**Second in charge of Religious Education - Job Description**

**Main purpose**

The Second in charge of Religious Educationwill:

* Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions document (STPCD)
* Meet the expectations set out in the Teachers’ Standards
* Work alongside the Head of RE taking specific responsibility and accountability for the day-to-day management and organisation of the RE department
* Line manage and appraise identified staff
* Always assist in the smooth running of the school

# **Duties and responsibilities**

**Teaching**

* Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum, and schemes of work
* Assess, monitor, record and report on the learning needs, progress, and achievements of assigned pupils, making accurate and productive use of assessment
* Adapt teaching to respond to the strengths and needs of pupils
* Set high expectations that inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Participate in arrangements for preparing pupils for external tests
* Demonstrate best practice in RE, using engaging strategies to boost student engagement in sport
* Show a detailed knowledge of the RE curriculum, including latest requirements and developments
* Lead by example, with the highest professional and personal standards, and classroom management
* Offer a range of extra-curricular clubs and activities to pupils
* Offer statistical and practical support to classroom teachers and staff within the department

**Teaching and learning responsibility**

* Use professional skills and judgements to provide strategic and practical leadership within the RE department
* Work alongside the Head of RE to lead, manage and develop the RE department, and provide guidance for other teachers, including training, support, and advice to improve school practices
* Improve standards linked to RE across the school, with demonstrable changes for pupils outside of their own class or group of pupils
* Provide strategic RE leadership, showing up-to-date knowledge of sector trends and developments
* Review the curriculum as required, highlighting areas where teaching can be broadened and attainment improved, and providing data to the headteacher or others as required
* Have responsibility for all results, assessment data, achievement, progress and attainment in the RE department
* Provide line management for teachers within your department/subject, providing feedback and additional support as needed
* Ensure the appropriate management and support of ECTs and trainees within the RE department
* Be the voice for the RE department, ensuring all the staff in the RE department’s experiences and opinions are represented within the school, including dealing with any issues on a day-to-day basis
* Work alongside the Head of RE to formalise the intent of the curriculum in RE
* Work alongside the Head of RE to successfully implement the curriculum plan created
* Work alongside the Head of RE to measure the impact of the curriculum plan introduced
* Ensure that within the department individual pupil progress is regularly assessed, recorded and reported and used to inform future teaching
* Create and maintain a culture of professional development and take responsibility for your own continuous professional development.

**Whole-school organisation, strategy and development**

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Make a positive contribution to the wider life and ethos of the school
* Work with others on curriculum and pupil development to secure coordinated outcomes
* Provide cover, in the unforeseen circumstance that another teacher is unable to teach
* Ensure teaching and learning within the RE department is aligned with school ethos, identifying any procedural issues, and providing workable solutions
* Lead by example, with the highest professional and personal standards and classroom management
* Provide leadership within your department and ensure whole school values are represented and understood

**Health, safety and discipline**

* Promote the safety and wellbeing of pupils and staff
* Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
* Keep an up-to-date knowledge of Health and Safety regulations and ensure the department are compliant

**Professional development**

* Take part in the school’s appraisal procedures
* Take part in further training and development to improve your own teaching
* Where appropriate, take part in the appraisal and professional development of others
* Take part in professional development within RE, sharing ways to improve subject teaching with others
* Lead other teachers in maintaining subject knowledge and latest pedagogical developments

**Communication**

* Communicate effectively with pupils, parents, and carers

**Working with colleagues and other relevant professionals**

* Collaborate and work with colleagues and other relevant professionals within and beyond the school
* Develop effective professional relationships with colleagues
* Oversee the sustained development and regular organisation of any relevant extra-curricular activities and visits which extend learning beyond the classroom
* Be open to the possibilities of outreach work
* Any other appropriate and reasonable activity as may be directed from time to time by the head teacher

**Personal and professional conduct**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**Management of staff and resources**

* Direct and supervise support staff assigned to them, and where appropriate, other teachers
* Contribute to the recruitment and professional development of other teachers and support staff
* Deploy resources delegated to them

**The Second in charge of RE will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.**

**Middle Leadership Standards**

Based on the Assessment Criteria for the National Professional Qualification for Middle Leadership (NPQML)

