



Mossbourne
Federation

Head of Religious Studies

Job Description

Date last reviewed on:	
Date to be revised on:	



POSITION	Head of Religious Studies
SALARY	Teachers' Main Pay scale + Mossbourne Allowance £1600 + TLR2c / UPS + TLR2c
START DATE	1st September 2026 (Plus Inset days)
HOURS	40 hours per week
FULL TIME EQUIVALENT	Full Time, 52.143 weeks per annum
CONTRACT TYPE	Permanent
RESPONSIBLE TO	HoLA Humanities
LOCATION	Mossbourne Community Academy
KEY WORKING RELATIONSHIPS	SLT, ELT, Teachers, Students and Parents

Background

Mossbourne is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation's calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of seven academies: Mossbourne Community Academy (MCA), Mossbourne Fobbing Academy (MFA), secondary and sixth form, Mossbourne Victoria Park Academy (MVPA), Mossbourne Port Side Academy (MPSA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Riverside Academy (MRA), Mossbourne Herd Lane Academy (MHLA) primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

Mossbourne Community Academy (MCA)

The Mossbourne Federation's flagship academy, Mossbourne Community Academy (MCA) is built on high expectations and doing right by the students in our care. We are driven to ensure that MCA students have future choices and opportunities, succeed in their chosen career pathways, and make positive contributions to society. MCA has not only changed the face of education in Hackney but has also raised the bar in educational expectations to the highest level; we achieve recognition, nationally, and annually, for setting a new benchmark for non-selective comprehensive education.

All students, regardless of race, gender, background, or ability, are encouraged to achieve their true potential and the behaviour of our students is exemplary. With outstanding GCSE and A-level results, year on year, Mossbourne Community Academy is placed within the top 1% of schools in the country. We are tremendously proud that our most recent Ofsted Inspection, starts with the sentence 'Mossbourne Community Academy changes student's lives for the better', because that is what we do, year on year. In 2023, Mossbourne Community Academy was named the top comprehensive school in London in The Sunday Times 'Good Schools Guide', In 2025 Mossbourne Community Academy was named number 5 in the UK of non-selective state schools. Such recognition is a testament to the pride, hard work and dedication of our staff body, students, and parents. We want brilliant educators to join our brilliant team of teaching and support staff, so Mossbourne Community Academy continues to go from strength to strength, and our children get the education they deserve.

Learning Area



The Humanities Learning Area is a cornerstone of academic excellence at Mossbourne, offering an ambitious curriculum that reflects the diversity of our student body.

The Learning Area is home to a dynamic and passionate team of teachers who work collaboratively to create a stimulating and supportive learning environment. Led by the Head of Learning Area, supported by Heads of Departments for Religious Studies, History, Geography, Psychology and Sociology, the team is committed to fostering a love of learning and ensuring every student achieves their potential.

At Key Stage 3, all students study History and Religious Studies for two periods a week, and Geography for an additional period a week. Our Key Stage 3 curriculum uses high-quality precision booklets that are designed by subject experts to ensure all students are being challenged to learn the best knowledge, in the best order, in a way that makes it 'stick'.

At Key Stage 4, student study both GCSE History and GCSE Religious Studies, providing them with the unique opportunity to explore more than one Humanities subject at Key Stage 4 and A Level. In addition, students can opt to study Geography, Psychology, or Sociology for GCSE. This distinctive approach allows students to gain a deep understanding of multiple perspectives and cultures, preparing them for the challenges of a global society.

At Key Stage 5, the Learning Area offers A-Level study in History, Geography, Philosophy and Ethics, Psychology, and Sociology. These A-Levels prove exceedingly popular, with recent cohorts featuring three separate classes running in Psychology and History, as well as two classes in Philosophy and Ethics.

The Humanities Learning Area is consistently ranked among the top in the country for Value Added performance, with particularly outstanding results in History and Religious Studies. Year on year, our students achieve exceptional outcomes, a testament to the dedication and expertise of our staff. Uptake for optional subjects within the Humanities Learning Area is exceptionally high, with multiple teaching groups across the subjects at both GCSE and A Level.

