

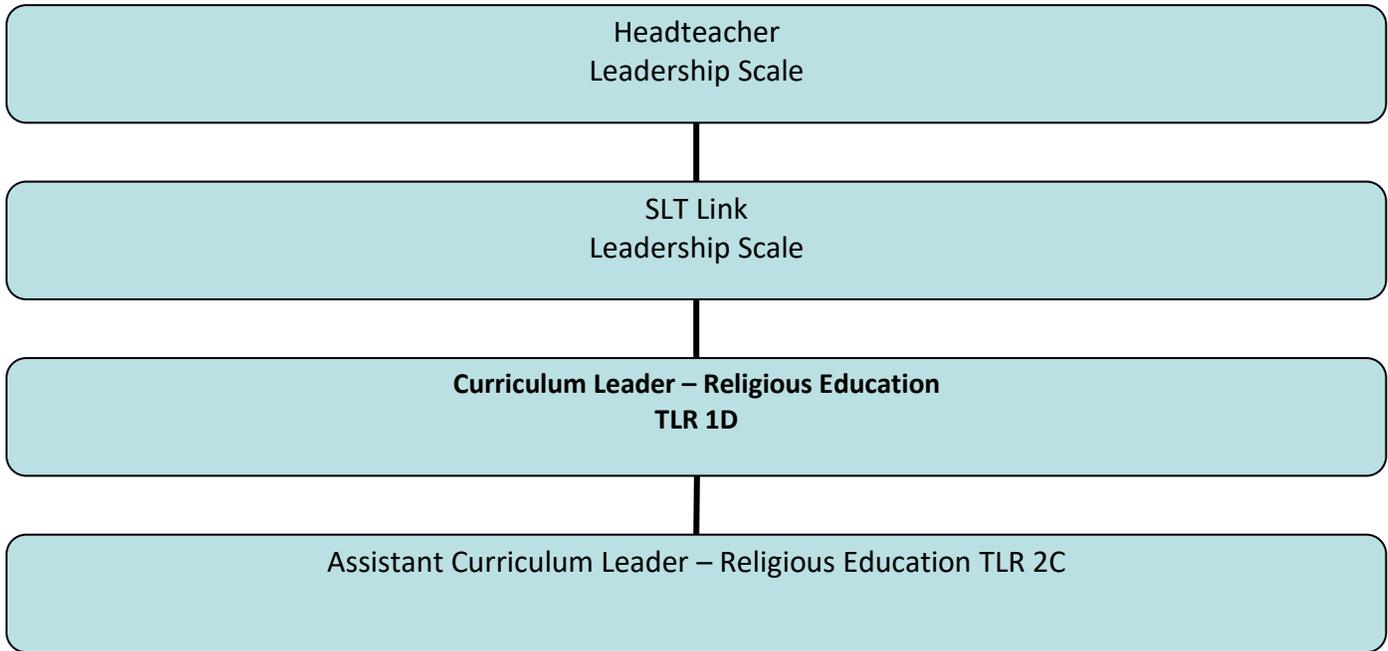
**JOB DESCRIPTION FOR CURRICULUM LEADER
RELIGIOUS EDUCATION**

Job Title: Curriculum Leader – Religious Education

Responsible to: Headteacher & SLT Department Link

Scale / Grade: TLR 1D

Organisational Chart:



This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will appoint a practicing Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.

The appointment is subject to the current conditions of service for teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties, the Head of Department shall consult, where appropriate, the governing body, the diocese, the local authority, the staff of the school, the parents of its pupils and the parish/es served by the school.

All of the elements of the role will be interpreted and applied in the context of the Articles of Government of the school as established, supported and guided by the Diocese of Northampton.

PURPOSE OF POST: This post is central to the leadership and management of the whole school. The post holder will be responsible for promoting the Mission and Catholic Christian character of the school. They have a teaching and learning responsibility in designated subject area. Within this area the teacher will:

- Provide professional leadership and management for the RE department.
- Lead, develop, enhance and monitor the teaching practice of other staff in the RE department, having line management responsibility for a significant number of people.

