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**Assistant Vice Principal – Ethos, Religious Education and Personal Development**

**Job Purpose**

To play a major role in delivering the aims and objectives of the academy, upholding our leadership expectations, leading our ethos provision as well as leading Religious Education and Personal Development across the academy and supporting the Teaching and learning team.

**The Assistant Vice Principal: Ethos, Religious Education and Personal Development is responsible for:**

**Ethos**

* Along with the Principal, ensure that our ethos, which encompasses a new vision and set of virtues launched in September 2021, is experienced by staff, students and wider community at all levels placing the care and wellbeing of community members at the heart of our work.
* Leader and monitor the systems that support the academy ethos, for example assemblies, thought for the day, devotions and tutor reflections.
* Lead in preparing for Section 48 inspections, including writing and reviewing the Section 48 SEF and action plan, as well as leading on ensuring that the academy makes good progress towards the areas for development identified in the report.
* Ensure that a wide range of community and charitable links are in place so that all students are able to actively contribute to our community at a local, national and international level.
* Community communication celebrating our ethos, as well as student/staff house and community participation alongside academic achievement.
* Maintain oversight of the RSE Policy.
* Lead the student and staff engagement in the spiritual life of the academy (including monitoring and shaping the spiritual life of the academy).
* Oversee an effective Life programme, encompassing enterprise, careers, PSHE and citizenship.

**Leadership of Religious Education**

1. **Ensuring high-quality teaching and assessment across the department** by:

1. setting the team an example of excellence in terms of planning, teaching, assessment, display and student behaviour.
2. ensuring that schemes of work and assessments are regularly updated in the light of changing specifications so that they support and inform the planning of all members of the department.
3. monitoring, evaluating and developing the quality of teaching within the department via regular lesson drop-ins, work scrutinies, formative feedback, and departmental discussions about teaching and learning, including the sharing of good practice.

2. **Securing the best possible academic and personal outcomes of all students within the department** by:

1. establishing a programme of regular and accurate assessment that produces meaningful information for teachers, students and parents, including the setting of internal examinations and managing entries for public examinations.
2. ensuring that appropriate and decisive action is taken by teachers in the light of assessment data with the aim of narrowing any learning gaps and maximising student progress.
3. establishing a positive climate for learning where students are safe, well behaved, can develop their levels of personal responsibility and are given opportunities for servant-hearted leadership, intervening to support staff whose own disciplinary measures have not secured the required improvement with a student or group of students.

3. **The strategic development and promotion of the department** by:

1. ensuring that departmental documentation, including the development plan, reflects the values and ethos of the Academy and is up to date, that minuted meetings take place, the budget is efficiently managed, and that Academy-wide policies and procedures are implemented by all members of the team.
2. ensuring that the induction and training of staff is effective, appraising designated staff within the department and directing and monitoring the work of any members of the department with additional responsibilities, e.g. Key Stage Coordinator.
3. keeping the Senior Leadership Group informed of subject developments, progress and initiatives within the Academy and in the world of education in general and informing and enthusing the students and their parents as to the value of the subject, including its relevance to the outside world and possible avenues for future study.

**Line management of:**

* The charity Coordinator
* The PSHE Coordinator
* The RE team

**Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements.**