Beyond the classroom, we offer a wide range of enriching extracurricular opportunities, including our annual Humanities Enrichment Week. This immersive week celebrates the diversity of the subjects we teach, engaging students in thought-provoking activities and events. We also offer a variety of trips, such as visits to Belgium, Auschwitz, Swanage, and SOAS lecture days, all designed to bring the curriculum to life and give students a deeper understanding of the subjects they study.

We are looking for an enthusiastic and dedicated individual to join our team and contribute to the continued success of the Humanities Learning Area. The successful candidate will share our passion for inspiring students and fostering an environment where they can explore the world's history, cultures, and societies.

Job Summary

The successful applicant will be passionate about Religious Studies. They will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all pupils. They will manage a team of around 5 RS specialists and lead the team in teaching KS3, KS4 to the whole year group and KS5 where Philosophy and Ethics is taught, often to two classes, due to the popularity of the subject. They will hold Qualified Teacher Status (QTS) or have a proven track record of successful Religious Studies teaching across all key stages.

Key Responsibilities & Accountabilities

The post holder's key responsibilities are, but not limited to:

- To promote and be committed to the Academy's aims and objectives and to implement Academy Policies
- To work with the Head of Learning Area, and other staff members to ensure effective provision of teaching and learning of Religious Studies
- To plan and deliver high-quality, differentiated lessons on a day-to-day basis
- To contribute to the development of schemes of work for relevant key stages
- To support student progress through a targeted intervention programme
- To set homework in accordance with Learning Area policy and to mark work regularly to aid progression, keeping clear records of attainment and following up on non-submission
- To keep abreast of developments in Religious Studies and ensure that these changes are implemented in lesson



delivery and schemes of work

- To organise and run enrichment opportunities and support interventions for pupils within Religious Studies including extension classes, G&T sessions, trips etc.
- To supervise Prep and Guided Reading
- To be a member of the pastoral team & if required, a form tutor carrying out associated responsibilities.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- To oversee Prep lessons, including delivery of 'Bourne Scholar' sessions, as directed and in accordance with Academy expectations

Person Specification				
E Essential or D Desirable	Requirements	Assessment Criteria		
		App Form	Task	Interview
Experience				
E	ability to teach Religious Studies at KS3, KS4 and KS5	X	X	X
E	knowledge and understanding of how students learn	X	X	X
E	ability to reflect on your own and student performance in lessons and adapt practice accordingly	X		X
E	ability to select and devise appropriate teaching methods and resources to meet the differing needs of students in reading, writing, speaking and listening	X		X
E	effective planning, assessment and record keeping	X	X	
E	ability to work independently and part of a team, contributing to department and whole school INSET		X	
E	ability to develop and maintain positive relationships with teachers, support staff and parents	X		
E	effective classroom management and efficient organisation of resources	X	X	X
IT knowledge				
D	expert knowledge of the Microsoft package (Word, Excel, Outlook, Publisher, Power Point)		X	
D	ability to swiftly adapt to and utilise new/various systems/software		X	
D	capable of making effective and appropriate use of ICT in lesson delivery and within the Learning Area		X	X
Behavioural Competencies				
E	excellent analytical & multi-dimensional communication skills	X		X
D	strategic approach, ability to see the 'big picture' and also think 'outside of the box'	X		
E	ability to meet ALL deadlines internally and externally ensuring output consistently is of an exemplary standard	X		
D	the initiative to work independently with minimal supervision	X		



E	must have the upmost integrity as well as high levels of motivation and commitment.	X		
E	proactive approach and efficient time management and prioritisation skills	X		
E	genuine interest and passion for the education of young people and the ability to contribute more widely to the life and community of the Federation	X	X	
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	X	X	X
E	Support Mossbourne through your actions & attitude, adjusting performance and practice in accordance with Federation initiatives and directives.	X	X	X
E	Recognise your role as part of the success of Mossbourne.	X	X	X
E	Play an active role in the safeguarding of all students and adults.	X	X	X

Mossbourne Federation reserves the right to modify this job description to ensure the needs of the Federation & students are met.

***The document is not a comprehensive list; it simply outlines the expectations of this role.
This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.***