

Role Description: Head of Religious Education



“Show me your ways, Lord, teach me your paths” Psalm 25:4

Vision statement:	Learning excellence, centered on our Catholic faith, personal growth, service to others and strong academic success.
Reports to:	The Principal The Deputy Principal (Curriculum)
Functional Relationship with:	Religious Education Department Teachers of RE in other Faculties, particularly Year 7 & 8 teachers Staff, Parents and Students DRS; Special Character Team Wider school community
Responsible for:	The Head of Religious Education provides effective leadership, guidance and supervision to the Religious Education department and any other staff involved in the teaching of Religious Education throughout the school. The development and delivery of a high-quality Religious Education curriculum must be maintained along with the effective management of the financial resources, facilities and any changes to meeting curriculum requirements.

Key Responsibilities

- To provide professional leadership to ensure the highest quality of learning for students through curriculum development, assessment practices, the review and evaluation of teaching and learning programmes, so that they are aligned to the national guidelines.
- To ensure that all members of the Department and teachers of Religious Education perform to the best of their ability, coaching for professional growth and wellbeing, and arranging for advice, support and training where necessary.
- To manage financial and physical resources in keeping with professional obligations and responsibilities as set out in relevant school policies. (Financial Management)
- To assist the Deputy Principals and Principal in staff recruitment and selection.
- To oversee Professional Growth Cycle for all Department staff.
- To support and uphold the Catholic Special Character of the School.

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Key Tasks	Performance Indicators
Special Character	Support and uphold the Catholic Special Character as promoted in the Mission Statement. Ensure that the Special Character of the College is evidenced in all Department activities and documentation.
Establishing goals and expectations	Holds and articulates high expectations and clear personal values in line with school values: Aroha, Faith, Hope and Respect. Leads by example - with integrity, creativity, resilience, and clarity - drawing on own expertise and skills, and that of those around them. Creates a culture of continual improvement through the establishment of both relational trust and a sharing of common goals. Establishes goal setting through drawing on and conducting relevant research and robust data analysis. Communicates clearly specific and unambiguous goals, gaining the commitment of all in achieving these goals. Promotes the learning and achievement of students through effective goal setting. Recognises and celebrates student achievement. Ensures clear alignment between Department goals and overarching school goals. Seeks input and agreement on goal setting, ensuring broader commitment and understanding of who is responsible for learning and/or performance goals and the availability of both support and resourcing needed to achieve the goals.
Resourcing strategically	Seeks to make curricular and co-curricular connection beyond school; leading or facilitating outreach to community. Encourages and develops effective relationships with fellow professionals and colleagues in other contexts to improve academic and other outcomes for all pupils.

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	Ensures that Department systems and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity. Exercises strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils’ achievement and learning. Shows openness and creativeness in allocating new resourcing or reallocating existing resourcing in terms of time, staffing and support. Undertakes rigorous review of existing resources and instructional programmes which impact the achievement and learning of students.
Ensuring quality teaching	Creates an appreciative culture of believing all students can achieve. Sustains current knowledge and understanding of education and school systems locally, nationally and globally, and pursues continuous professional learning and development. Encourages innovation and risk with a positive and supportive attitude. Models risk and innovative approaches to classroom practice, leadership and Department improvement. Conducts regular learning conversations with teachers, demonstrating listening skills and an open to learning attitude. Collects and reviews data in order to inform productive classroom practices. Secures excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities as well as pupils’ well-being. Ensures there is shared views of effective teaching and learning.
Leading teacher learning and development	Sustains wide, current knowledge and understanding of education and school systems locally, nationally and globally, and encourages continuous professional learning and development in others.

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	Creates an ethos within which all Department staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. Encourages sustained professional development for all teachers. Establishes an educational culture of ‘open classrooms’ as a basis for sharing best practice within Department. Creates high quality collaborative opportunities for teachers to improve their practice.
Ensuring an orderly, safe and inclusive environment	Demonstrates optimistic personal behaviour, positive relationships and attitudes towards both students and staff, and towards parents, school leadership and members of the local community. Provides a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their values both within and beyond the school. Demonstrates commitment to others attaining job satisfaction. Holds all staff accountable for their professional conduct and practice, addressing any under-performance, supporting staff to improve and valuing excellent practice. Facilitates teacher collaboration, recognising the interdependent nature of teachers’ work. Oversees and encourages wide surveying of students about their experiences and attitudes towards their learning in order to inform effective improvement.
Commitment to the College’s Co-Curriculum Programme	Make yourself available for a significant co-curricular activity (sporting or cultural) that requires time outside of normal school hours, including weekends in either summer or winter.
Specific Tasks	As identified and discussed with the Principal and set each year.

NB: For a Tagged position, the person appointed must be willing and able to take part in the religious instruction appropriate to the Special Character of the College.

Limitations of Authority

Changes in procedures, routines and duties must be done in consultation and receive prior approval from the Principal.