
| Working with your team to develop coherent aims, objectives and strategic plans which meet student needs and reflect the strategic plans of the school. Ensuring that all members of your team are familiar with these plans. | Lead training for Heads of Department in which you model your good practice in this area. |
| Deploying, managing and motivating staff to ensure effective working relations and acting as a positive role model. | Develop team relations by encouraging activities which build team spirit e.g. create a supportive peer coaching system for your team. |
| What sort of support can you expect? Your Assistant Head (Achievement Interventions) can coach you through the process of leading learning in your curriculum department. | |

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| Leading Teaching | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Being responsible for the day-to-day management, control and operation of course provision of one curriculum area. | Create opportunities for the members of your team to take some responsibility in these areas in line with their professional development needs. |
| Ensuring the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the School Improvement Plan. Maintaining accreditation with the relevant examination and validating bodies. | Create systems which are sufficiently robust that they allow you to delegate elements of this responsibility to members of your team who would benefit from professional development in this area. |
| Assisting in the development of learning initiatives within the curriculum area including IT, Literacy and Numeracy. Contributing to the school’s ITT programme. | Model good practice to your team in these areas. |
| What sort of support can you expect? The Assistant Head (Achievement Interventions) will support you in developing these areas. The various managers of initiatives within the school such as Literacy and Numeracy can provide guidance and training opportunities. The Examinations Officer can give guidance on accreditation. | |

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| Development | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Taking responsibility for your professional development. Keeping up to date with national developments in your subject area and in teaching practice, initiatives and methodology. | Contribute to professional journals and participate in research into the effective teaching of your subject |
| Supporting the ongoing development of your curriculum area. Managing the professional development of your team members, knowing their strengths and their areas for development and leading them through the performance management process. | Use questionnaires and structured activities to develop your understanding of the team members perceived needs. Foster a team spirit which encourages confident informal discussion of strengths and areas for development. |
| Contributing to the Departmental and School Development Plans. | Take responsibility for the shaping, implementation, evaluation and improvement of one aspect of the DDP. |
| What sort of support can you expect? The Assistant Head (Achievement Interventions) will support the Departmental Improvement Planning process. The SLT will take the lead in the School Development Planning process. | |

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| Improving Standards | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring that the students in your curriculum area make good progress and taking action when their progress is below expectations. | Take the lead in mentoring small groups of underachieving students. Manage the creation of mentoring resources. |
| Establishing the common standards within the department, including in the development of effective teaching and learning styles. Setting targets to develop these standards and working towards their achievement. | Create an atmosphere in your team where lesson observation is seen as a positive tool for improvement and use the process to develop and monitor departmental standards. |
| Monitoring lessons and contributing to the school’s procedures for lesson observations, in line with the requirements of self evaluation and the school’s strategic plans. | Develop innovative ways to monitor the department’s standards including involving students. Modelling this good practice to other departments. |
| What sort of support can you expect? The School has a range of proformas which will assist in the process of lesson observations. The Assistant Head (Achievement Interventions) will lead the process. The Assistant Head (Achievement Interventions) can provide guidance on student progress. | |

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| Managing Information | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring the maintenance of accurate and up-to-date information concerning the department on SIMS. | Coach other members of your team in effective use of data systems. |
| Analysing and evaluating performance data. Producing reports on examination data including using value added measures. | Take responsibility for completing those aspects of examination data reporting which apply directly to your subject area. |
| What sort of support can you expect? The SIMS and Data Manager can provide you with detailed information on the students in your curriculum area and suggest training opportunities to develop your skills at managing information. | |

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| Communication | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring effective communication with the parents/carers of students taught in your curriculum area. | Involve the parents/carers in some aspect of the team’s work including making use of their views as part of the self-evaluation process. |
| Liaising with relevant external bodies including partner schools, higher education, examination boards. Contributing to the development of effective links with partner schools. Promoting your department in school, to partner schools and to the wider community. | Coach a Head of Department in a partner school: sharing effective resources and good practice. |
| Monitoring and supporting the progress and development of students and working with the pastoral system to contribute to the academic monitoring by tutors. | Develop packs of subject materials which can support the pastoral systems academic monitoring process. |
| What sort of support can you expect? The Assistant Head (Achievement Interventions) should be able to give you clear guidance as to what they require to help House tutors in the process of academic monitoring. | |

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| Managing Resources | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Making appropriate arrangements when members of staff are absent, liaising with the cover supervisor to ensure appropriate work is set. | Create a bank of model lesson plans which can be used by cover supervisors and other staff. |
| Identifying resource needs and contributing to the effective use of physical resources. Cooperating with other departments to ensure effective sharing of resources to maximise student benefit. Managing relevant support staff. | Create innovative measures which reduce departmental and school expenditure. |
| What sort of support can you expect? The Cover Administrator will make arrangements for staff to cover absences. | |

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| Ethos | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Ensuring that there is good behaviour management in your curriculum area including high standards of classroom management and effective implementation of the school’s discipline system. Supporting the receiving and duty teacher systems as appropriate. Monitoring student attendance. | Organise peer coaching to develop this area within your department. |
| Encouraging staff to play a full part in supporting the school’s Christian mission and ethos and contributing to Values In Practice. | Develop model lesson plans which include fully integrated Values activities. |
| Implementing school policies and procedures on Equal Opportunities, COSHH, Accommodation Strategy etc. Carrying out Health and Safety risk assessments. | Create IT systems which reduce the administrative burden of these tasks. |
| What sort of support can you expect? The Deputy Head (Behaviour for Learning) and the behaviour managers can help you with discipline issues. The Assistant Head (Community) can offer guidance on the school’s Christian ethos. The Assistant Head (Teaching School) can also offer advice and suggest training opportunities. | |

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| Negotiated Additional Responsibilities**TLR 2c** | |
| Your responsibilities include… | **Where practice is excellent you might…** |
| Leading learning locally and regionally by sharing effective practice and supporting improving schools. | Develop training and outreach resources on the distinctiveness of RE in a Church of England school. Contributing to the Church of England regional and national secondary leadership network. |
| Promoting activities that add to the spiritual, moral, social and cultural development of students and staff. | Organise and lead elements of school services as well as assemblies and contribute to ideas for tutor group worship. |

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| Playing a leading role in the SIAMS self-evaluation, particularly in relation to the effectiveness of RE. Attending Foundation Governor meetings. Contributing to the SACRE to influence local RE practice. | Develop a curriculum that helps students see Christianity as a living world faith. |
| Developing curriculum opportunities in subjects other than RE for students to think globally about life and challenge injustice. | Work with Head of Subjects across the school to integrate the ‘I Value’ section of the Alive model into lessons and learning |
| What sort of support can you expect? Regular meetings with the Assistant Head (Community) and external support form Diocese and other interested organisations. | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Line Manager or SLT.

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| Signatures | |
| The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition  This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade. | |
| Signed……………………………………….  (Teacher)  Dated ………………………………………… | Signed……………………………………….  (Headteacher)  Dated ………………………………………… |