

# Cardinal Griffin Catholic College

## Head of Religious Education



Proud to be part of the Painsley Catholic Multi-Academy

**CARDINAL GRIFFIN CATHOLIC COLLEGE**



THE ARCHDIOCESE *of* BIRMINGHAM

# CARDINAL GRIFFIN CATHOLIC COLLEGE

## JOB DESCRIPTION – SECONDARY HEAD OF RE

Post Title	Grade	Date
Head of Religious Education	MPS/UPS plus TLR in accordance with the School Teachers' Pay and Conditions Document	APRIL 2024

**Indicative Salary Range (Equivalent to that of core subject)**

**Responsible to:** The Governing Body

**Responsible for:** All staff within the RE department

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1. Introduction
  - 1.1 This appointment is with the governors of the school under the terms of the Catholic Education Service contract signed with the governors as employers. The governors will appoint a practising Catholic who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of the life of the school.
  - 1.2 The appointment is subject to the current conditions of service for teachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. In carrying out his/her duties the Head of Department shall consult, where appropriate, the governing body, the diocese, the local authority, the staff of the school, the parents of its pupils and the parish/es served by the school.
  - 1.3 This job description may be amended at any time, following consultation between the Head of Department and the governing body and will be reviewed annually.

### Core purpose

- To lead the Catholic ethos mission of aim and objectives of the school.
- To provide professional leadership and management for the RE department.
- To provide a high quality educational experience for all students to raise the levels of attainment and achievement.
- To provide a lead in the Catholic life of the school together with the SLT member appointed to lead Catholic life of school.
- To organise liturgy and worship in conjunction with the person in charge of Catholic life in the school.

In addition to the job description for a qualified teacher, as a subject leader, the person appointed will undertake the following duties and responsibilities:

### **Strategic direction and development of the subject**

- Develop and ensure implementation of a whole-school policy for RE in line with the aims and policies of the school.
- Use Diocesan, national, local and school management data effectively, to monitor standards of achievement across the school in RE.
- Produce short, medium, long- term plans to develop RE in relation to:
  - resources
  - staff professional development requirements
  - the aims of the school, and its policies and practices, and ensure this is integrated into the school development plan
  - targets for realistic but challenging improvements
- Monitor the progress made towards achieving RE plans and targets and use this information to plan future developments.
- To be involved in the liturgical experience and spiritual life of the school, both curricular and extra in conjunction with SLT and school chaplain.
- To report to Governor meetings where appropriate.
- To be involved in the extra curricular life of the school, both RE and non-RE related, e.g.: charity work, residential trips.
- To assist on the planning and development of the post-16 provision especially for the RE element.

### **Teaching and Learning**

- Follow the requirements of the exam board and meet with requirements of the Catholic Education Directory.
- Ensure curriculum coverage, continuity and progression in RE throughout the school.
- Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning in the subject and communicate this to students.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- Support departments in their self-evaluation by monitoring teaching and learning by
  - Observations
  - Learning walks
  - Book scrutiny
  - Data analysis
- Evaluate the teaching of the subject in school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching in the subject.
- To act as a form tutor and provide pastoral support to those pupils in your tutor group.

### **Leading and Managing Staff**

- Lead professional development of staff through example and support.
- To ensure the behaviour policy is consistently implemented.
- Ensure newly qualified staff and staff new to the department receive appropriate support for the subject.
- Work with the Inclusion staff to ensure that SEN and PP pupils have specific targets and that work is matched to pupils needs.
- To make appropriate arrangements when staff are absent.

- Ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets and subject-related professional development plans.
- To lead the development of subject links with partner schools and community and to effectively promote open day/evenings and other events.

### **Accountability**

- Communicate effectively, orally and in writing to a range of audiences e.g. staff, students, parents and Governors.
- Discuss with the management the progress of the department regarding data and development plan.
- Secure understanding and strategies for performance management and appraise designated members of staff.
- Establish resource and staff requirements for the subject and inform the link SLT of costs and priorities. Distribute subject resources to meet the objectives of the school.
- To ensure 10% curriculum is RE for KS3/4 and 5% for over 16 years.
- Keep abreast of curriculum developments to ensure the department is up to date.
- Ensure the effective and efficient management of learning resources for the RE subject.
- Ensure a stimulating but safe working environment in which risks are regularly assessed regarding safeguarding, health and safety and visits policy.
- Report to Governors as required.

### **Other Professional Requirements**

- Establish and maintain positive effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development and ensure attendance at Diocesan inset provision.
- Lead the school in the fostering of the school ethos.
- Love teaching, a positive and balanced professional and who will enjoy the challenge of moving a wonderful school forward.



