



GUIDANCE TO GOVERNORS & SCHOOL LEADERS

Appointment of a *Head of Religious
Education* to a Catholic Secondary
School, Academy or Sixth Form College

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EDUCATION COMMISSION

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INTRODUCTION

The governing body is the employer of staff in the Catholic school or academy (any further reference to school also includes academy unless otherwise stated). The appointment of a Head of Religious Education is one of the key appointments for our schools.

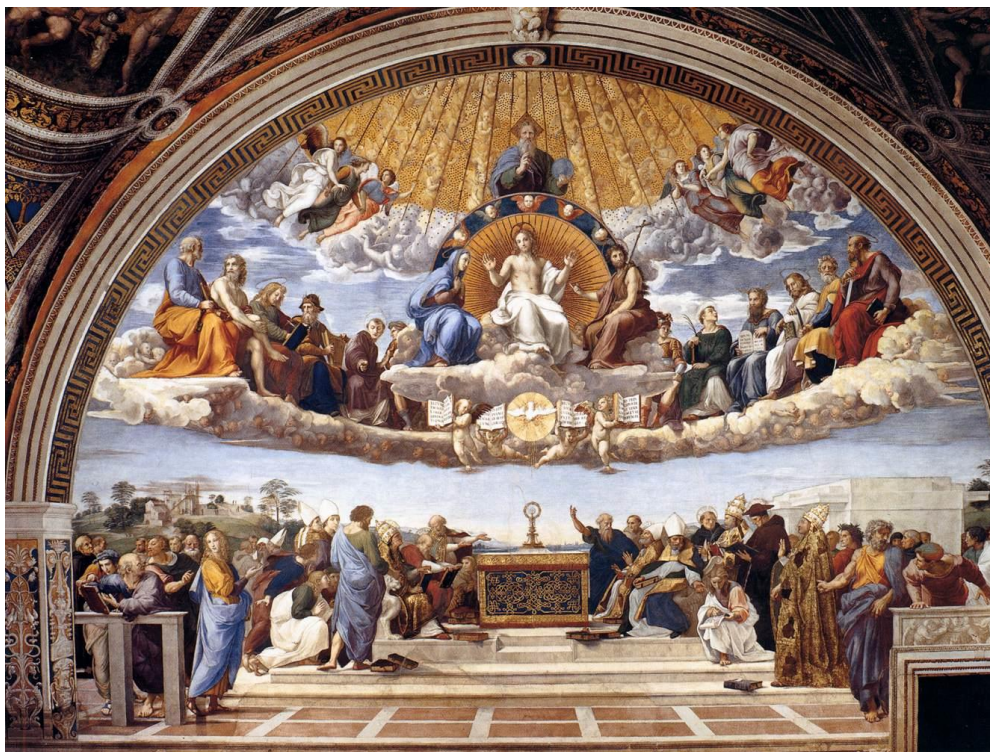
In appointing a person to the post of Head of Religious Education, the governing body is collaborating in a special way with the Archbishop who has canonical responsibility to ensure the person appointed is a practising Catholic, in good standing in the Catholic community, a person of prayer and reflection with a sound theological basis and has excellent professional skills and the relevant experience to contribute to the leadership of Religious Education in a Catholic school.

This guidance should be used in conjunction with the guidance, advice and support from the Education Commission, the local authority (for maintained VA schools), the school's HR provider and any party the school has contracted with to provide support for leadership. In the case of a school being in the trusteeship of a religious order, advice should also be sought from a representative of the religious order trustees.

The Archbishop expects to be represented at all appointments of Head of Religious Education by the presence of an officer from the Education Commission.

'The Catholic school finds its true justification in the mission of the Church; it is based on an educational philosophy in which faith, culture and life are brought into harmony.... The achievement of this not so much depends on subject matter or methodology as on the people who work there.'

(The Religious Dimension of Education in a Catholic School: Congregation for Catholic Education 1988).



THE HEAD OF RELIGIOUS EDUCATION IN A CATHOLIC SCHOOL

There is a requirement from the Catholic Bishops' Conference for England and Wales that those appointed to the post of Head of Religious Education must be practising Catholics (Memorandum on the Appointment of Teachers in Catholic Schools: Catholic Bishops Conference of England and Wales 2014). The Archdiocese of Southwark endorses this requirement fully. Practising Catholic means that the person is a baptised Catholic or has been received into the Church, the person is in good standing in their parish and the wider Catholic community, there is nothing in what the person believes or practises in their life which is against the teachings of the Church and the person is in full sacramental communion with the Church.

APPOINTING THE RIGHT PERSON

The person appointed must be the right person for the school. Candidates called for interview may be strong in experience, qualifications and achievements but on their own these are not enough. There should be a match between the strengths of the candidate and the needs of the school.

To achieve this, the job description and person specification should be drawn-up so they reflect the priorities of the school improvement plan and clearly outline the skills, attributes and experiences needed for the Head of Religious Education to move the school forward.

