



Lynch Hill Enterprise Academy



Job Title

Subject Leader of Religious Studies

Salary

The post carries a TLR 2b allowance of £4403pa in addition to the post holder's substantive salary.

Line of responsibility

The subject leader is directly responsible to the Head of Humanities.

Line management

The subject leader is responsible for the performance of subject-specific staff when they are teaching within that subject area.

Job content

Strategic purpose

Lead the Religious Studies department and to provide high quality teaching across Key Stage 3 and Keys Stage 4 with some Geography and History at Key Stage 3.

S/he shall establish the aims and objectives of the subject to reflect the overall aims and objectives of the school through development and consistent application of school policies. To delivery excellent student outcomes.

Core responsibilities

- S/he shall have overall responsibility for the development and review of all teaching and learning resources in the subject area.
- S/he shall share responsibility for ensuring that all students within the subject department meet agreed targets through effective recording, reporting and monitoring.
- S/he shall contribute to the development of excellent schemes of work and share responsibility for ensuring that all teachers are performing to the highest possible standard when teaching the subject.
- S/he shall work within the school's professional development programme to ensure that s/he and all teachers keep their knowledge and expertise up to-date.
- S/he shall represent the interests of the subject within the wider management of the school and participate in local collaborative arrangements which may benefit the quality of teaching and other provision within the subject.

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- S/he shall manage subject specific resources and ensure value for money in subject delivery and development.
- S/he shall contribute to the school's in-service training programme as appropriate and monitor the progress of staff towards meeting the overall aims and objectives in relation to the subject.

SUBJECT LEADER OF RELIGIOUS STUDIES: PERSON SPECIFICATION

| Essential | Desirable | Evidence |
|---|--|--|
| Qualifications and experience: | | |
| <ul style="list-style-type: none"> • First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience within the designated age range. • Of child-safeguarding issues and successful use of measures that promote and ensure the safeguarding of children. • Excellent knowledge of current legislation, guidance and policy in the subject area. • Management experience in subject area or a key stage. | <ul style="list-style-type: none"> • Further relevant professional studies. • Experience of more than one school/academy. • Experience of more than one key stage. • Second in department or similar management experience. • Successfully completed Threshold Assessment | <p>Application form</p> <p>Certificates</p> <p>References</p> |
| Set high expectations and inspire, motivate and challenge all students, especially in relation to specified subject, by: | | |
| <ul style="list-style-type: none"> • Establishing a safe and stimulating environment for students, rooted in mutual respect. • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. | | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |

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| Essential | Desirable | Evidence |
|---|--|--|
| <ul style="list-style-type: none"> Demonstrating consistently, the positive attitudes, values, and behaviour which are expected of students. | | |
| <p>Promote good progress and outcomes by students especially in relation to specified subject by:</p> | | |
| <ul style="list-style-type: none"> Being accountable for students' attainment, progress and outcomes. Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. Guiding students to reflect on the progress they have made and their emerging needs. Encouraging students to take a responsible and conscientious attitude to their own work and study. | <ul style="list-style-type: none"> Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |
| <p>Demonstrate good subject and curriculum knowledge, especially in relation to specified subject, by:</p> | | |
| <ul style="list-style-type: none"> Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. | <ul style="list-style-type: none"> Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulation and the correct use of standard English. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |

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| Essential | Desirable | Evidence |
|--|---|--|
| <ul style="list-style-type: none"> Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. | | |
| <p>Plan and teach well-structured lessons by:</p> | | |
| <ul style="list-style-type: none"> Imparting knowledge and developing understanding through effective use of lesson time. Promoting a love of learning and student's intellectual curiosity. Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. Reflecting systematically on the effectiveness of lessons and approaches to teaching. | <ul style="list-style-type: none"> Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |
| <p>Adapt teaching to respond to the strengths and needs of all students by:</p> | | |
| <ul style="list-style-type: none"> Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. | <ul style="list-style-type: none"> Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |

| Essential | Desirable | Evidence |
|--|---|--|
| <ul style="list-style-type: none"> Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. | | |
| <p>Make accurate and productive use of assessment especially in relation to specified subject by:</p> | | |
| <ul style="list-style-type: none"> Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. Making use of formative and summative assessment to secure students' progress. Using relevant data to monitor progress, set targets, and plan subsequent lessons. Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. | | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |
| <p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> | | |
| <ul style="list-style-type: none"> Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. | <ul style="list-style-type: none"> Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |

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| Essential | Desirable | Evidence |
|--|---|--|
| <ul style="list-style-type: none"> Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. | | |
| Fulfil wider professional responsibilities: | | |
| <ul style="list-style-type: none"> Making a positive contribution to the wider life and ethos of the school. Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. Communicating effectively with parents with regard to students' achievements and well-being. | <ul style="list-style-type: none"> Deploying support staff effectively. Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. | <p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p> |

Conditions of employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection and safeguarding matters.
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All members of staff are required to participate in the school's appraisal scheme.
- Teacher's contracted hours are 8.00am - 5.00pm for 187 days per year (offering 8 days additional holiday).
- The LAAT pay policy incorporates all other decisions of the School Teachers' Pay and Conditions Document (STPCD).

Other requirements:

- A commitment to multicultural education
- A commitment to professional development
- This post is exempt under the Rehabilitation of Offenders Act 1974. Due to the sensitive nature of the duties the post holder will be expected to undertake a criminal record check as part of the recruitment process.