# Head of Religious Education

## Person Specification



Category	Essential	Desirable
<b>1. Faith Commitment</b>	<ul style="list-style-type: none"> <li>Must be a practising Catholic who can inspire and live the teachings of the Faith</li> <li>The passion to share faith with others in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of participation in faith life of the community.</li> </ul>
<b>2. Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher</li> <li>Experience of teaching RE in school.</li> </ul>	<ul style="list-style-type: none"> <li>CCRS or equivalent.</li> <li>Evidence of further study in Religious education.</li> <li>Alpha course.</li> </ul>
<b>3. Experience</b>	<ul style="list-style-type: none"> <li>Experience of an effective classroom teacher across Key stages.</li> <li>A sound knowledge of RE programmes of study</li> <li>A keen interest in the ongoing development in Religious Education.</li> <li>Solid understanding and teaching of RE Curriculum at KS3/4/5</li> </ul>	<ul style="list-style-type: none"> <li>Ability to assess the strengths and weaknesses of RE programmes of study across all sectors.</li> </ul>
<b>4. Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of commitment to own professional development.</li> <li>Evidence of potential to lead and manage an area of the RE curriculum and staff.</li> <li>Evidence of a vision of the BDES</li> </ul>	<ul style="list-style-type: none"> <li>Recent in-service training in leadership and management.</li> <li>Evidence of leading/ managing an initiative.</li> <li>Ability to demonstrate an impact of CPD.</li> </ul>
<b>5. Strategic Leadership</b>	<ul style="list-style-type: none"> <li>Ability to share a vision of BDES to our Catholic schools/academies.</li> <li>Successful evidence of motivating staff.</li> <li>Evidence of leading a development within RE department and the successful outcome.</li> <li>Ability to demonstrate analysis of data. Ability to articulate how to monitor and evaluate RE curriculum and development plans.</li> <li>Evidence of managing curriculum changes.</li> <li>Demonstrate understanding of requirements of S48.</li> <li>Demonstrate knowledge of Safeguarding and Health and Safety and GDPR</li> </ul>	<ul style="list-style-type: none"> <li>To be able to articulate the BDES strategic plan of Academies and what is required</li> <li>Knowledge of the role of RE Link Governor in a Catholic school.</li> </ul>
<b>6. Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Proven track record of successful teaching and learning and leading to positive improvement</li> <li>A secure understanding of the requirement of the curriculum Directory for Religious Education.</li> <li>Knowledge of experience of a range of successful teaching and learning strategies to meet need of students.</li> <li>A secure understanding of assessment strategies and the use of assessment to inform next stage learning in all Key stages</li> <li>Experience of effective monitoring and evaluation of teaching and learning and feedback.</li> <li>Experience of characteristics of effective learning environments and key elements of successful behaviour management.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of successful teaching in RE across KS1/2/3/4/5.</li> </ul>

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<b>7. Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Experience of working with team of RE staff.</li> <li>• Evidence of leading events in RE Department.</li> <li>• Evidence of leading Inset for RE staff across the Diocese</li> <li>• Demonstrate understanding of the purpose of performance management and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of finance and resource management.</li> </ul>
<b>8. Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences</li> <li>• Evidence of use of data for self-evaluation and improvement strategies.</li> <li>• Ability to give clear information to staff.</li> <li>• Secure understanding of strategies for performance management.</li> <li>• Demonstrate an awareness of managing underperformance</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the criteria of evaluation of Catholic school.</li> <li>• Lead sessions to develop knowledge of staff.</li> </ul>
<b>9. Skills, Qualities &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills.</li> <li>• Strong commitment to the mission of a Catholic school.</li> <li>• Commitment to their own spiritual formation and that of pupils and staff</li> <li>• High expectation of pupils' learning and attainment.</li> <li>• Strong commitment to school improvement and raising achievement for all.</li> <li>• Ability to build and maintain good relationships.</li> <li>• Ability to remain positive and enthusiastic when working under pressure.</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Good communication skills.</li> <li>• Good interpersonal skills.</li> <li>• Stamina and resilience.</li> <li>• Confidence.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>10. References</b>	<ul style="list-style-type: none"> <li>• Positive and supportive faith reference from priest where applicant regularly worships.</li> <li>• Positive recommendation in professional references.</li> </ul>	<ul style="list-style-type: none"> <li>• Faith reference without reservation.</li> <li>• Professional reference without reservation.</li> </ul>