As well as being a person of strong personal faith and practice the Head of Religious Education must demonstrate an understanding of education based on Gospel values. The Head of Religious Education should have excellent subject knowledge, a track record of securing good practice in teaching and learning and an understanding of the significance of the Religious Education department in the wider Catholic life of the school. (See Appendix 1, which is a short article on the role of the Head of RE.)

.... Religious Education is a core subject in the Catholic school, whilst the wider dimensions of learning through liturgy and outreach are integral to the project of Catholic education. The content of Religious Education will help the pupils to make a critique of all other knowledge, leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body.

(Religious Education Curriculum Directory: Catholic Bishops' Conference of England & Wales
Department for Catholic Education & Formation)

WHEN THE VACANCY ARISES

Once the Headteacher knows that there will be a vacancy, the Education Commission should be informed as soon as possible. Schools will have their own procedures for informing governors and/or the trustees of a Religious Order. The early communication provides the opportunity for the Education Commission give advice on the stages that need to be followed.

The Head of Religious Education in a Catholic school is a unique post. It has similar subject leadership as other curriculum leaders. In addition, the post holder is a leader and role model for the wider Catholic life of the school. The first decision should be to identify how much of the latter element will be a formal part of this role and where that fits into the staffing structure within the school. In many schools the role of Head of Religious Studies is commensurate with leaders of the other core subjects (English/Maths/Science). Some schools place this role part of the senior leadership team, for example within a senior leadership role such as Assistant Headteacher.

INTERVIEW PANEL

The Head of Religious Education is a key post within the school. The interview panel should reflect this. Normal practice would be that the panel would include the Headteacher, one or two other senior leaders, a governor (RE link governor/Chair/Vice Chair). It is a requirement of the Archbishop that an officer from the Education Commission, usually one of the Religious Education and Spirituality team, would attend as adviser to the panel.

AGREEING A DATE FOR THE SHORTLISTING MEETING

This should be done as far in advance as possible. It is important to confirm dates with the advisers before finalising them.

CONFIRMING DATE(S) FOR THE INTERVIEW DAY(S)

This should be done as far in advance as possible and confirmed with the advisers before publishing them. The times people are required should be indicated but are subject to change.

PREPARING THE APPLICATION MATERIALS

The quality of the documents prepared by the school can help secure suitable candidates. The key documents that should be available to candidates are:

- Job Description (See Appendix 2)
- Person Specification (See Appendix 3)
- School Prospectus
- Denominational Inspection (Section 48) Report
- CES application form

The Governing Body is the employer in a Catholic school. It is best practice that the Catholic Education Service (CES) application documentation is used. These are recommended for all appointments in Catholic schools in England and Wales and meet employment law requirements. They elements have which are not contained in local authority application forms, for example asking for a person's religion and asking for the name of a priest to provide a reference. There are separate forms designed for VA schools and for academies. They are available on <http://www.catholiceducation.org.uk/recruitment-process/item/1000042-application-forms>

If visits are made before applications are received or once applications are received but before the shortlisting meeting, it should be made clear as to the purpose of the visit. If the visit is optional then the purpose of the visit is for the applicant to gather information about the school. The visit is not

part of the selection process so any information about or perception made of the applicant during the visit cannot be used at any time in the selection process. If visits are required before or after shortlisting, then they can be used as part of the selection process but those visiting must be told this. In this case the timetable for each visit must be exactly the same.

DRAFTING THE ADVERTISEMENT (See Appendix 4)

The quality of the advertisement and what it contains is important in attracting interest in the post. The essential information is:

- Name and contact details of the school;
- School crest;
- Date when appointment takes effect;
- Requirement for the person to be a practising Catholic*
- A brief formative statement about the school highlighting achievements;
- A brief statement on the qualities, skills and experience of the person the school wants to appoint;
- Salary details**
- Closing date for applications and to whom they should be sent;
- Brief statement about safeguarding/DBS checks;
- Dates of interviews.

*It is a requirement from the Catholic Bishops' Conference of England and Wales that the person holding the post of Head of Religious Education should be a practising Catholic. This is endorsed fully by the Archdiocese of Southwark. Advertising for a practising Catholic does not contravene employment law.

The 2010 Equality Act allows for employers to make it a requirement that a person appointed to a specified post in a place of employment which has a religious character to be a member of the particular religion. This is endorsed in section 60 of the School Standards and Framework Act (SSFA) 1998 which gives the governing body of a voluntary aided school with a designated religious character the right to give preference to those of the that religion in connection with appointment, remuneration and promotion.

Section 124AA of the SSFA 1998 makes similar provision in appointing Catholic Heads of Religious Education to academies designated as being Roman Catholic.

