

Second in Religious Education – Job Description

The post holder will be accountable to the Head of RE, carrying out the following professional duties in accordance with the school's policies and procedures.

General Responsibilities

- Be a leading teacher of RE, modelling excellent practice in lesson quality, curriculum delivery and student outcomes.
- Participate in the induction, coaching and mentoring of Early Career Teachers and ITT students within the department.
- Work with individual teachers to model and support the improvement of teaching and learning.
- Observe lessons and advise colleagues on classroom organisation, planning, pedagogy and Catholic curriculum expectations.
- Lead and contribute to professional learning, including RE-specific training, moderation and departmental development.
- Support the development and effective use of assessment to enhance teaching and learning across RE.

Specific Responsibilities

Leadership and Management

- Provide leadership for a designated **Key Stage** within RE (KS3 or KS4/KS5 as agreed), ensuring high-quality curriculum planning, teaching consistency and strong pupil progress.
- Oversee the **design, sequencing and regular review of Schemes of Learning** within the Key Stage, ensuring they reflect:
 - the Catholic life and mission of the school
 - national RE expectations
 - support for GCSE and/or A Level pathways
- Support the Head of RE in raising standards of attainment and progress in RE across the department.
- Use performance data to monitor students' progress, identify underachievement and contribute to intervention planning.
- Ensure assessment practices within the department support learning and provide accurate information for tracking progress.
- Lead departmental strategies to address underachievement and secure rapid improvement.
- Contribute to the strategic leadership of the school as part of the middle leadership team.

- Deputise for the Head of RE as required.

External Inspections and Compliance

- Work with the Head of RE to prepare the department for **external inspections** .
- Support the organisation of evidence bases, pupil voice activities, lesson observations, work scrutiny and curriculum documentation.
- Ensure departmental practice aligns with *Religious Education Directory* requirements and the school's Catholic ethos.

Teaching Responsibilities and Pupil Progress

- Teach RE across the full age and ability range.
- Lead a form group as part of the school's pastoral system.
- Monitor pupil progress within the designated Key Stage, ensuring achievement is maximised for all students.
- Identify and address gaps in attainment, ensuring that interventions are timely and effective.
- Set clear learning objectives and success criteria and ensure assessment is used to inform planning.
- Provide high-quality feedback in line with departmental and whole-school assessment policies.
- Maintain accurate records of pupil progress and use these to inform planning, support and departmental evaluation.

Whole School Responsibilities

- Be a positive influence on the culture, climate and Catholic ethos of the school.
- Support and actively promote the Catholic mission and values of the Academy.
- Adhere to school policies on safeguarding, equality, health and safety, confidentiality, data protection and professional conduct.
- Attend and contribute to staff meetings, RE events, parent evenings, liturgies and whole-school activities as required.
- Participate fully in professional development and performance management.
- Recognise personal strengths and areas of expertise and use them to support departmental and whole-school development.
- Contribute to the wider life of the school and act as an ambassador for the RE department.



Additional Notes

This job description outlines the main responsibilities of the post but is not exhaustive. Duties may evolve to meet school priorities. Substantial changes will be discussed and reflected formally following review.

The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust 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.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.

Second in Religious Education – Person Specification

Category/item	Essential	Desirable
Willing to support the Catholic tradition and spiritual ethos of the academy	X	
Willing and able to contribute to and share in the corporate life of the academy	X	
Professional values and practice		
Is aware of the responsibilities of a teacher and holds QTS	X	
Have high expectations of all students and a commitment to raising their educational achievement	X	
Treats students consistently, with concern for development	X	
Demonstrates and promotes positive values, attitudes and behaviour	X	
Understands the contribution of support staff and other professionals	X	
Promotes equal opportunities	X	
Is committed to Continuing Professional Development	X	
Knowledge and understanding		
Has secure knowledge and understanding of own subject	X	
Has the ability to deliver a Religious Education at KS5	X	
Is aware of pathways for progression through 14 – 19 in school, college and work-based settings	X	
Is aware of the requirements for Key Stage 2 and Key Stage 5 and Further/Higher education	X	
Effectively uses ICT for teaching and to support a wider professional role	X	
Understands the responsibilities under the SEN Code of Practice	X	
Knows a range of strategies to promote good behaviour and a purposeful learning environment	X	
Teaching		
Sets challenging teaching and learning objectives relevant to all students in their classes	X	
Uses these objectives to plan lessons and sequences of lessons showing how they will assess	X	
Takes account of and supports students' varying needs	X	
Selects and prepares resources and plans for their organisation	X	

Contributes to and shares teaching and learning ideas across the academy	X	
Organises and manages teaching and learning time effectively	X	
Organises and manages physical space, tools, materials, texts, resources safely and effectively	X	
Uses a range of monitoring and assessment strategies and uses this information to improve own planning and teaching	X	
Identifies and supports key groups including Most Able, Pupil Progress, EAL, those failing to achieve their potential and those with behavioural emotional and social difficulties	X	
Records progress and achievements systematically	X	
Uses records as the basis for reporting orally and in writing for parents, carers, other professionals and students	X	
Establishes a purposeful learning environment where diversity is valued and where students feel secure and confident	X	
Teaches clearly structured lessons which interest and motivate and promote active and independent learning	X	
Differentiates to meet students' needs	X	
Takes account of different interests, experiences, achievements of boys and girls, and students from different cultural and ethnic groups	X	
Other		
Willingness to support Residential Retreats/visits abroad		X
Willingness to organise and support extra-curricular activities		X
Application		
Clear and coherent completion of application form	X	
Supporting statement which addresses the job description and application requirements	X	
Effective verbal communication skills	X	
Supportive references	X	