

King Edward VI Handsworth Wood Girls' Academy

Job Description

NAME:

DATE:

POST HELD: Head of RE

SALARY SCALE: TLR2B

General Duties

Teaching Religious Education to designated classes of students and general welfare of a tutor group in accordance with the requirements of the School Teachers' Pay and Conditions Document 2022 and the National Standards for Qualified Teacher Status, having due regard to the requirements of the National Curriculum, the Academy's aims and objectives, schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all students.

Principal duties and responsibilities as a Religious Education Teacher:

- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teach engaging, challenging, well-organised lessons and sequences of lessons informed by well-grounded expectations of learners and designed to raise levels of attainment across the age and ability range they teach in which they:
 - use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Make effective use of an appropriate range of data such as observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of marking and feedback provided to learners and guide learners on how to improve their attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Academy's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Identify and use opportunities to personalise and extend learning through liaison with out of Academy contexts, where possible making links between learning within the Academy and learning out of the Academy.
- Ensure the safeguarding of students by adhering to the Academy's Safeguarding and Child Protection policies.

Principal duties and responsibilities as Head of Religious Education:

- To oversee religious education subject
- To develop, in consultation with the Headteacher, a range of relevant courses which stimulate students' interest and involvement in learning and are appropriate to the needs of students of all abilities.
- Develop, in consultation with the Deputy Head - QoE a clear intent for your subject curriculum, including curriculum mapping, sequencing, retention strategies and assessment.
- To prepare and review schemes of work in accordance with Programmes of Study and examination board guidelines, and to develop policies to be issued to all staff in the department.
- To evaluate the effectiveness of courses, and to oversee assessment procedures in accordance with school procedures, ensuring that assessment is regular and that all staff in the department keep full records of assessments.
- To monitor the work of the department, including the planning and preparation of lessons and the keeping of records.
- With the Headteacher to plan for the staffing needs of the department, and to participate in the recruitment and selection of staff.
- Foster a climate of scholarship and ensure the faculty knowledge base is robust enough to ensure teachers are pedagogical ambassadors.
- To participate in appraisal and the appraisal of staff.
- To oversee the induction and mentoring of new staff and ITT trainees in the department.
- To deploy staff in teaching programmes and to maintain and provide accurate group lists.
- To ensure that work is set for the classes of absent staff in the department.
- To oversee the department's presence at school functions such as Open Evenings and Student Progress Evenings and Reviews.
- To contribute a Faculty Improvement Plan in accordance with the Academy Improvement Plan.
- To attend appropriate INSET, to co-ordinate departmental INSET, to develop and disseminate good practice.
- To encourage, facilitate and participate in the development of Blended Learning within the department.
- To prepare and manage the department's budget plan with the Head of Faculty, and to be accountable for departmental expenditure, and keeping accurate financial records.

- To oversee the recording of department resources, storage and security and ensure the timely maintenance of equipment.
- To attend other Academy meetings as required.
- To provide written department analyses as required by SLT.
- To ensure that students and staff are aware of Health and Safety procedures and requirements within the department.
- To encourage visits and activities both within and outside the Academy's formal timetable.
- To ensure collaborative practices are encouraged across the faculty and academy.

To whom responsible: TBC

Staff for whom responsible: Teachers of Religious Education

King Edward VI Handsworth Wood Girls' Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This job description may be amended at any time in discussion between the Headteacher and yourself, but in any case, will be reviewed before the commencement of the next Appraisal cycle.

Signed _____ (Teacher) Date _____

Signed _____ (Headteacher) Date _____