The Discrimination on Grounds of Religion and Belief Regulations 2003, allow for preference in the appointment of a person of the same religion as that designated by the school if it can be shown there is a genuine occupational requirement. It is important not to put in phrases like 'practising Catholic preferred' as it is not the same as 'practising Catholic required'. The governing body could be open to challenge making it difficult to justify a genuine occupational requirement. Do not use the term 'practising Christian' as there is no definition for a practising Christian. The governing body could also be open to challenge as preference can only be given to a person of the same religion as designated to the school. The religion is Roman Catholic. Christian is a separate designation.

**Some governing bodies put in the actual salary levels as well as the points range.

Regulations allow for the governing body to advertise the post of Head of Religious Education in such a manner as it considers appropriate. Our guidance is that the post should be advertised as widely as possible to attract a good 'field'. The school's HR provider can help with this. Governing bodies should consider the Catholic Teachers Gazette which goes into every Catholic school in England and Wales, the Education Commission Website and local parishes. Governing bodies may

wish to consider advertising more widely such as in the Times Educational Supplement (TES) and on-line sites specialising in teacher appointments.

Governing bodies may be approached by specialised recruitment agencies who charge for their services. The costs can vary enormously. The Education Commission does not make recommendations in relation to recruitment agencies.

ARRANGING FOR APPROPRIATE VENUE(S) FOR THE INTERVIEW DAY(S)

It is important that the venue is fit for purpose. It may be possible to use the school. If the school is the venue, then it is important that the candidates are given enough accommodation where they will not be disturbed. The arrangements should be that the candidates are able to prepare, present and rest without any undue disturbance.

The essential requirements are:

- Availability of parking spaces for candidates;
- A 'sitting out' room where candidates can take a break;
- A preparation room for candidates, if required;
- An interview room large enough to accommodate the panel, advisers and candidates comfortably;
- Sufficient toilet facilities (check there are enough toilet rolls);
- Hot and cold drinks available throughout the process
- Lunch if candidates are required both sides of lunchtime.

ARRANGING THE SHORTLISTING MEETING

The panel and advisers should be given as much notice as possible for the date and venue of the meeting. As with all appointments, at least one member of the panel should have completed 'safer recruitment training'.

Application forms and a shortlisting grid should be given to panel members and advisers in enough time before the meeting so that they can be read. It is up to the HT/Chair of the panel to decide how the process will be managed.

It is important to remember that the application forms will not give all the information that is required in order for the panel to determine whether an applicant is appointable. It is acceptable that the applicant matches sufficient criteria at this stage. It is Diocesan guidance that each applicant who matches sufficient criteria should be shortlisted even if it means all applicants or only one.

The school should keep a record of decisions and how they were arrived at. Applicants who are unsuccessful at the shortlisting stage have a right to feedback if they request it.

Notes made by panel members and advisers are part of the appointment process and should be given to the clerk at the end of the meeting in accordance with GDPR requirements. The notes must be kept for six months from the time an appointment is made.

There will be occasions when advisers will not be able to attend the meeting. This does not prevent them from further participation in the process as they advise and do not vote. All application forms and the relevant shortlisting forms should be sent electronically to the adviser who will conduct the process remotely. In such cases the adviser will inform the HT/Chair of their observations from the application forms prior to the meeting. The HT/Chair will be able to relate this to the panel at the time the advisers would have given their input.

INFORMING APPLICANTS OF SHORTLISTING DECISIONS

At the end of the shortlisting meeting it should be agreed as to how applicants are informed of the panel's decisions. Once the decision is made it should be conveyed as soon as possible.

Some governing bodies have a standard letter for those being called for interview and one for those not being called. It may be appropriate to email particularly if the interview date is soon after the shortlisting meeting. If email is being used it is important to ask applicants for the email address to be used.

A telephone call is the quickest way but can be problematic at times especially when someone who has not been shortlisted wants chapter and verse as to why, there and then. Feedback should not be given at this time but at a later time when the notes on the decision not to shortlist are at hand.

Shortlisted candidates must be informed that they are required to bring proof of identity, proof of address and original qualifications or certified copies when they attend for interview.

TAKING UP REFERENCES

It should be agreed at the end of the meeting as to how references for shortlisted candidates are requested and received.

The CES application form requires up to three references:

- One from the parish priest where the candidate worships regularly; (See Appendix 7)
- One from the candidate's present (or most recent) employer;
- One from another professional person.

Diocesan guidance is that three references should be taken up.

It is required that the Department for Education's guidance on safeguarding in educational settings is followed:

- If the candidate is not currently working with children a reference must be obtained from the most recent place where the applicant worked with children or young people;
- Open testimonials and references beginning 'To Whom it May Concern' are not acceptable;
- A job description and person specification should be included with reference requests;
- Requests for references should state that the reference must be accurate and not contain any material misstatement or omission and that the relevant factual content contained in it may be discussed with the applicant;
- Reference request should ask for details of the applicant's present post and salary and verifiable comments about the applicant's performance history and conduct and the relationship of the referee with the applicant and the time the candidate has been known to the referee
- Reference requests should ask for details of any disciplinary procedures the applicant has been subject to in which the disciplinary sanction is current and any disciplinary procedures involving children's safety and welfare even if the sanction has expired
- Reference requests should ask for details of any allegations or concerns that have been raised about the candidate relating to the safety and welfare of children or young people or their behaviour towards children or young people, and the outcomes e.g. whether they were investigated, conclusions reached, and how the matter was resolved.