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- Organise and lead a programme of lesson observations in the department in line with the Performance Management Policy of the school.
- Provide a high-quality educational experience for all students to raise the levels of attainment and achievement.
- Provide leadership in the Catholic life of the school together with the SLT member appointed to lead Catholic life of school and the chaplain.
- Actively promote the distinctive Catholic nature and ethos of the school with colleagues, students and parents.
- Contribute to liturgy, prayer life and worship in conjunction with the SLT member in charge of Catholic life in the school, and the chaplain.
- Be an active member of our school community, playing a full part in the life of the Cardinal Newman School community, both in RE and non-RE related experiences including enhancing students access to extra-curriculum activities.
- Ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and subject related professional development plans.

Strategic direction and development of the Subject:

- Develop and ensure implementation of a whole-school policy for RE in line with the aims and policies of the school.
- To further raise standards of student attainment and achievement within the whole curriculum area by providing a high-quality educational experience for all and use data effectively to monitor and support student progress.
- To be accountable for leading, managing and developing the RE subject/curriculum area, student progress and development, within the subject area.
- Use Diocesan, national, local, and school management data effectively, to monitor standards of achievement across the school in RE.
- Produce short, medium, long-term plans to develop RE in relation to teaching resources and staff professional development requirements and ensure this is integrated into the department development plan producing targets for realistic but challenging improvements.
- Monitor the progress made towards achieving RE plans and targets and use this information to plan future developments.
- To ensure the school's readiness for Denominational inspection by ensuring all relevant documentation is completed in a timely manner.
- To demonstrate consistently high standards of personal and professional conduct.
- To undertake any other responsibilities, commensurate with this senior position, as directed by the Headteacher.

Teaching and Learning:

- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
- Follow the requirements of the exam board and meet with requirements of the Catholic Religious Education Curriculum Directory (RECD).
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the RE Department.

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- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.
- To develop and enhance the teaching practice of others, acting as a model of reflective practice, sharing and being open to best practice within and outside the RE department.
- Ensure consistency within the curriculum area in relation to the implementation of clear policies and practices for behaviour, assessing, recording and reporting on pupil achievement in line with school policy.
- Use self-evaluation within the curriculum using feedback from the monitoring of teaching and learning both inside and outside the classroom.
- To raise standards of student attainment and achievement within the whole curriculum area and to be accountable for student progress.
- To be accountable for the planning and development of the post-16 RE provision.

Operational/Strategic Roles Curriculum Provision and Development

- To give full support to the school's ethos and to develop students' positive attitude towards learning in accordance with the curricular policies determined by the Governing Body and Headteacher.
- To have strategic responsibility for leading, managing and developing Religious Education provision across all Key Stages so that it is at the core of our curriculum offer.
- To liaise with the designated SLT member to ensure the delivery of a rigorous, comprehensive, high quality and cost-effective curriculum in line with school improvement priorities and diocesan requirements.
- To ensure the Religious Education curriculum meets the requirements of the Religious Education Curriculum Directory (RECD) of the Bishops' Conference of England & Wales and is at the core of the curriculum.
- To facilitate regular informal and formal regular assessment of student progress within the RE Department, including both internal and external assessments. This will include comprehensive knowledge of the examination board to set up internal assessments, plan for any examinations, the marking of examinations, and appropriate recording of results to predict student outcome.

Quality Assurance

- To establish and implement systems to regularly monitor and evaluate the quality of teaching and learning in the RE Department.
- To ensure that the RE Department's quality procedures meet the requirements of self-review and evaluation.
- To enable, promote and encourage the sharing of good practice within the RE Department and between Departments.
- To demonstrate excellence in classroom practice.

Overall Leadership & Management Responsibilities

- To be a member of the Middle Leadership Team/ HOD team, taking part in the decision making and planning processes of the school.
- Initiate and manage change and improvement to develop the school and the staff.

