

HARPER GREEN SCHOOL



Application Pack

Head of Religious Education

Required for 19th April 2021



A First Class School

Inspire • Believe • Achieve

January 2021

Dear Applicant

Thank you for your interest in the Head of Religious Education position at Harper Green School.

Harper Green is a dynamic secondary school situated in the South of Bolton and serves a varied community.

Our vision is to ensure that all students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

If you are inspired by what you read and share our vision I would welcome your application and I look forward to meeting you.

Yours faithfully

A handwritten signature in black ink, appearing to read 'S Gribbon', with a stylized flourish at the end.

Stephen Gribbon
Headteacher

About the school

Harper Green School is a proudly comprehensive school catering for students of all abilities and backgrounds. We seek not only to enable students to achieve their academic potential but also to develop the character, skills and values needed to be successful in life and make a positive contribution to society as a whole.

To these ends we have excellent facilities, alongside a talented and highly committed staff, both teaching and associate. This allows us to provide a broad and balanced curriculum as well as the diverse opportunities in extra-curricular learning which are so crucial to developing wider skills and confidence in students.

Mission Statement

1. To give equal value and importance to the education of each individual child regardless of ability, to encourage curiosity and promote a love of learning and pride in themselves, their school and community.
2. To give each student the opportunity to fulfil his or her potential, personally, socially and academically within a rewarding and stimulating school environment which provides qualifications where possible to assist progression in life and learning.
3. To provide each student with the appropriate care, information, advice and guidance to help them achieve their potential and lead happy and fulfilling lives.
4. To provide each student with a broad education which balances practical skills and knowledge, with creativity and enterprise.
5. To develop characteristics of independence, a strong work ethic and the transferable knowledge & skills to adapt in a fast-changing environment and thrive in the world of work.
6. To promote within the child an understanding of social, moral, cultural and spiritual values and to develop a caring community based upon mutual respect and consideration for all individuals and cultures.

7. To instil high standards of behaviour and self-discipline and prepare students to be active and productive members of society.
8. To develop in students an understanding of issues associated in making healthy choices in life and protecting personal safety & wellbeing.

About the role

This is a high profile role within the school for an outstanding and enthusiastic Head of Religious Education. The successful candidate will be well-qualified, dynamic, an innovative leader with drive and ambition to lead a team of talented and committed staff.

This is a superb opportunity for an ambitious person to contribute significantly to the leadership and development of learning and teaching in Religious Education.

Key School Facts and Statistics

Type of School	Comprehensive
Age Range	11-16
Location	Bolton
Number of Students	1245
Date School Established	1927
Student Premium	655 students (50%)
Students with EAL	253 students (20%)

HOW TO APPLY

You must give details of all employment, training and unemployment since leaving secondary education to the present day. Any additional information, which you wish to bring to the notice of the school's Governors, should be included in your supporting statement.

References must cover the previous five years of employment. As well as a postal address please provide an email address for your referees so we can contact them. Please inform your referees when you apply that they may be contacted. References are normally requested after shortlisting.

Please submit your application and supporting statement via the link on the advert – <https://www.leverhulmeacademytrust.org/Vacancies/>

Please provide a supporting statement outlining your vision and detailing how your experience to date has prepared you for this position. The supporting statement should be clear, concise and related to the specific post. It should be no longer than **three x A4 typed pages in length using Arial point 11.**

The closing date for receipt of application is midnight on 21st February 2021.

Interviews will be held week commencing 22nd February 2021 at Harper Green School.

Head of Religious Education	
Responsible for:	Leadership and management of the Religious Education Department and all relevant personnel within the department.
Responsible to:	Assistant Headteacher with line management responsibility for Religious Education.
TLR:	2A.
Expectations	
<ol style="list-style-type: none"> 1. It is expected that the Subject Leader or Head of Department will work in accordance with the aims and objectives of the school as expressed in its Mission Statement; will undertake all duties as specified by the current STPCD and will work to the professional guidance details set out in the Teacher Standards. 2. The duties and responsibilities of this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school. 3. A key feature of the role of Subject Leader or Head of Department is the need to be a positive, professional role model. It is equally important that the post-holder should be able to identify his/her own personal and professional development needs and be able to set and achieve his/her own professional objectives within a supportive school environment. 4. It is to be expected that a Middle Leader would carry out any reasonable request made to undertake work of a similar level that is not specified in the Job Description. 	
Core Purpose	
<ul style="list-style-type: none"> • To raise standards of student attainment and achievement within the curriculum area; to monitor and support all students' progress and be accountable for that progress. • To maintain clear vision, purpose and high expectations, focused upon students' achievement. • To develop and enhance the teaching practice of others in order to ensure high standards of teaching and learning throughout the department. • To ensure the provision of an appropriate and relevant curriculum that is both challenging and differentiated to meet the needs of all students studying within the department. 	
Academic Progress	
<ul style="list-style-type: none"> • To agree/set and rigorously track & monitor the achievement of student progress targets ensuring the effective use of performance data within the department to plan for learning progression. • To organise Interventions to ensure that the targets of individuals and groups of learners are met. • To monitor, evaluate and report upon the effectiveness of practice in the curriculum area, especially related to examination entry and performance incorporating the use of value added data. • In the course of the above to implement School Policies within the 	

department relating to assessment, recording and reporting and to develop strategies for improvement as a result of monitoring performance data and reviewing patterns.