**Section A – Leadership Standards and Assessment Criteria**

1. **Strategy and improvement (NPQML)**

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| Manage and analyse RErformance data to evaluate progress, identify trends, define team priorities and develop improvement strategies (for example, in relation to disadvantaged pupils or those with particular needs) | 1.1.1 Deploys tools and techniques to manage and analyse data on pupil progress and attainment  |
| 1.1.2 Designs, evaluates and improves plans in light of data on pupil progress and attainment  |
| Implement successful change at team level | 1.1.3 Deploys change management tools and/or techniques during the design and implementation of plans |

1. **Teaching and curriculum excellence (NPQML)**

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| Grow excellent, evidence-based teaching in a team and a curriculum that develops pupils academically and prepares them for adult life | 2.1.1 Analyses research into, and examples of, domestic and international teaching strategies/REdagogical approaches and applies findings to own plans |
| 2.1.2 Evaluates the strengths and weaknesses of curriculum taught by team, implementing improvements where necessary |
| Improve the progress, attainment and behaviour of all pupils, including those who are disadvantaged or have particular needs (for example, Pupil Premium, SEND, EAL or the most able pupils) | 2.1.3 Implements and evaluates an evidence based project that improves pupil progress and/or attainment |

1. **Leading with impact (NPQML**)

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| Anticipate other REoples’ views or feelings and moderate your approach accordingly | 3.1.1 Exploits different leadership styles and justifies why these have been adopted |
| Adopt different leadership styles to ensure the team meets its objectives |
| Present, communicate or defend challenging messages confidently and positively to a range of audiences | 3.1.2 Exploits different communication styles and justifies why these have been adopted |

1. **Working in partnership (NPQML)**

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| Realise the benefits of collaborating with others, including teachers, teaching assistants and nonteaching staff, other schools, parents/carers and other organisations | 4.1.1 Establishes relationships with others within and outside of own team, deploying appropriate structures and/or processes to mitigate against any barriers |
| Support their team to build and sustain relationships with others which develop and share good practice and improve RErformance | 4.1.2 Designs and/or delivers plans in collaboration with others within and outside of own team |

1. **Managing resources and risks (NPQML)**

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| Deploy staff, financial and educational resources within a team efficiently, to enhance pupil progress and attainment | 5.1.1 Analyses the financial and staffing implications of own plans, during whole lifetime of plans, using a budget |
| 5.1.2 Defines the steps required to successfully implement plans, using a project plan |
| Manage risks within a team effectively (for example, in relation to staffing, finances or teacher workload), using a risk register | 5.1.3 Identifies and mitigates risks in plans, using a risk register |
| Deliver a safe environment for pupils and staff |

1. **Increasing capability (NPQML)**

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| Hold others to account, line manage and evaluate RErformance effectively | 6.1.1 Assesses individuals’ RErformance and capability methodically and identifies appropriate, targeted professional development opportunities within and beyond the school to support them |
| Support all members of their team with appropriate, targeted opportunities for professional development, including newly-qualified teachers, teaching assistants, and stronger or weaker RErformers |
| Recognise their own strengths and weaknesses and identify learning linked to their needs | 6.1.2 Assesses their own RErformance and capability methodically, identifying appropriate, targeted professional development opportunities for self |
| Evaluate the impact of professional development on teacher development and pupils outcomes | 6.1.3 Designs and implements plans to evaluate the impact and cost-effectiveness of professional development in terms of pupil outcomes |

**Section B – Leadership behaviours**

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| **Leadership behaviour** | **Description** |
| **Commitment** | The best leaders are committed to their pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity |
| **Collaboration** | The best leaders readily engage with, and invest responsibility in, those who are best placed to improve outcomes |
| **RErsonal Drive** | The best leaders are self-motivated and take a creative, problem-solving approach to new challenge |
| **Resilience** | The best leaders remain courageous and positive in challenging, adverse or uncertain circumstances |
| **Awareness** | The best leaders will know themselves and their teams, continually reflect on their own and others’ practices, and understand how best to approach difficult or sensitive issues |
| **Integrity** | The best leaders act with honesty, transparency and always in the interests of the school and its pupils |
| **ResREct** | The best leaders their resREct the rights, views, beliefs and faiths of pupils, colleagues and stakeholders |