

## **Head of Religious Studies- Job Description (Head of Department)**

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|---|
| <b>Development of staff to achieve excellent T&amp;L</b>  |
| Support all members of their team with appropriate, targeted opportunities for professional development, including ECTs   |
| Subject specific CPD that enhances classroom practice   |
| Support their team, and wider faculty, to build and sustain relationships which develop and share good practice and improve performance                                   |
| <b>Development of curriculum</b>  |
| Continual refinement of curriculum to reflect the needs of the cohort whilst still keeping in line with NC (or going beyond)  |
| Keeping up to date with subject changes and being responsive to these   |
| <b>Holding to account by monitoring &amp; challenging performance</b>   |
| Useful & productive regular line management   |
| Timely completion of appraisal documentation with high quality targets for improvement  |
| Tracking and supporting teachers in their subject   |
| Evaluate performance accurately & effectively   |
| <b>Student engagement in subject</b>  |
| Student attendance to lessons is tracked and intervened with where necessary  |
| Monitoring behaviour for learning in your subject   |
| Option subjects have a high uptake  |
| High attendance to extra curricular clubs   |
| Post 16 study in subject is tracked and improving in uptake   |
| <b>Success rate</b>   |
| Ensure monitoring, QFT and precise interventions to increase chances of our young people performing at or above the rates of their peers nationally                       |
| Ensure monitoring, QFT and precise interventions to increase the chances of specific groups (SEN, SEN and EAL) performing at or above the rates of their peers nationally |
| <b>Effective data analysis &amp; actions to improve progress</b>  |
| Uses data from 4Matrix and subject analysis trackers to understand performance for cohorts beyond their own classes.  |
| They draw insightful conclusions at curriculum level and act on these to improve progress   |
| <b>Assessment process that supports progress (link to assessment policy)</b>  |
| Has a detailed understanding of formal assessment within the subject.   |
| Ensures that grade criteria is shared with teachers & therefore students  |
| Accurate & reflective grade boundaries are in place   |
| They lead in a rigorous moderation of assessments with colleagues   |
| Clear feedback from assessments is given and time allocated for students to respond to it   |
| <b>Effective Management of resources</b>  |
| Manage department capitation successfully throughout the year   |
| Plan ahead for future curriculum needs where appropriate  |
| <b>Planning for improvement</b>   |



Impactful completion and review of departmental improvement plans

### **Working collaboratively**

Realise the benefits of collaborating with others, including teachers, teaching assistants and non teaching staff, other schools within the Trust, parents/ carers and other organisations

## ***Job Description (Teacher)***

### **Managing the Environment/Behaviour/Routines**

As practitioners we understand that behaviour is a communication, so although the teacher is responsible for behaviour in the class they will communicate on CPOMS where needed to ensure that tutors and pastoral staff have a holistic view of students

Positive, purposeful classroom climate is well- established and consistent for all groups. Students develop confidence as learners because there is a strong culture of error.

Classroom displays are stimulating for learners, strike an appropriate balance for a variety of learners & kept up to date

The teacher develops student's belief in themselves and their relationship with the subject. They consistently role model the behaviours they expect of students.

Student's books demonstrate pride in the quality and quantity of work.

Incidents of disruption are rare because the teacher manages behaviour proactively. They are consistent in their responses to student's behaviour. The teacher intervenes early and effectively to prevent escalation.

The teacher has consistently high expectations for behaviour and applies consequences and rewards consistently in all classes and groups, so students feel safe and secure. They link consequence and reward to learning so that students understand the impact of behaviour on learning. They attend RAs. They support their colleagues in upholding policies and systems.

Routines are embedded to maximise learning time, and used to create a comfortable and safe learning environment to minimise stress. Students are very responsive to teachers' instructions and cues.

### **Sequencing and Modelling**

Set tasks with clear goals that stretch and challenge pupils of all backgrounds, that have clear outputs and timescales

Present new material using small steps

Provide models and scaffolds, including for pupil talk.

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 pupils have acquired

Know when and how to differentiate appropriately, understanding the needs of all pupils, employing strategies that are specified in individual's Passports using approaches which enable pupils to be taught effectively, such as visual prompts or writing frames.

The teacher contributes their curriculum and subject knowledge to create effective lessons which are rigorously planned and sequenced with a challenging objective. The content, which includes homework, is differentiated to take account of different starting points, and rates of progress

They ensure that student's thinking is focused on key ideas and they make explicit links between new content and core concepts. Ideas are interleaved.

Key vocabulary is explicitly taught, pre taught, displayed, defined and revisited often. Lists of appropriate level key terminology are provided to students in advance and shared with other colleagues (TA's) where necessary.

