

Key responsibilities

- Lead and manage the Religious Studies department
- Lead on the teaching of Religious Studies in our secondary section
- Develop our Key Stage 3, GCSE and A-Level curriculum and resources
- Teach Religious Studies to KS3 and GCSE pupils in the first instance and AS and A2 students in the future
- Assist with the planning of the delivery of Religious Studies in the primary section
- Liaise closely with the primary faculty leaders and faculty teams
- Plan, teach and assess the subject to ensure that pupils at all starting points make outstanding progress
- Ensure excellent primary/secondary transition in their subject
- Monitor pupil progress, ensuring teacher assessments inform pupil grouping and interventions effectively
- Ensure that reporting is timely, accurate and effective
- Be fully committed to the 3-18 school ethos
- Oversee the well-being, care and safety of Year 11
- Support the pastoral development of students by delivering workshops as required, for example in boosting self-esteem and confidence.
- Developing knowledge and appreciation of the range of programmes, activities, organisations and individuals that could provide extra support for identified pupils
- Support students in making the correct behavioural choices and lead and coordinate appropriate next steps
- Draw up action plans for pupils where necessary, set targets and actions as well as monitoring the outcomes – thereby evaluating progress towards a more positive approach to learning.
- Regular communication with the Inclusion team to share and develop support for identified pupils
- Lead on meditation and mindfulness programmes for students
- Contributing to child welfare and protection, keeping up to date with the latest procedures and regulations, and ensuring attendance at appropriate INSET training and meetings
- Liaise closely with secondary section teachers
- Contribute towards excellent primary/secondary transition
- Assist in monitoring pupil progress

Generic responsibilities

- Being a highly effective teacher
- Running an extra-curricular club or activity
- Being a positive and dynamic role model for students and other members of the staff team
- Sharing responsibility for the school's standards and achievement, including pupil progress and the drive to improve outcomes
- Commitment to digital learning as a core entitlement to all our learners

Head of Religious Studies and Head of Year 11

Role Profile

- Playing an active part in the life of the school through meetings and high visibility to pupils, staff and parents, including at assemblies and meetings
- Coaching and mentoring colleagues as appropriate
- Contributing to the School Improvement Plan and school self evaluation
- Supporting the Federation's Directors with information and briefings as appropriate
- Contributing to the School Improvement Plan and school self evaluation
- A thorough understanding of inclusion and safeguarding requirements

Key Accountabilities

The postholder is line managed by the Deputy Headteacher

Head of Religious Studies and Head of Year 11 Role Profile

Person specification	
Essential	Desirable
<p>Qualifications: Degree, QTS</p>	<p>Desire to undertake higher qualifications (e.g. Masters)</p>
<p>Experience: Successful experience as a teacher in the secondary age range Subject leader responsibility Significant pastoral experience Experience of effective assessment, tracking and target setting systems Experience of supporting other colleagues to improve performance Experience of leading on meditation and mindfulness programmes</p>	<p>Experience of AS and A2 teaching Teaching graded as 'outstanding' by OFSTED/current school Experience of more than one school Experience of managing a budget and resources management</p>
<p>Professional Development: Knowledge of how to lead the wellbeing and care of a GCSE year group Knowledge of the secondary national curriculum Knowledge of a range of effective teaching resources Knowledge of safeguarding matters Knowledge of how to create an effective learning environment Good ICT skills Well aware of current national and local initiatives</p>	<p>Track record of effective training Professional development visits to other schools</p>
<p>Personal qualities: Able to build excellent relationships with pupils and their parents Ambitious to take further leadership responsibilities Hardworking, smart and reliable role model Resilient, diligent and persistent when problem solving Very well-organised A positive and dynamic approach to school life Reflective and thoughtful with skills of critical analysis Ability to build and maintain positive relationships with a wide range of staff Flexible and creative in the management of change</p>	<p>High level of self-reflection skills</p>