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- Inform whole school development planning ensuring that planning in the RE curriculum area supports the aims and objectives of the school and meets the needs of all pupils.
- Lead the RE Department, drawing on the curriculum expertise of the team to develop, monitor and assess schemes of work, policy, assessment and teaching strategies, consulting with colleagues, identifying strategies to the Leadership Team and Governing Body and disseminating developments across the school. Take responsibility for at least one specialism within the Team.
- Lead in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading staff in a regular review of progress against targets, implementing change as necessary, ensuring high levels of achievement which meet the needs and potential of all pupils.
- Use Leadership and Management time effectively for these purposes.
- Line-manage a team ensuring the effective management of discipline, performance, attendance, professional development and recruitment. Monitor the teaching and learning of others, contributing to the school's performance management process and coaching, mentoring and training colleagues.
- Ensure the effective deployment of staff and resources (ICT and consumables) within the department area of Religious Education.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Work flexibly in order to support staff / pupils at times of crises in order to maintain the smooth running of the school and safety of the school community.

Continuing Professional Development – Personal

- In conjunction with the Headteacher, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum.
- Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process - including the incorporation of targets related to leadership, evaluating and improving own practice.
- Effectively manage own time when dealing with the wide range of day-to-day and long-term demands of the post.

Continuing Professional Development – Staff

- Take a leading role in the provision of high-quality professional development and line manage staff in the RE department - deploying staff effectively, in order to enable staff to achieve a good Work/Life balance.
- Enhance the Performance Management programme, by making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, etc.
- Consider the expectations and needs of other members of staff, and in particular ensure that new appointees, trainees and ECTs are appropriately monitored, supported and assessed in relation to QTS standards and those of

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the school, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.

- Maintain a professional portfolio of evidence to support the Performance Management process.

Reporting to: Line Manager – Deputy Headteacher

Responsible for: Teaching staff and other relevant personnel within the department. Liaising with: Headteacher, SLT, other Head of Departments and relevant staff including non-teaching support staff, Trust staff and parents.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the school and the pastoral care of the pupils in their charge. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

SAFEGUARDING

Because of the nature of this job, it will be necessary for an enhanced criminal record disclosure to be undertaken. Therefore, it is essential that any pending charges, convictions, bind-overs or cautions are disclosed. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exemptions) (amendments) order 1986. Therefore applicants are not allowed to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. And in the event of employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-overs or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice.

'The Trust/School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, Prohibition Order Check and the Disclosure & Barring Service.'

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Person Specification for CURRICULUM LEADERS.**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job. **Essential (E)**:- without which candidate would be rejected **Desirable (D)**:- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable impact on school improvement.	1,2	Working with children with English as an Additional Language.	1,2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1,2	The recruitment of staff.	1,2
	Some experience of managing the work of others.	1,2		
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g., governors, colleagues, parents, the community, external agencies).	1,2	Whole school self evaluation.	1,2
	Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1,2	Ability to lead on a whole school project or initiative.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole-school multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching, learning and school policy.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2,5		
	Able to assess the needs of individuals to inform the targeting of individual needs.	1,2		
	Able to deliver consistently high-quality lessons, evaluate the impact of these			

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	and develop future planning accordingly.	5		
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
Competencies	Able to demonstrate:	1,2		
	Appropriate motivation to work with young people			
	Ability to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to use of authority and maintaining discipline.	1,2		
Specialist Knowledge	Subject/KS knowledge.	1,2,5		
Education and Training	Qualified Teacher Status.	4	Training in personnel issues and procedures, and in the accredited safe recruitment modules.	1,2
	Evidence of ongoing CPD.	1,2		
Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The Job-holder will ensure that Cardinal Newman School's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).
- (iv) Code of Conduct

'The Trust/School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, Prohibition Order Check and the Disclosure & Barring Service.'