The person receiving the references should check that all specific questions have been answered. If there are questions unanswered or parts are vague the referee should be telephoned and asked to provide fuller information. Any information about past disciplinary action or allegation should be considered in the circumstances of the individual case. Actions or allegations resolved some time

ago, or if unfounded, are less likely to be of concern to the panel. A history of repeated allegations or actions over time is likely to be of concern to the panel.

References can be asked for in a variety of written forms. The school's HR provider will advise on the most appropriate. The Diocese provides a pro-forma for use when requesting a reference from the parish priest of the parish where the applicant worships regularly (appendix 4). Verbal references by telephone are not acceptable.

Governing bodies may wish to refer to *Keeping Children Safe in Education* available on the DFE website: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

AGREEING INTERVIEW TASKS AND QUESTIONS (See Appendix 5)

The tasks and interview questions should be agreed before the interview day. The Education Commission adviser can provide guidance on tasks and interview questions relating to Catholic ethos and leadership of Religious Education in Catholic schools. At least one question must test the candidates' understanding of safeguarding in educational settings. Tasks should be designed to test and challenge the professional skills of candidates and relate to the needs of the school.

Other elements of the interview day could include:

- teaching a lesson;
- meeting with the student/pupil group;
- a task to analyse data relating to Religious Education;
- a presentation task.*

* The presentation task can be handled in two ways. If the candidate has been given the title prior to the interview day, along with other relevant material, then the panel does not have to give time to plan. If the title is provided on the day, then the panel must provide a suitable workspace; relevant materials and a suitable amount of time for the candidates to prepare. The title of the presentation should be relevant to the school. It is up to the candidate as to how s/he presents so it is important to have a flip chart and a laptop available for their use. Notes should be taken by panel members at each exercise.

THE INTERVIEW DAY

The Panel and advisers should meet before the candidates arrive giving enough time to go over the plans for the day.

The requirements are:

- candidates should be met and welcomed;
- candidates should be shown where the toilets are and taken to their 'sitting out' room;
- candidates (either individually or together) should be introduced to the Chair of the panel;
- candidates should be given a timetable for the day;
- candidates should be offered refreshments;
- a 'chaperone' for the candidates should be assigned to this task for the day;
- candidates should provide proof of identity, proof of address, evidence of eligibility to work in the United Kingdom and originals or certified copies of qualifications.

It is good practice for someone to take responsibility for ensuring everything is where it should be when needed:

- packs for the panel and advisers;
- paper and pens in the interview room and candidate's work room;
- drinking water and glasses in each room;
- hot drinks are ready at the timetabled times;

- flip chart has enough clean sheets;
- ample flip chart pens;
- electronic equipment, if required, is working.

If there is a presentation the panel should be briefed on what the candidates should present. This briefing is normally done by the HT/Chair and there may be a checklist for the panel to follow.

Each candidate must be given the same amount of time to create and present. There should be an allocated amount of time given for the panel to ask questions following the presentation. This must be the same for each candidate.

Before the interview the HT/Chair should agree who asks each question. A 'marking sheet' with what should be contained in the answers may be used by panel members. The school's HR provide will advise on this. It is good practice for the HT/Chair to tell the candidate at the beginning of the interview how many questions there will be and the amount of time they will have to answer them.

The same lead questions must be asked of each candidate. Once a candidate has answered a question they may be asked supplementary questions. Supplementary questions are asked to clarify something the candidate has said. The supplementary questions do not have to be the same for each candidate as their answers to the lead question will be different. It is important the HT/Chair 'manages' the supplementary questions in that they do not take up too much time or become a discussion between the candidate and the person asking the questions.

The last questions in the interview are two questions asked by the Education Commission adviser on behalf of the Archbishop (appendix 6).

The HT/Chair should then:

- ask the candidate if s/he has any questions;
- ask the candidate if s/he will accept the post if it is offered to her/him;
- explain to the candidate when and how s/he will be informed of the governing body decision.

DECISIONS AND POST SELECTION ACTIONS

It is the responsibility of the panel to come to a decision. This is done by assessing each candidate in order against the selection criteria and how they performed in the tasks, presentation and interview. It is important that candidates are not assessed against each other.

The advisers should be present during the plenary session and asked to give their judgements. It is important that these are taken into account. It is important that the advice given to the panel should be clear, unambiguous and concise and relate to the process and the boundaries in which the adviser advises. The Education Commission adviser will give detailed feedback on the candidates' competencies in understanding the Catholic school, the school's ethos and mission and Catholic leadership. The advisers cannot vote on a candidate's appointment or not being appointed.