### **Stages of Practice**

Guide student practice, possibly using 'I do, We do, You do'.

Obtain high success rate when checking on learning during the lesson (80%)

Build towards independent practice in lessons.



### Questioning, Feedback & assessment

The teacher uses a wide range of strategies, including questioning, to check for understanding during lessons against a model of success to gain insight into whole class understanding.

The teacher diagnoses gaps in student's knowledge accurately during lessons and adapts their teaching in response.

The teacher prepares and executes opportunities to check knowledge retention over time and are able to make changes to ongoing lesson and unit design.

Feedback to students is focused and precise and they are given time to improve.

The teacher makes consistently accurate and robust judgements about student's performance in assessments. In KS4, the teacher knows where students are performing against national expectations.

The teacher uses data to quickly identify patterns and issues. They rapidly respond with appropriate strategies.

Promote good progress and be accountable for student outcomes

Make accurate and productive use of both formative and summative assessment

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback as per the marking policy

### Reviewing Material

Daily review - use of starter to check prior learning, Weekly and Monthly review used to interleave

Demonstrate good subject and curriculum knowledge

Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard Religious Studies, whatever the teacher's specialist subject

### Being an effective Form Tutor

Follow the tutor rota and be a positive example for the pupils

Set the 'tone' everyday, by creating a positive ethos, establishing good pupil/teacher and pupil/pupil relationships, encouraging a good form group spirit and identity aligned to the schools own values and based on success, aspiration and learning together.

Encourage high standards of work, behaviour and uniform and liaise with the Heads of Year over concerns.

Monitor attendance, rewards and sanctions, making contact with home when necessary.

Celebrate success and sanction when needed.

Provide notices, complete Skodel check ins and ensure that students are kept abreast of what is happening in the world through The Week.

Encourage students to live the 'GREAT' values by communicating regularly the examples and evidence needed to demonstrate them. Monitor the evidence and reward success.

Tutors have access to tutor group CPOMS and should be proactive and reactive to the needs of their group to ensure wellbeing is high.

As a vertical tutor, we will encourage debate and competitions through the activities in the week. Older students will be used as mentors to support younger students and GREAT values will be encouraged.

Deliver a high quality PDW curriculum, ensuring that students understand its importance and value.

### CPD and Professional Development

Attends at least 1 CPD Wednesday per half term and 1 subject specific CPD.



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## Personal Specification

| Qualifications and Experience  | Essential or Desirable | Evidence Source |
|--|------------------------|-----------------|
| Qualified Teacher Status   | Essential              | A               |
| Further professional qualification (Eg. NPQML)   | Desirable              | A               |
| Enthusiasm for Religious Studies, and the ability to communicate this enthusiasm to students   | Essential              | A, I            |
| Experience in the delivery GCSE Religious Studies  | Essential              | A, I            |
| Experience in teaching classes with children of all needs including SEND, PPG, EAL and More able   | Essential              | A, I            |
| Experience in leading a team to successful outcomes for students   | Desirable              | A, I            |
| Knowledge, skills and abilities  | Essential or Desirable | Evidence Source |
| Good academic knowledge and understanding of Religious Studies   | Essential              | A, R, I         |
| Good pedagogical knowledge and understanding of Religious Studies, particularly in relation to progress and student outcomes in Religious Studies  | Essential              | A, R, I         |
| Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them | Essential              | A, I            |
| Good behaviour management skills   | Essential              | A, R, I         |
| Effective planning and organisational skills   | Essential              | A, R, I         |
| Effective written and spoken communication skills  | Essential              | A               |
| An understanding of safeguarding requirements and a commitment to the prevention and protection of young people in your care.  | Essential              | A, R, I         |
| Personal Qualities   | Essential or Desirable | Evidence Source |
| Awareness of data protection, security and confidentiality and safeguarding  | Essential              | A, R            |
| An effective team worker   | Essential              | A, R, I         |
| Professionalism and takes pride in their work  | Essential              | A, R, I         |
| Resilience   | Essential              | A, R            |
| A 'can do' attitude that embraces change and is solution focused   | Essential              | A, R, I         |
| A proactive practitioner who is a self starter   | Essential              | A, R            |
| A reflective practitioner always seeking to improve performance  | Essential              | A, R, I         |
| Commitment to outstanding inclusive comprehensive education  | Essential              | A, R, I         |
| A willingness to offer extra-curricular activities   | Essential              | A, I            |
| Preparedness to undertake relevant CPD to enhance teaching   | Essential              | A, I            |

\* Method of Assessment: A = Application Form; I = Interview; R = Reference

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_



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