



CHRIST'S  
SCHOOL

APPOINTMENT OF  
SUBJECT LEADER  
OF  
RELIGIOUS EDUCATION  
Maternity Cover – 1 year

Required for June 2025

Closing date: 9am, Tuesday, 22<sup>nd</sup> April 2025

Interviews: to follow thereafter



# CHRIST'S SCHOOL



March 2025

Dear Candidate

Thank you for your interest in the position of Subject Leader of Religious Education at Christ's School.

Christ's School is a Church of England comprehensive school for 1000 young people aged between 11 and 18. Our vision is to deliver Excellence as Standard to every member of our Christ's family: excellent leadership; excellent staff; excellent outcomes and excellent partnerships.

Our school is situated on an enviable site adjacent to Richmond Park in Richmond upon Thames in South West London. We have excellent links with our feeder primary schools and the local community. We are proud to be a faith school and welcome students from Christian and other religious backgrounds.

At Christ's School we combine our expectations for students' excellent academic achievement with an emphasis on their personal growth as well-rounded individuals. Our aim is for students to become confident, successful, responsible young people, who love learning, have a desire to lead and serve and are ambitious for their own futures.

Our learning environment is inspirational, supportive and happy, and based on the Christian values of Love, Justice and Peace. We provide outstanding educational opportunities and experiences for each of our students to enable all to explore intellectually, to grow emotionally and spiritually and to achieve their full potential.

Our Behaviour for learning approach focuses on restorative practice and recognises the importance of building positive relationships with individual students. It is based on the work of Paul Dix at Pivotal Education. We are proud to be a Regional Hub School for Pivotal and have achieved their Gold Award in recognition of our work in this area.

Our results continue to go from strength to strength. We were particularly pleased with our 2021 Ofsted inspection. This was a section 8 inspection, and as such, the overall grading cannot change and so we remain a 'Good' school. The inspection recognised the significant progress we have made as a school since our last Ofsted in 2016. The inspectors captured our ethos and unique identity very quickly during their inspection, and the dedication our staff have to ensuring students are valued and celebrated every day, was recognised so strongly. "Pupils say being at Christ's School is like belonging to a large family. They want to achieve their best. Pupils are happy and feel very safe here [and] are proud to be members of this school. The school welcomes and values all pupils. Pupils behave well. They respect each other and show kindness and consideration to all" and "staff are proud to work at the school". Our SIAMS inspection report also found the school to be outstanding at meeting the needs of all learners.

Applications should be sent in the form of a completed online application form including a supporting statement. This should outline how your skills and experience fit the job and person specifications, the impact you have made in your current/most recent role and should be no longer than 3 sides of A4, font size 12.

Please email completed applications to Mrs Julia Ralph - hr@christs.school. We are looking for completed application forms (email only) to be returned by **9am on Tuesday, 22<sup>nd</sup> April 2025**. Interviews to follow thereafter.

Early applications are welcome and we reserve the right to appoint before the closing date if we find a suitable candidate.

**Christ's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Christ's School is an Equal Opportunities employer as detailed in our Equal Opportunities Policy.**

**Shortlisted candidates will be subject to online checks, with any resulting concern/queries to be addressed at interview.**

**Any appointment made will be subject to checks those details given on the application form are as stated. It will also be subject to receipt of a satisfactory medical disclosure form. Before an appointment can be confirmed a DBS enhanced disclosure will be required.**

Please visit our website where you will be able to find out more about our school, ethos, and vision. If you have any queries about the application process or would like to arrange an informal visit, please contact Julia Ralph on 0208 439 9652.

At Christ's we deliver Excellence as Standard. If you believe you can help us realise our vision, we look forward to hearing from you.

Yours sincerely,

**Helen Dixon (Mrs)  
Headteacher**

# Job description: Subject Leader of Religious Education

**Job:** Subject Leader of Religious Education

**Salary / Grade:** MS/UPS

**TLR:** TLR1.2 £13,168 p.a.

**Hours:** Full time (FTE 1.0)

**Contract type:** Temporary - 1 Year (Maternity Cover)

**Accountable to:** Headteacher

**Responsible to:** SLT/Line Manager

## Mission

At Christ's School we combine our expectations for students' outstanding academic achievement with an emphasis on their personal growth as well-rounded individuals. Our aim is for students to become confident, successful, responsible young people, who love learning, have a desire to lead and to serve, and are ambitious for their own futures.

Our learning environment is inspirational, supportive and happy, and based on the Christian values of Love, Justice and Peace. We provide outstanding educational opportunities and experiences for each of our students, to enable all to explore intellectually, to grow emotionally and spiritually and to achieve their full potential.

Our ambition is that Christ's is a community where students:

- achieve their full academic, sporting, musical and artistic potential
- have a life-long curiosity and passion for learning
- are creative thinkers, capable of taking risks in their learning and of studying independently
- are spiritual individuals, compassionate and sensitive to the needs of others and of self
- embrace diversity and have a commitment to equality and inclusivity
- are considerate, polite and always act respectfully towards others
- develop personal qualities of leadership, courage, integrity, resilience and determination
- make a positive contribution to their community and to society as a whole
- are team players, who work collaboratively to achieve shared goals
- feel comfortable socially and express themselves confidently in a range of situations.

## **Job purpose**

The post holder would be expected to promote and deliver outstanding teaching, learning and attainment in RE across all Key Stages (3-5) and to ensure the highest standards of assessment and behaviour for learning are applied in all classes. The post holder will be responsible for promoting the safeguarding of all students and be always mindful of ensuring equality of opportunity for all students and staff. The post holder will adhere to the teachers' professional standards and will also promote the school's Christian ethos and vision.