The Education Commission Adviser can make one of the following three statements either after each candidate has been discussed or towards the end of the plenary:

- the Diocese will fully support the appointment of X if that is the decision of the panel
- the Diocese will support the appointment of X if that is the decision of the panel, but the panel should be aware there is need for support in.....
- the Diocese would not support the appointment of X if this is the decision of the panel for the following reasons.....

It should be agreed who will provide feedback to the candidates. Dates and times should be agreed when the person giving the feedback will be available. All notes made by the panel members and advisers must be handed in at the end of the meeting.

The successful candidate should be contacted first. The reason for this is if the candidate refuses the post the panel may have a 'reserve'. Unsuccessful candidates should be given details of the person they should contact for feedback

FOLLOW UP

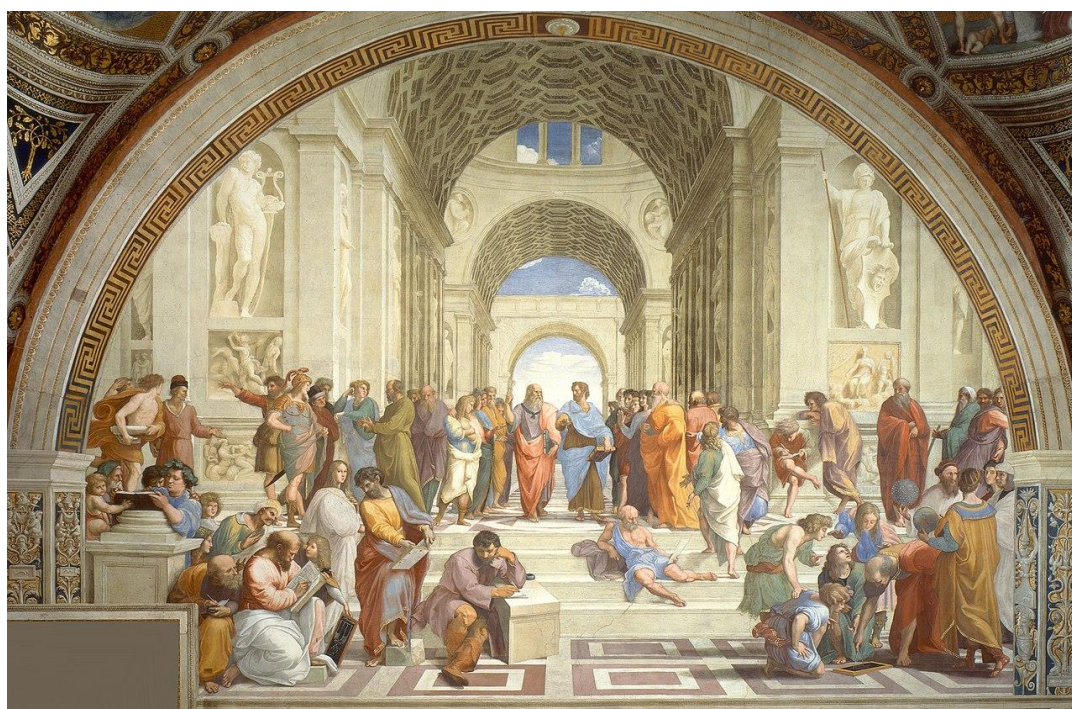
The following should commence the day after the candidates have been informed:

- a letter of appointment should be sent to the successful candidate. The letter should state that the person will be employed by the governing body of the school. It should also state the salary range and starting point. It should also make clear that the appointment is conditional upon the statutory checks being made (e.g. DBS checks). A health questionnaire can be sent at this stage but liaise with the HR provider first;
- the Education Commission and, if applicable, the trustees of a religious order, should be informed. There is a proforma for sending the information to the Education Commission. (appendix 8)

Once the school has received, in writing, acceptance of the post by the candidate and all checks have been made, two copies of the CES contract for teachers (or leadership contract if appointed at Assistant Headteacher grade) should be sent to the candidate both of which are signed and one returned. Contracts are available to download from

<http://www.catholiceducation.org.uk/employment-documents/template-contract-for-schools/item/1000023-download-and-amend>

Governing bodies of Catholic academies should use the contract approved by the Education Commission. The type of contract will differ slightly depending on the status of the academy.



APPENDIX 1

THE IMPORTANCE OF THE ROLE OF HEAD OF RELIGIOUS EDUCATION IN THE CATHOLIC SCHOOL, ACADEMY OR SIXTH FORM COLLEGE

Catholic schools and academies in the Archdiocese of Southwark are established to provide the highest standards of Catholic education for the children and young people in their care. They form a vital part of the educational mission of the Diocese and make a major contribution to the Church's task of evangelisation. They are challenged to be communities of hope and of witnesses to the love of Jesus Christ.

