Head of Religious Studies

|  |  |
| --- | --- |
| **Grade** | MPR/UPR + TLR 2b (5,648) |
| **Working hours** | Full time |
| **Start Date** | September 2025 or as soon as possible |

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school.

If you would like to arrange an informal chat with Mr J Swan, Assistant Headteacher, then please call 01256 322691 or email jswan@aldworth.hants.sch.uk

|  |  |
| --- | --- |
| 20th June 2025 | WC 23rd June 2025 |

***The Blue Coat School, Basingstoke is committed to safeguarding and promoting the welfare of children young people and vulnerable adults and expects staff and volunteers to share this commitment.***

**Head of Religious Studies**

**The Blue Coat School**

The Blue Coat School joined the South Farnham Educational Trust and is the second, secondary school alongside Brighton Hill School. As such, we are in a great position to be at the forefront of educational developments to provide the best possible school experience for our students.

There is a strong sense of community within the school and a real desire amongst staff to grow and develop our teaching and provision. We are committed to ensuring a truly inclusive, enjoyable and successful school environment for all children.

Every student has a place in our school and the team are committed to high standards and expectations in every aspect of our work. We aim to grow and develop as a school community to meet these expectations which will best prepare our students for a successful and happy life after their journey with us.

**Religious Studies Department**

Our Religious Studies department is well-resourced and well regarded within the school. We are looking for a teacher of Religious Studies at KS3 and KS4.

The school is aiming to further develop our teaching and learning strategy, so you will need to be passionate about developing pedagogy to enable all students to make good progress.

**Candidates**

The Blue Coat School is committed to safeguarding young people and we ensure that all our recruitment and selection practices reflect this commitment. The school actively encourages applicants from a range of backgrounds and is proud of the diversity of the staff.

All appointments are subject to full safeguarding checks, including an enhanced DBS check. Any candidates selected for interview will be subject to an online search as part of our due diligence checks. The school reserves the right to close the position early on receipt of a strong application, so if you are interested we would urge you to apply sooner rather than later.

To apply, please complete the SFET Teaching Application form (available on our website) and send by email to recruitment@aldworth.hants.sch.uk

For further information or enquiries, please use the above email address or contact us on 01256 322691.

**ROLE PROFILE**

|  |  |
| --- | --- |
| **Department** | Religious Studies  |
| **Role title** | Head of Department  |
| **Role purpose** | * To teach challenging, well-organised lessons and sequences of lessons in Religious Studies across the age and ability range
* To plan for progression in IT / Computing / Business across the age and ability range
* To make effective use of an appropriate range of assessment, monitoring and recording strategies in accordance with school and department policies
* To evaluate the impact of teaching on the progress of all learners in Religious Studies
* To establish a purposeful and safe learning environment conducive to learning in Religious Studies
* To establish a clear framework for positive classroom management based upon appropriate implementation of department and whole school policies
* To work collaboratively within both department and cross curricular teams in order to develop and share effective practice
* To develop a strong enrichment offer with a variety of opportunities for students
* To be accountable for student attainment and progress in Religious Studies
* To raise stand of attainment and achievement in Religious Studies
* To monitor, develop and enhance the classroom practice of others teaching within the department
* To ensure the provision of an appropriately balanced, relevant and differentiated curriculum for students studying Religious Studies, in accordance with the school’s purpose and curriculum aims
* To be accountable for leading, managing and developing the curriculum for Religious Studies
* To contribute to the work of the Middle Leadership Team
 |
| **Reporting to** | Deputy Headteacher  |
| **Working time** | Full Time as specified within the STPCD  |
| **Salary/Grade** | Classroom Teachers’ Pay Scale + TLR 2b (5,648) |
| **Disclosure level** | Enhanced |

