

KEPIER



JOB DESCRIPTION

Name:

Job Title: Subject Leader of RE

Salary Scale: Main/Upper Pay Range + FTR £2833

Point Range: As applicable to Teacher

Contract: Permanent

Starting on: Easter 2022

Contractual hours: 32.5 per week

Weeks per year: 195 days per year

Hours to be worked: As directed by the Principal

Disclosure level: Enhanced

Purpose of Job: To lead RE and the provision of a full learning experience and support for learners.

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for learners and to support a designated curriculum area as appropriate.
- To be accountable for learner progress and development within RE.
- To develop and enhance the teaching practice of others.
- To monitor and support the overall progress and development of learners as a manager within the curriculum area and as a form coach.
- To facilitate and encourage a learning experience which provides learners with the opportunity to achieve their individual potential.
- To contribute to raising standards of learner attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Principle Duties:

Operational/ Strategic Planning	<ul style="list-style-type: none">• To evaluate the subject's performance and implement an appropriate development plan.• To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies for the subject.• To lead in monitoring and following up learner progress.• To work with colleagues to formulate aims and objectives for the subject which have coherence and relevance to the needs of learners and to the aims and objectives of the school.• To lead in the management of the RE planning function of the subject, and to ensure that the planning activities of the subject reflect the needs of the learners and the aims and objectives of the school.
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	<ul style="list-style-type: none"> • To support the relevant manager in the application of ICT in the curriculum area. • To contribute to the whole school's planning activities.
Curriculum Provision:	<ul style="list-style-type: none"> • To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.
Curriculum Development:	<ul style="list-style-type: none"> • To lead curriculum development within the subject area. • To keep up to date with national developments in the subject area and teaching practice and methodology. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To maintain accreditation with the relevant examination and validating bodies.
Staff / Personal Development:	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the appraisal review process. • To contribute to performance management review and to act as reviewer for a group of staff within the subject area. • To promote teamwork and to motivate staff to ensure effective working relations.
Recruitment / Deployment of Staff	<ul style="list-style-type: none"> • To work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To ensure the effective efficient deployment of classroom support. • To support the school's ITT/ECT programme.
Quality Assurance:	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems. • To lead in the process of the setting of targets for the subject and to work towards their achievement. • To establish common standards of practice within the subject area and develop the effectiveness of teaching and learning styles. • To contribute to the school procedures for lesson observation and subject evaluations. • To implement school quality procedures and to ensure adherence to those within the subject area. • To monitor and evaluate the subject area in line with agreed school procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required within the subject area.
Management Information:	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system. • To lead in the use of analysis and evaluation of performance data. • To produce reports within the quality assurance cycle. • To lead in the production of reports on examination performance, including the use of value-added data. • To lead in the identification of exam entries for the subject. • To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

	<ul style="list-style-type: none"> • To complete the relevant documentation to assist in the tracking of learners. • To track learner progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> • To help ensure that all subject teachers are familiar with the aims and objectives. • To ensure communication effectively with the parents of learners as appropriate. • Where appropriate, to communicate and cooperate with external agencies. • To follow agreed policies for communications in the school.
Marketing and Liaison:	<ul style="list-style-type: none"> • To take part in marketing and liaison activities such as open evenings, parents' evenings, consultation days and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To identify resource needs and to contribute to the efficient/effective use of physical resources. • To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject and the learners.
Pastoral System:	<ul style="list-style-type: none"> • To monitor and support the overall progress and development of learners within the subject. • To monitor learner attendance together with learners' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. • To act as a form coach to an assigned group of learners and carry out the duties associated with the role as outlined in the staff handbook. • To promote the general progress and well-being of individual learners and of the coaching group as a whole. • To liaise with a year leader to ensure the implementation of the school's pastoral system. • To register learners, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Teaching:	<ul style="list-style-type: none"> • To evaluate and monitor the progress of learners and keep up-to-date learner records as may be required. • To prepare improvement plans and progress files and other reports. • To alert the appropriate staff to problems experienced by learners and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of learners and with persons or bodies outside the school concerned with the welfare of individual learners, after consultation with the appropriate staff. • To contribute to PSHCE and citizenship and enterprise according to school policy. • To apply the behaviour management systems so that effective learning can take place. • To teach learners according to their educational needs, including the setting and marking of work to be carried out by the learner in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of learners and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual learners and groups of learners. • To ensure that ICT, literacy, numeracy, AfL, citizenship, SMSC and school subject specialism(s) are reflected in the teaching/learning experience of learners. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for learners which meets internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to learner needs and demands of the syllabus. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of learners as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required.
Other Specific Duties:	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example. • To support the school in meeting its legal requirements for worship. • To actively promote the school's corporate policies. • To continue personal development as agreed. • To comply with the school's health and safety policy and undertake risk assessments as appropriate. • To carry out duties with full regard to the school's equal opportunities policy. • To undertake any other duty as specified by STPCB not mentioned in the above. • To promote and safeguard the welfare of the children and young people that you are responsible for or come into contact with. • All staff are expected to undertake First Aid Training (First Aid at Work) and be a 'First Aider' as and when required. • All staff may be expected to undertake Fire Warden Training as required.

Responsible to: Principal and SLT

Responsible for: Teaching staff and other relevant staff within the department

Liaising with: Principal, SLT, teaching/support staff, external agencies and parents

- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
- The job description is current at the date of issue, but following consultation, may be changed by Management to reflect changes in the job which are commensurate with the salary and job title.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous and supportive to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Safeguarding

- Employees should be aware that the school will take any reasonable action to ensure the safety of its learners.
- In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Children Procedures) Child Protection Procedures and inform Children's Services Social Care of their concern.

The post holder must comply with Health & Safety rules and regulations and with Health & Safety Legislation.

The post holder must carry out his or her duties with full regard to the School's Equal Opportunities Policy.

Kepier operates a **no smoking policy** in its building and grounds.

Signed (Employee)..... **Date**.....

Signed (Principal)..... **Date**.....