By accepting the post of Head of Religious Education the post holder makes a public commitment to follow Christ's example of leadership. They share in the ministry of the Archbishop and undertake their work in communion with him, with all the catholic schools, academies and colleges in the Diocese and with the wider Church community.

Catholic schools and academies are at the interface of many different understandings of life, society and education. The difference between the Christian approach to education which is based on an understanding of life as God's gift, and a general approach to education which does not openly acknowledge any religious values is of fundamental importance. However, in a fast-moving world where there are innumerable issues to be dealt with on a daily basis, the challenge to discern what will assist the growth of the community is not an easy one.

Prayer and reflection are essential tools for leaders of Religious Education departments in our schools because they give witness by their example to the central importance of relationship with Christ. Their exercise of leadership should increasingly demonstrate qualities of love and forgiveness, of service, of respect for the individual and of care for the disadvantaged. Their roles give them a position of influence, not only with pupils, staff, parents and governors, but also in much wider contexts.

Heads of Religious Education should be people of prayer and have a sound theological and educational understanding. They must be baptised Catholic or received into the Catholic Church, in good standing in their parish and wider Catholic community, there must not be anything in what they believe or practice that is against the teachings of the Catholic Church and they must be in full sacramental communion with the Church.

The demands of the role are significant. No Head of Religious Education can succeed in fulfilling most requirements of the job without the support of colleagues in and out of school, of all members of the Church community and of family and friends. But if a person is called to this ministry God will give her or him the grace and strength to carry it out, to begin again after failure and to find great joy in responding to the mission.

APPENDIX 2

THE JOB DESCRIPTION

This is a model job description for a Head of Religious Education in a Catholic school. Schools will have a generic 'subject leader' job description. There are some aspects of leading Religious Education that are different to leadership of other subjects and the job description should reflect this. The elements that are highlighted are diocesan requirements.

JOB DESCRIPTION – HEAD OF RELIGIOUS EDUCATION

Reports to:	Designated SLT Member (best practice is that this is Headteacher or Deputy Headteacher)
Line Manages:	Religious Education Department
Responsible for:	Second in Charge Teaching Staff Other relevant personnel within the Department

LEADERSHIP

- To actively promote the distinctive Catholic nature and ethos of the school with colleagues, students and parents;
- To lead the Religious Education department as well as undertaking strategic responsibility for the promotion and development of Religious Education across the school;
- To advise SLT on whole-school issues;
- To lead and manage curriculum development in order to improve the quality of student learning; to raise standards of student attainment and achievement within the whole curriculum area; to monitor and support student progress;
- To be accountable for student progress and development within the subject area;
- To develop and enhance the teaching practice of others, acting as a model of reflective practice, sharing and being open to best practice within and outside the department;
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Department;
- To demonstrate consistently high standards of personal and professional conduct;
- To undertake any other responsibilities commensurate with this senior position, as directed by the Headteacher.

PLANNING AND CURRICULUM DEVELOPMENT

- to ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Department, in accordance with the School's mission statement and diocesan requirements;
- to give full support to the School's ethos and to develop students' positive attitude towards learning in accordance with the curricular policies determined by the Governing Body and Headteacher;
- to have strategic responsibility for leading, managing and developing Religious Education provision across all Key Stages;

- to efficiently and effectively manage and deploy staff, financial and physical resources within the Department;
- to contribute to the diocesan SEF and the Catholic life of the school section of the SIP;
- to act as line manager for the second in charge, teaching and other staff within the Department, usually also acting as their team leader for performance management.

OPERATIONAL/STRATEGIC ROLES

- the day-to-day management, control and operation of course provision with the Department, including the efficient and effective deployment of staff and physical resources;
- to actively monitor and evaluate student progress and respond appropriately, to ensure standards of attainment and achievement are raised consistently;
- to implement School policies and procedures;
- to ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Department are in-line with national requirements and are updated where necessary;
- with the Headteacher, SLT and other Subject Leaders to assist in the whole-School self-review and evaluation process and the development and implementation of the School Improvement Plan (SIP);
- communicate and effectively liaise with the Religious Education Department;
- to work with the SLT and Chaplain to ensure the School's readiness for Section 48 inspection.

CURRICULUM PROVISION & DEVELOPMENT

- to liaise with the designated SLT member to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme in line with school improvement priorities and diocesan requirements;
- to ensure the Religious Education curriculum meets the requirements of the Religious Education Curriculum Directory (RECD) of the Bishops' Conference of England & Wales;
- to facilitate regular informal and formal regular assessment of student progress within the Department, including tests and internal examinations. This will include setting of examination questions, arrangements for any examinations and the marking of examinations and recording of results;
- to liaise with and support SLT and Heads of Student Learning in organising subject examinations and mock examinations in the appropriate years;
- to lead, initiate, encourage and co-ordinate curriculum development for the whole department;
- to keep up to date with national developments in the subject/curriculum area(s), and with teaching practice and methodology;
- to lead, initiate, encourage and co-ordinate teaching strategies that promote and enable high quality learning;
- to actively monitor and respond to curriculum development and initiatives at national, regional and local levels;
- to liaise with the designed SLT member to maintain accreditation with relevant examination and validating bodies.

