

MOULSHAM HIGH SCHOOL



JOB DESCRIPTION

FACULTY:	Philosophy/Religion/Ethics and Citizenship
JOB TITLE:	Subject Leader for Philosophy, Religion and Ethics/Citizenship TLR 2b
LINE MANAGER:	Head of Faculty

THE FACULTY

P.R.E/ Citizenship is one of nine faculties within the school. Both subjects are popular options at GCSE. Religious Studies and Sociology also have a high uptake at A level. . Students want to take these subjects as they enjoy high quality teaching and learning throughout the school and are inspired by their teachers.

There are three specialist teachers within the faculty. A number of non-specialists contribute to the teaching of Citizenship in Years 7-9. They are extremely well- supported by a bank of superb, well organised resources and faculty staff.

Teaching takes place in classrooms adjacent to each other in the picturesque setting of the Old School quad. Each room has a projector, interactive whiteboard and internet access. The faculty also has access to a bookable suite of 30 computers. All staff are supplied with their own laptop by the school.

The faculty regularly welcomes trainees from the local SCITT schemes for either their 'A' or 'B' placements.

The faculty makes a significant contribution to whole school initiatives through participation in teaching and learning forums and by piloting new ideas in the classroom.

PHILOSOPHY, RELIGION AND ETHICS CURRICULUM YEARS 7-9

All students have 2 x 1 hour lessons a fortnight of religious education.

Students study the following areas within Philosophy, Religion and Ethics:

Year 7 – World beliefs, symbols, festivals, sacred places, nature of God, film and faith.

Year 8 – Science and religion, evil and suffering, Jesus, heroes, technology and religion, polytheism.

Year 9 – Crime, cults, big questions for religion, denominations, media and a unit which asks 'Is religion dangerous?'

All students also have 2 x 1 hour lessons of citizenship/personal development a fortnight. Topics studied include:
managing money, relationships and puberty, bullying, citizen's rights, drug taking, smoking, gambling, government and the media.

PHILOSOPHY, RELIGION AND ETHICS CURRICULUM YEARS 10-11

6 x 1 hour lessons a fortnight are allocated to G.C.S.E. option subjects.

The course studied is Edexcel Religious Studies B. The topics we cover during the course are:

Year 10- Religion and Ethics: Belief in God, Marriage and Family, Living the Religious Life, Matters of Life and Death (Christianity).

Year 11- Religion, Peace and Conflict: Belief in God, Crime and Punishment, Living the Religious Life, Peace and Conflict (Islam)

The faculty also offers G.C.S.E. Citizenship Studies.

PHILOSOPHY, RELIGION AND ETHICS CURRICULUM YEARS 12-13

Students receive 8 x 1 hour lessons a fortnight in Year 12 and 9 lessons in Year 13.

Students study the OCR Religious Studies A Level. They cover philosophy of religion, ethics and developments in Christian thought.

The faculty also offers A Level Sociology.

G.C.S.E. EXAMINATION RESULTS 2019

	% Grades 9-7	% Grades 9-5	% Grades 9-4
Religious Studies	46	75	92
Citizenship	29	68	87

A LEVEL EXAMINATION RESULTS 2019

	% Grades A*-B	% Grades A*-C	% Grades A*-E
Religious Studies	29	57	100
Sociology	65	90	100

THE POST

The post commences from January 2022. An experienced, outstanding religious studies specialist is required to hold this significant middle leadership responsibility within the faculty. The successful candidate will be expected to teach Religious Studies up to and including A level. Ideally he/she would be able to teach philosophy of religion, ethics and developments in Christian thought. There may also be some Citizenship teaching. If the successful candidate expresses an interest in teaching A level Sociology, this may be possible.

The TLR responsibility is for the progress of students in years 7-9 in the first instance.

THE SUBJECT LEADER WILL BE RESPONSIBLE FOR:

- Implementing school policies relevant to Years 7-9 within the subject area, including those relating to teaching and learning, behaviour, homework, assessment/marking, literacy, numeracy, ICT, SMSC and British Values.
- Ensuring that all students can (and do) make exceptional progress within the agreed subject area.
- Ensuring that effective tracking of students' progress is in place throughout Years 7-9 and being responsible for: through accurate identification of any underperformance and effective intervention programmes whose impact is closely monitored.
- Ensuring that the core values of the school (Enjoy, Enrich, Achieve) are fully expressed by the faculty.
- Creating and developing appropriate schemes of learning and lesson plans taking into account the need for differentiation and the inclusion of engagement, progression, ICT, literacy, numeracy, SMSC.
- Assessing students' progress according to school policy and leading regular standardisation and moderation activities to ensure that assessment is consistent and accurate.
- Keeping up-to-date with curriculum change.
- Monitoring of provision within the subject area, including learning walks and book checks, and ensuring that high quality and meaningful home learning takes place.
- Setting and moderation of internal examinations.

THE SUBJECT LEADER WILL BE ACCOUNTABLE FOR:

- The outcomes (this includes the attainment outcomes and progress outcomes) reached by all students throughout the subject area, including those who are more able and 'disadvantaged'.
- Ensuring a consistent high quality of teaching is delivered throughout the subject. No teaching is less than 'Good'.

THE SUBJECT LEADER WILL ASSIST THE HEAD OF FACULTY IN:

- The evaluation of the quality of teaching and learning.
- Developing the quality of teaching and learning within their subject by creating links with external bodies/schools and opportunities for good practice to be shared and supporting staff whose practice is not consistently 'good'.
- The provision of appropriate training.

- Carrying out, following consultation, any other reasonable task determined by the HOF, including deputising in the event of absence if required and representing the Faculty on relevant school working groups e.g. the Teaching and Learning Community

ALL STAFF AT MOULSHAM HIGH SCHOOL ARE EXPECTED TO:

- Participate in the performance management and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.
- Comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
- Ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Of School to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school's Child Protection and Safeguarding Policies can be found on the school website: www.moulshamhigh.org

This post is subject to a DBS check and is not suitable for anyone who has been barred in any way from being a teacher.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the postholder.

J. Mead.
(September 2021)

PERSON SPECIFICATION

POST – SUBJECT LEADER FOR PRE/CITIZENSHIP

In due course we would expect all the qualities and attributes listed below to be acquired by the successful candidate. Those marked 'Essential' must be demonstrable at the point of interview.

Qualities and Attributes	Essential	Desirable
Qualifications		
Good quality honours degree in R.S.	√	
PGCE, or equivalent, in Secondary Education	√	
Qualified Teacher Status	√	
Experience		
Proven success in teaching Religious Studies up to and including A level.	√	

Knowledge / Skills		
Strong subject knowledge	√	
An understanding of what makes outstanding teaching and learning and the ability to put this into practice.	√	
Well-developed behaviour management skills	√	
An ability to forge good working relationships with staff and students	√	
Organisational skills		√
An understanding of the qualities of a good scheme of work	√	
Knowledge and understanding of current curriculum developments in religious studies and citizenship.		√
Ability to support colleagues and monitor the quality of teaching and learning		√
Know how to analyse and interpret data in order to monitor student progress	√	
Familiarity with the most effective intervention strategies and the ability to implement these and monitor their impact.	√	
Ensure that whole school policies are implemented consistently, including those for Safeguarding, Child Protection and Student Behaviour.	√	
Personal		
Ability to work hard under pressure	√	
Ability to prioritise and meet deadlines	√	
Commitment to continued personal development	√	
Commitment to contribute to extra-curricular activities and educational visits		√
General		
Good attendance and punctuality record	√	
Professional dress	√	