## **Duties and responsibilities**

### **1. Leadership**

- Communicate clear purpose and vision to all stakeholders
- Contribute to the strategic development of the school by implementing whole school new initiatives
- Monitor and report on key outcomes, to ensure the Department meets academic targets
- Provide clear, cohesive leadership and direction in the Department and motivate teaching and support colleagues in developing innovative strategies to enhance the quality of learning and teaching
- Promote the achievement of high standards through effective teaching and learning within subjects area(s), preparation, evaluation and action planning
- Model the vision and values of the School
- Implement the Department Development Plan/SEF to secure continuous improvement and quality outcomes for all students.
- Receive and act on feedback to build on the strengths and improve personal performance
- Develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- Oversee day-to-day management, control and operation of course provision within the department, including effective deployment of staff and physical resources.
- Ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Be responsible for the efficient and effective deployment of the Department's support staff.
- Undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated department.
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- Be responsible for the day-to-day management of staff within the designated department and act as a positive role model.
- Manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget.

- Champion best practice, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
- Identify and applaud areas of success for individual teachers and the Department.
- Hold every department member to account for the quality of their teaching and learning and outcomes.
- Help create an effective team by promoting collective approaches to problem-solving and curricular development.
- Comply with the school's Child Safeguarding Procedures and to report concerns to the Designated Child Protection Officer.
- Ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- Be the first line of contact for parents and carers concerns with regard to their child's performance and well-being.
- Take a lead role in preparing the school for SIAMs inspection
- Increase the numbers taking Philosophy and Ethics at A level.
- To develop an innovative and challenging curriculum that fosters a love of learning for RE in both staff and students.

### **Teaching and Learning**

- Ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Development Plan.
- Be accountable for the development and delivery of the Department's curriculum.
- Keep up to date with and respond to national developments in the subject area and teaching practice and methodology.
- Produce an annual examinations analysis and department review as part of the school's self-evaluation cycle.
- Help devise, implement and monitor SoW to ensure they focus on consistent and effective learning and teaching to produce progression for all.
- Analyse and interpret data on students' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals.
- Reflect on the success of teaching strategies, individual lessons and SoW in meeting the needs of students.
- Apply current guidelines on effective learning and teaching.
- Take part in coaching and mentoring programmes to support colleagues and develop own practice.
- Deliver outstanding, interactive lessons.
- Provide good quality assessment using formative and summative methods in conjunction with school policy.
- Maintain effective behaviour management in the classroom using positive behaviour strategies to ensure learner's engagement in the lesson.
- Assess appropriately the work of the students following the course in accordance with the school assessment policy
- Ensure that every student's book in the department is marked in line with the school's marking policy.
- Set effective homework and extension work to encourage and enliven student learning.
- Ensure differentiation and personalisation of learning for all students.
- Be aware of the KS2 curriculum and the standards of progression and attainment for KS3 students.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be agreed at the request of the Headteacher or the incumbent of the post.

**Christ's School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants will undergo appropriate child protection screening including checks with past employers through the Disclosure and Barring Service.**

### **Christ's School's Equality Statement**

Christ's School is committed to positively tackling discrimination in all its forms and works to ensure that all sections of the community have fair and equal access to and experience within employment. We welcome applicants from all backgrounds and communities, in particular those that are currently underrepresented in our workforce: we are respectful of all individuals' race, age, religion, gender identity, sexual orientation, caring responsibilities, disabilities and cultural background.

# Person Specification

<u>CRITERIA</u>	Essential / Desirable		Assessed by application / interview process	
	E	D	A	I
<b><u>QUALIFICATIONS AND REQUIREMENTS</u></b>				
Honours degree or equivalent	√		√	
Qualified Teacher Status	√		√	
Up to date CPD related to teaching and learning/pedagogy	√		√	
In sympathy with the Christian values of the school	√		√	√
Displays a commitment to the protection and safeguarding of children and young people	√		√	
<b><u>KNOWLEDGE AND UNDERSTANDING</u></b>				
Strong knowledge of national curriculum, relevant schemes of work and national strategy for secondary education	√		√	√
Excellent understanding of assessment processes at KS4 and how to use these to support planning styles and raise student attainment	√		√	√
Ability to use and understand assessment data	√		√	√
Good knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged and make progress	√		√	√
Good knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques	√		√	√
Excellent understanding of what constitutes effective teaching and learning	√		√	√
Proven ability to teach at Key stage 5	√		√	√
Familiar with effective learner and progress intervention strategies	√		√	√
<b><u>SKILLS AND EXPERIENCE</u></b>				
Proven track record of raising and maintaining high educational standards in RE through Key Stages 3-5	√		√	√
Experience of leadership roles within a team including design and development of resources to support learning	√		√	
Successful experience of teaching students of all abilities, including SEN and Able and Ambitious students	√		√	√
Excellent communication skills orally and written	√		√	√
Effective and efficient use of data to improve learning	√		√	√



Involvement in the planning and/or delivery of extracurricular/enrichment activities	√			√	√
The capacity to make decisions based on sound judgements	√			√	√
Evidence of innovative practice		√		√	√
Successful experience of coaching staff to raise performance	√			√	√
<b><u>PERSONAL ATTRIBUTES</u></b>					
Excellent interpersonal skills	√			√	√
A commitment to a team ethos	√			√	√
Professional integrity and honesty	√			√	√
Ability to meet deadlines	√			√	√
Self-motivated with an ability to use own initiative	√			√	√
Able and willing to scrutinise own practice and to make their practice accessible to others	√			√	√
The capacity to form positive learning-centred relationships with other professionals	√			√	√
Believe they can improve on their previous best	√			√	√
Commitment to safeguarding children and young people	√			√	√
Potential for promotion		√		√	√
Ability to engage, motivate, enthuse and support colleagues	√			√	√
Drive, resilience and self-confidence	√			√	√