



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

FAITH AND CHARACTER EDUCATION LEAD

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Assume strategic and operational responsibility for the delivery and development of the Faith and Character Education (FCE) Policy, FCE offer and implementation of the 4Cs.
2. Be responsible for the welfare and spiritual needs of pupils of all faiths and none, promoting community cohesion, organising inter-faith enrichment activities and supporting the school to fulfil its duties in relation to the Government's Prevent strategy.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic Management

- 1.1 Develop the school's FCE SEF and implement strategic development planning for social, moral, spiritual and cultural development.
- 1.2 Lead on the school's preparation for Section 48 faith inspections.
- 1.3 Liaise with Institute on the delivery of CPD sessions and training related to the FCE.
- 1.4 Implement systems to monitor and keep track of the uptake of FCE activities, including charitable giving.
- 1.5 Manage any budget allocated to FCE activities and report on expenditure.
- 1.6 Contribute to the Trust-wide network of FCE Leads (faith schools only).

2. Faith and Spiritual Development

- 2.1 Lead on the implementation of the 4Cs.
- 2.2 Provide a progressive and globally oriented view of the Islamic faith in relevant, enthusiastic, creative and challenging ways.
- 2.3 Inspire a culture of prayer and/or self-reflection, organise the collective worship programme and provide resources and faith-based materials for lessons or for acts of classroom/collective worship (e.g. weekly Quran circles).

- 2.4 Organise special faith-based events, including the Big Iftaar (opening of fast) events, Hajj and Ramadan activities.
- 2.5 Promote an understanding of different faiths, organising inter-faith learning opportunities, including a Faith Discovery Zone, inter-faith trails and inter-faith summer camps.
- 2.6 Lead the organisation of the assemblies programme, encouraging staff involvement and commissioning external guests to enhance pupils' spiritual and character development.
- 2.7 Develop a faith-inspired leadership programme.
- 2.8 Organise nature tours, spiritual retreats and excursions.
- 2.9 Lead on the development and delivery of faith-based competitions and challenges.
- 2.10 Champion the creation of a Centre of Excellence for Islamic Arts.
- 2.11 Encourage a greater understanding of, and celebrate, Islamic contributions to Europe.
- 2.12 Be available to pupils, staff, parents and Governors in a faith capacity and liaise with the SLT responsible for Pastoral Support and Well-being to ensure the school has appropriate pastoral support and tarbiyyah mentoring arrangements in place for pupils, especially during times of stress or difficulty (e.g. exam periods, bereavement).
- 2.13 Develop partnerships with faith organisations to meet the faith needs of pupils of non-Muslim faith.
- 2.14 Support the delivery of programmes to enhance the social, moral, spiritual and cultural development of all pupils – Muslim faith, other faiths and none.

3. Character Development

- 3.1 Establish a Scouts group or equivalent at the school.
- 3.2 Organise extended support services and bespoke arrangements for pupils with emotional and behavioral difficulties.
- 3.3 Support pupils in setting personal and spiritual goals.
- 3.4 Be responsible for promoting and developing the Trust's STAR values (Service, Teamwork, Ambition and Respect).

4. British Values and Community Cohesion

- 4.1 Ensure pupils are equipped for life in 21st century Britain, promoting British values and community cohesion.
- 4.2 Develop and maintain links with the wider community, local mosques and faith centres, individuals and organisations that can assist the school in delivering a well-rounded FCE programme.
- 4.3 Foster an environment where pupils feel safe, happy and well, including leading on the development of Prevent-related activities and ensuring that comprehensive training is provided to staff.
- 4.4 Ensure the Trust's values and commitment to equality and diversity are reflected in the ethos of the school.

5. Community Service and Charitable Giving

- 5.1 Inspire pupils to engage in faith-based social action and activities organised by the Star Charity, including the foodbank and homelessness campaigns.

6. Other Responsibilities

- 6.1 Demonstrate and embrace the Trust's vision for 'Nurturing Today's Young People, Inspiring Tomorrow's Leaders'.
- 6.2 Contribute to the wider life of the school, its community and the Trust through out of hours and partnership work.
- 6.3 Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- 6.4 Contribute to stakeholder engagement and communication with parents, carers and families
- 6.5 Carry out any such duties as may be reasonably required by the Principal or the Director of FCE.