**Section B – Organisation**

| **Accountabilities** | **Accountability Statements** |
| --- | --- |
| **Teaching and learning** | * Have a 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 and provide opportunities for all learners to achieve their potential
* Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge
* Design opportunities for learners to develop their literacy, numeracy and ICT skills
* Plan homework or other out-of-class work to sustain learners’ progress and to extend and consolidate their learning
* Teach lessons and sequences of lessons across the age and ability range which:
	1. use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion
	2. build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives
	3. language is adapted to suit the learners, new ideas and concepts are introduced clearly, and explanations, questions, discussions and plenaries are used effectively
	4. demonstrate the ability to manage the learning of individuals, groups and whole classes, and teaching is modified to suit the stage of the lesson
* Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary
* Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts
* Establish a clear framework for classroom discipline to manage learners’ behaviour constructively and promote their self-control and independence
* Leading teaching and learning within the department through monitoring lessons, book looks and student voice
* Keep up to date with subject specific pedagogy and ensure the departmental schemes and teaching match the latest developments in the subject
 |
| **Assessment and monitoring** | * Know the assessment requirements and arrangements for the subjects/curriculum areas, including those relating to public examinations and qualifications
* Know a range of approaches to assessment, including the importance of formative assessment
* Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor learners’ progress and to raise levels of attainment
* Make effective use of a range of assessment, monitoring and recording strategies
* Assess the learning needs of learners in order to set challenging learning objectives
* Provide timely, accurate and constructive feedback on learners’ attainment, progress and areas for development
* Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs
 |
| **Subject and curriculum** | * Supporting the Deputy Headteacher with responsibility for the curriculum/timetable in devising, after appropriate consultation, aims for the curriculum area (within the school’s purpose and curriculum aims) and specific curriculum policies (within the policies of the school)
* Co-ordinating the development of appropriate schemes of work to meet the requirements of the KS3 and KS4 curriculum for Religious Studies, differentiated for students of all abilities, with clear objectives, content, method and related resources
* Delegating and reviewing annually the tasks and responsibilities of teachers in the curriculum area according to the line management structure
* Informing parents of any changes that may affect a child’s progress in the curriculum area (i.e. set changes, issues with coursework etc…)
* Providing lists of entries for external examinations and co-ordinating any assessment tasks required for those examinations
* Being pro-active in researching current development in curriculum and methodology in the subject areas associated with the department and advising the Deputy Headteacher with responsibility for the curriculum/timetable
* Contributing to the development of the curriculum provision through leading Religious Studies team meetings
* Encouraging visits and ensuring that any department visits are properly organised, adequately supervised and comply with the school policies and the Authority’s regulations for off-site activities
* Development a range of after school activities to enhance engagement in the subject area
* Participating in appropriate meetings with parents/others stakeholders and other middle leaders
* Overseeing challenging performance management targets for selected staff to drive improvement
* Have a secure knowledge and understanding of the subjects/curriculum area and related pedagogy to enable effective teaching across the age and ability range
* Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for the subjects/curriculum area, and other relevant initiatives
* Ensure there is a significant extra-curricular programme which offers students the opportunity to showcase their work
 |
| **Student Progress** | * Tracking and monitoring student progress in the curriculum area and informing interested parties (parents, students, Support Studies, HoYs and tutors)
* Developing differentiation and intervention strategies to address the needs of different groups of learners (i.e. underachievers, gifted and talented, EAL/EM etc.)
* Deciding, after appropriate consultation, on setting arrangements for the curriculum area. Arranging students, where required, into teaching groups as considered appropriate and ensuring group/set lists are up-to-date on the system
* Monitoring and supporting the progress of students of concern in line with school procedures
 |
| **Literacy, numeracy and ICT** | * Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT)
 |
| **Safeguarding, Student safety and well-being** | * We are committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.
* To attend all Safeguarding and Child Protection statutory training as required by school policies and procedures
* Be aware of Safeguarding processes and procedures, upholding professional standards at all time
* Demonstrate empathy and kindness towards students and fellow staff members
 |

**PERSON SPECIFICATION**

**POST**: Head of Religious Studies **DATE**: May 2025

| **Criteria / Standard** | **E/D** | **Source of Evidence** |
| --- | --- | --- |
| **Qualifications** |
| Good Honours degree | E | Application |
| QTS | D | Application |
| Evidence of focused professional development | D | Application/Interview |
| **Experience** |
| Consistently good or better classroom practice. | D | Interview/Reference |
| Experience of teaching across the ability range of KS3 and 4.  | D | Application |
| Experience of teaching Religious Studies | D | Application |
| Successful GCSE outcomes | D | Application  |
| Experience of running enrichment activities | D | Application  |
| Experience of coaching staff | D | Interview |
| **Personal skills and attributes** |
| Excellent presentation and communication skills. | E | Application/Interview |
| Excellent organisational and analytical skills. | E | Reference/Interview |
| Ability to prioritise and work under pressure. | E | Reference |
| Ability to motivate and influence students. | E | Reference/Interview |
| Personal enthusiasm, persistence and resilience. | E | Reference/Interview |
| High expectations of students and self. | E | Interview |
| Ability to work with humour and optimism. | E | Reference/Interview |
| **Suitability to work with children** |
| Responsible for promoting and safeguarding the welfare of children and young persons. | E | Reference |
| The post is subject to enhanced DBS checks |  | Document verification |