- To be responsible for defining the clear aims and objectives of the department.
- To lead the development and implementation of appropriate syllabuses, schemes of work and resources of the curriculum area that reflect national developments in the subject area and teaching practice and methodology.
- To ensure that knowledge of current developments in the curriculum area and current understanding of how students learn most effectively is personally maintained and disseminated to colleagues.
- To pursue the highest possible academic standards within the Department.
- To ensure the effective day to day management of the curriculum including deployment of staff and resources and making appropriate arrangements for classes in the event of staff absences for the effective continuation of students' learning.
- To ensure that teaching groups are organised so that the needs of all students are best met and in which individuals are encouraged to perform at the highest possible level.
- To take responsibility for the achievement of all identified groups of students within the school;
 - a) Gifted and Talented students.
 - b) Students with Special Educational Needs.
 - c) Boys.
 - d) Girls.
 - e) Students with an ethnic minority heritage.This will involve the development of a wide range of good teaching methods and approaches.
- To work effectively with the school SENCo in order to ensure that appropriate systems and support mechanisms are used to maximise the achievement possibilities of all students.
- To promote and monitor, within the department, school policies related to the use of literacy, numeracy and the use of ICT, homework, lesson planning, T&L, record keeping, ensuring that all staff follow all agreed school and department policies and procedures.
- To ensure that the department embraces and fully engages with the school Teaching and Learning strategy.
- To take responsibility for all internal and external examinations at both KS3 and KS4 and for appropriate marking schemes to be made available.
- To take responsibility for mode of examination, vocational or academic, and choice of papers for external candidates in consultation with the relevant Assistant Headteacher.

Leadership and Management

- To support the Senior Leadership Team in meeting whole school priorities and in realising the school's shared vision.
- To be accountable for leading, managing, deploying and developing the

teaching and support staff of the curriculum area.

- To take appropriate action in order to build and maintain effective teamwork within the curriculum area, especially through the establishment of good communication systems, the encouragement of the sharing of good practice and innovative use of meeting, training and non-contact time.
- To undertake Appraisal target setting and reviews, ensuring that there is a clear focus upon teaching and learning and student progress; that staff development needs are identified and appropriate programmes investigated and planned.
- To identify areas for development within the department and take appropriate action in supporting, coaching and monitoring colleagues in order to ensure the standard of teaching and learning is of the highest standard and contributes positively to student progress and achievement.
- To ensure that colleagues are aware of the needs of all students and groups and make provision for this in their planning. To use frequent, regular and well-structured meetings to support this.
- To work with colleagues to formulate, monitor and evaluate the department's strategic development plan ensuring it links with the school improvement plan and accurately reflects the learning needs of the students.
- To ensure that all colleagues know and understand the key school targets and the part they play in achieving these.
- To ensure good student behaviour in the Department; to support and assist colleagues to ensure that they understand and are actively implementing the key aspects of the School's Behaviour Policy.
- To ensure all opportunities to develop students' awareness and use of Modern foreign Languages beyond the classroom are explored fully.

Administration

- To arrange and act as Chairperson at scheduled or essential Departmental meetings and to produce the agenda and minutes of such meetings, ensuring that the Headteacher receives copies.
- To manage the department budget and assess the financial needs of the Department, planning for it to be spent appropriately and sustainably, contributing to improvements in teaching and learning, student progress and achievement in line with the principles of best value and accordance with procurement systems outlined by the school Finance Manager.
- To be prepared to report or present information with regards to the department spending as part of annual review processes.
- To take responsibility for the ordering, receiving, checking, recording and safe-keeping of all stock, equipment and teaching aids.
- To make recommendations to the Librarian for the inclusion on the Library requisition of books relevant to his/her subject.
- To take responsibility for the care of the fabric in Department areas; risk assessments for health and safety, the appearance of rooms and corridors and responsibility for the standards of display in rooms and corridors.

Head of Religious Education Person Specification

QUALIFICATIONS/EXPERIENCE

Essential

1. Qualified teacher status.
2. Previous experience in the line management of staff.

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Desirable

- a) Commitment to continuing professional development activities.
- b) Previous experience being a Head of Department.

PROFESSIONAL ATTRIBUTES

Essential

1. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
2. Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
3. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
4. Communicate effectively with young people and colleagues.
5. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
6. Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of young people.
7. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people, and to raising their levels of attainment
8. Have a commitment to collaboration and co-operative working where appropriate.
9. Evaluate their performance and be committed to improving their practice through appropriate professional development.
10. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
11. Act upon advice and feedback and be open to coaching and mentoring.

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Interviews

Desirable

- a) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Essential

1. Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
2. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
3. Know a range of approaches to assessment, including the importance of formative assessment
4. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
5. Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
6. Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
7. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
8. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
9. Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
10. Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and

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Demonstration of teaching ability

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inclusion in their teaching.

11. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
12. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
13. Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
14. Know the local arrangements concerning the safeguarding of children and young people
15. Know how to identify potential child abuse or neglect and follow safeguarding procedures
16. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Desirable

- a) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- b) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- c) Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- d) Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- e) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

PROFESSIONAL SKILLS

Essential

1. Plan for progression across the Secondary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.
2. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the secondary phase and context
3. 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.
4. Teach challenging, well organised lessons and sequences of lessons across the Secondary age and ability range.
5. 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.
6. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
7. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
8. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively.
9. 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.
10. Teach engaging and motivating lessons informed by well grounded expectation of learners and designed to raise levels of attainment.
11. Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
12. Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.
13. 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.
14. Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

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15. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
16. Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
17. 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 school.
18. Make use of the local arrangements concerning the safeguarding of children and young people.
19. Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
20. Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
21. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
22. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
23. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
24. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Desirable

- a) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- b) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- c) Promote collaboration and work effectively as a team member.
- d) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.