7. Records Management

- 7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

| No | CATEGORIES | Essential/ Desirable | Assessed by: | |
|-----------------------|---|-------------------------|--------------|-----------|
| | | | App Form | Interview |
| QUALIFICATIONS | | | | |
| 1. | A degree qualification or equivalent. | E | ✓ | |
| 2. | Qualified Teacher Status. | D | ✓ | |
| 3. | Religious Qualification. | D | ✓ | |
| 4. | Evidence of Continuous Professional Development. | E | ✓ | ✓ |
| EXPERIENCE | | | | |
| 5. | Strong record of community engagement and enhancing pupils' social, moral, spiritual and cultural development. | E | ✓ | ✓ |
| 6. | Documented history of implementing successful faith and community initiatives and organising enrichment activities/workshops. | E | ✓ | ✓ |
| 7. | Experience of project management. | E | ✓ | ✓ |
| 8. | In-depth awareness of the Government's Prevent strategy. | E | ✓ | ✓ |
| 9. | Thorough understanding of child protection legislation, with prior training in child protection/safeguarding issues. | E | ✓ | ✓ |
| 10. | Significant experience in a pastoral or mentoring role. | E | ✓ | ✓ |
| 11. | A comprehensive understanding of Islam and knowledge of other major world faiths. | E | ✓ | ✓ |
| 12. | Experience of partnership working and bringing communities together through faith-inspired social action. | E | ✓ | ✓ |
| 13. | Adept at developing faith resources for pupils of all ages. | E | ✓ | ✓ |
| 14. | Experience of delivering training. | E | ✓ | ✓ |

| No | CATEGORIES | Essential/ Desirable | Assessed by: | |
|--|--|-------------------------|--------------|-----------|
| | | | App Form | Interview |
| 15. | Experience of designing tracking, monitoring, evaluation and reporting systems to assess the impact and effectiveness of initiatives and policies. | E | ✓ | ✓ |
| ABILITIES, SKILLS AND KNOWLEDGE | | | | |
| 16. | Skilled and knowledgeable in what is required to generate an effective faith offer. | E | ✓ | ✓ |
| 17. | Ability to prioritise, work efficiently and accurately, particularly under pressure, to deadlines and using own initiative. | E | ✓ | ✓ |
| 18. | Effective partnership working skills. | E | ✓ | ✓ |
| 19. | Skilled in developing a culture of outstanding pastoral care and supporting pupils' spiritual, moral and character development. | E | ✓ | ✓ |
| 20. | Strong verbal and written communication skills. | E | ✓ | ✓ |
| 21. | Ability to interpret complex data. | E | ✓ | ✓ |
| 22. | Ability to build strong working relationships with pupils, school staff, parents, Trustees, Local Governors and Central Office. | E | ✓ | |
| 23. | Excellent IT skills, including the ability to use MS Office software packages such as Word, Excel and Outlook. | E | ✓ | |
| 24. | An empathetic, approachable and sensitive demeanour. | E | ✓ | ✓ |
| 25. | Being available and approachable to staff at all levels with varied knowledge. | E | ✓ | |
| 26. | Highest levels of integrity and probity and a commitment to highest levels of effort, endeavour and focus on standards. | E | ✓ | |
| PERSONAL QUALITIES | | | | |
| 27. | A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'. | E | ✓ | ✓ |
| 28. | A strong commitment to the Trust value of 'Service'. | E | ✓ | ✓ |
| 29. | A strong commitment to the Trust value of 'Teamwork'. | E | ✓ | ✓ |
| 30. | A strong commitment to the Trust value of 'Ambition'. | E | ✓ | ✓ |
| 31. | A strong commitment to the Trust value of 'Respect'. | E | ✓ | ✓ |

| No | CATEGORIES | Essential/ Desirable | Assessed by: | |
|-----|---|-------------------------|--------------|-----------|
| | | | App Form | Interview |
| 32. | Sympathetic to and supportive of the ethos of the school and Trust. | E | ✓ | ✓ |