RECRUITMENT, DEVELOPMENT AND DEPLOYMENT OF STAFF

- to work with the relevant SLT member to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;

- to be responsible for the efficient and effective deployment of the Department's technicians/support staff (where relevant);
- to undertake Performance Management Review(s) and usually to act as team leader for staff within the Department;
- to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Department liaising with the Cover Organiser;
- to participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures;
- to promote teamwork and to motivate staff to ensure effective working relations;
- To be responsible for the day-to-day management of staff and act as a positive role model.

QUALITY ASSURANCE

- to establish and implement systems to regularly monitor and evaluate the quality of teaching and learning in the Department;
- to ensure that the Department's quality procedures meet the requirements of self-review and evaluation;
- to enable, promote and encourage the sharing of good practice within the Department and between Departments;
- to demonstrate excellence in classroom practice;
- to monitor the performance of subject/curriculum area(s) within the Department with the relevant subject specialist(s) to carry out an annual self-review and evaluation for each subject/curriculum area, and for the Department as a whole, including an analysis of examination results;
- to develop a Departmental Action Plan (DAP) in response to this evaluation and the key objectives of the SIP;
- to work, with members of the Department, towards implementing the Departmental Action Plan and meeting the targets set within it;
- to establish common standards of practice within the Department and develop the effectiveness of teaching strategies in all subject/curriculum area(s);
- to contribute to the School procedures for lesson observation;
- to implement School quality procedures and to ensure adherence to these within the Department.

MANAGEMENT OF INFORMATION AND DATA

- to evaluate and make use of performance data provided to improve the quality of teaching and learning in the Department;
- to identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken;
- to produce reports within the quality assurance cycle for the Department;
- to produce reports on examination performance, including the use of value-added data;
- in conjunction with the relevant SLT member, to manage the Department's collection of data;
- to provide the Headteacher/Governing Body with relevant information relating to the Department's performance and development;
- to provide the Exams Officer with relevant, accurate information concerning the entry of students for public examinations;
- to assist the Exams Officer in ensuring that pupils are correctly entered for public examinations.

APPENDIX 3

THE PERSON SPECIFICATION

This is a model person specification for a Head of Religious Education in a Catholic school. Schools will have a generic 'subject leader' person specification. There are some aspects of leading Religious Education that are different to leadership of other subjects and the person specification reflect this. The elements that are highlighted are diocesan requirements.

	Essential	Desirable
School with a Religious Character	<ul style="list-style-type: none"> Practising Catholic and committed to the School's Catholic Ethos 	<ul style="list-style-type: none">
Qualifications	<ul style="list-style-type: none"> Relevant degree/ QTS 	<ul style="list-style-type: none"> Further professional qualification Recent CPD relating to leadership
Specific Skills, Experience and Knowledge	<ul style="list-style-type: none"> Experience across the 11-18 age range, including recent leadership experience Exemplary classroom practitioner able to demonstrate a range of successful teaching and learning strategies Experience of leading and/or liaising with colleagues across the RE department and the School Ability to lead, mentor and coach Ability to prioritise and manage deadlines Evidence of strategies for ensuring Quality Assurance Awareness of equal opportunities issues A commitment to working with children and inclusion. Evidence of strategies for ensuring pace, challenge and effective Assessment for Learning (AfL). Understanding of Health and Safety issues. Excellent subject knowledge 	<ul style="list-style-type: none"> Evidence of impact on the practice of others Experience of managing budgets and ensuring value for money An awareness of whole-school issues Knowledge of national educational policy, priorities and initiatives
Personal Qualities	<ul style="list-style-type: none"> Excellent record of punctuality and attendance Evidence of enthusiasm, drive and a commitment to hard-work Resourcefulness, flexibility, adaptability and initiative Excellent communication skills Patience and a good sense of humour Able to build trust and good relationships 	<ul style="list-style-type: none"> Desire and potential to progress to further promotion Commitment to own CPD

APPENDIX 4

St xxxx Catholic Secondary School

St xxx is a mixed secondary school, ages 11-18, with xxx students (xxx in Sixth Form) on roll. The school is located

SUBJECT LEADER OF Religious Education January 2017 or earlier MS/UPS + TLR 1C (£9,970)

The governors wish to appoint a Subject Leader of Religious Education to teach across the age and ability range from January 2017, or earlier if possible. We are looking to appoint an enthusiastic and well qualified graduate teacher who will lead a strong team of dedicated teachers. As a Subject Leader we would expect the candidate to be able to teach at GCSE and A level, and general Religious Education in the 6th Form. This appointment has a wider school responsibility in working with the Chaplain to develop the spirituality of our students and the liturgical life of the school. St xxx is a Catholic School and seeks to appoint a practising Catholic to this post.

St xxx is a successful and over-subscribed school which enjoys support from the Catholic and wider communities. Opportunities for excellent Continued Professional Development and staff well-being are at the forefront of our commitment to all staff at St xxx.

St xxx is committed to safeguarding and promoting the welfare of children and this position is subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. We are an equal opportunities employer.

To apply, an application form can be obtained on the school website. Applications should be sent to the Headteacher, together with an application form and a supporting statement outlining your suitability for the post, giving the contact details of two referees.

Closing date: dd/mm/yyyy

APPENDIX 5

SAMPLE INTERVIEW QUESTIONS

Head of Religious Education

Below are a range of possible questions. They are offered as examples, not as a balanced set of interview questions. Schools should adapt, amend or choose alternatives according to their own needs and context.

Personal Qualities:

- What, based on your experience to date, do you think equips you for this position?
- What values and qualities can you bring to our team?
- If appointed, how do you see your career developing over the next five years?

Catholic Education/Curriculum Management:

- What are the current challenges for Religious Education in Catholic Schools?
- With the new specifications at GCSE and A Level what do you think are an R.E. departments biggest challenge in terms of maintaining & improving outcomes for students?
- What is the most effective relationship between the R.E. department and Chaplaincy provision in the school?
- What should be the priorities in reviewing/designing the Key Stage 3 curriculum.

Leadership:

- Describe your style of leadership and give an example of where you used it?
- What makes a good leader?
- Give an example of a project that you have successfully led in your current post.
- How would you go about ensuring pupils, staff and parents have high expectations?
- What aspects of the role will play to your strengths, and which will be more challenging?
- What strategies would you use with an under-performing teacher?

Teaching & Learning:

- How would you go about maintaining high expectations of pupil progress?
- What is the difference between a 'good' and an 'outstanding' lesson?
- How would you use data to ensure all pupils make progress?
- How was your lesson this morning? Was there anything you would have like to do differently?

General:

- What do you understand by the term 'safeguarding'?
- A pupil has disclosed affecting their personal safety, what action would you take?
- Have you got any questions for us?
- Would you accept the job if you were offered it?

APPENDIX 6

THE ARCHBISHOP'S QUESTIONS

The last questions to be asked at the interview are asked by the representative of the Education Commission on behalf of the Archbishop

- 1. In taking up the post of Head of Religious Education you will be sharing in the ministry of the Archbishop who is the first teacher in the Diocese. This is a ministry which is lived out in public and witnesses to the teachings of the Church. There is, therefore, an expectation that all who hold such posts are practising Catholic and in full sacramental communion with the Church. Is there anything in what you believe or in your personal circumstances which is against the teachings of the Church?*

This requires a simple No or Yes answer.

If the candidate has answered 'yes', there should be no discussion, but the Education Commission officer should ask to meet with the candidate after the interview

- 2. As a Catholic leader how do you demonstrate your commitment to Catholic education and how do you live your faith commitment in school?*

APPENDIX 7

PRO FORMA FOR REQUESTING A REFERENCE FROM A PARISH PRIEST

Dear Reverend Father

Name

Address

The above person has applied for the post of Head of Religious Education in this school to take effect from xxxx and has given your name as a referee. There is a requirement that the person appointed to this post is a baptised practising Catholic, in good standing within the parish and in full sacramental communion with the Church. It is also a requirement to obtain a reference from the parish priest of the church where s/he attends Sunday Mass on a regular basis.

At the interview the candidate will be asked the following questions on behalf of the Archbishop:

In taking up the post of Head of Religious Education you will be sharing in the ministry of the Archbishop who is the first teacher in the Diocese. This is a ministry which is lived out in public and witnesses to the teachings of the Church. There is, therefore, an expectation that all who hold such posts are practising Catholic and in full sacramental communion with the Church.

Is there anything in what you believe or in your personal circumstances that is against the teaching of the Church?

As a Catholic leader, how do you demonstrate your commitment to Catholic education and how do you live your faith commitment in school?

I would be grateful if you would answer the following:

1 To your knowledge, is the person a practising Catholic? Yes/No

2 Is this a person in whom you would have full confidence as a leader in a Catholic school? Yes/No

3 From your knowledge of the person's faith and religious practice, are you able to recommend her/him without reservation for this post? Yes/No

4 Any other comments

Thank you for cooperation

Yours sincerely

APPENDIX 8

PRO FORMA for informing the Education Commission of the appointment of HEAD OF RELIGIOUS EDUCATION

This form should be returned to the Education Commission immediately after the decision to appoint, and if an appointment has been made, the candidate has accepted the post.

School

Address

Local authority/local authority area

The person named below has been appointed Head of Religious Education of this school.

Full name

Home address

Present post (including name of school/college)

Appointment tenable from

Signed

Position

Date