

# The Religious Studies and Citizenship Department

The RE and Citizenship department is currently a team of two specialist RE/Citizenship teachers. Our syllabus is current, engaging, diverse and relevant to all students. We actively encourage creativity, freedom of thought as well as tolerance and respect of all. We include vital elements of PSHE, RSE and Citizenship to ensure a variety of educational topics are covered. Within our RE syllabus we look at beliefs, teaching and practices of the six major world religions as well as philosophical and ethical issues.

KS3 are taught for three hours per fortnight. KS4 are taught non-exam Citizenship for one hour per fortnight.

We also offer GCSE Religious Studies through the Eduqas board and are following Route A, Christianity and Islam.

The department runs a chess club, homework club and marking club after school on a weekly basis. The chess club and homework club have proved popular for our KS3 students and the marking club is for staff to work together in a relaxed environment for marking assessments, standardisation etc.

## **JOB DESCRIPTION**

**SCHOOL:** Chase High School

**DEPARTMENT** Re and Citizenship

**JOB TITLE:** Subject Leader: Re and Citizenship

**RESPONSIBLE TO:** Deputy Headteacher

**RESPONSIBLE FOR:** All teaching and support staff attached to the Curriculum Area

**DUTIES:** The Conditions of Employment of School Teachers (Part XII) specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. In recognition of the particular duties required of the holder of this job, an allowance is payable.

**PARTICULAR DUTIES:** To be responsible for the leadership, management, and organisation of the Department which will, inter alia, be responsible for co-ordinating the teaching of Re and Citizenship throughout the School.

**ALLOWANCE ATTACHED TO THE POST AND  
PARTICULAR DUTIES:** TLR2C

**TEACHING:**

**1.1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

## **1.2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

## **1.3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## **1.4 Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **1.5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **1.6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **1.7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **1.8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

## **A. MAIN RESPONSIBILITIES**

Under the direction of the Deputy Headteacher:

### **CURRICULUM**

#### **1.**

- (a) To co-ordinate the teaching of Re and Citizenship throughout the school.
- (b) To establish and make explicit Curriculum Area aims and objectives; and to review, evaluate and develop the curriculum to meet these objectives.
- (c) To ensure that syllabuses and schemes of work are produced, monitored and reviewed.
- (d) To define skills, techniques and concepts to be developed and taught.
- (e) To develop assessment processes which are compatible with school policy.
- (f) To ensure the appropriate differentiation of the curriculum to meet the needs of all levels of student ability.

- (g) To develop structures to facilitate progression and continuity in terms of cross phase and cross curriculum work.
- (h) To promote teaching and learning styles which stimulate student interest and involvement in learning.
- (i) To contribute, as necessary, to the planning of the school timetable.

## 2. **STUDENTS**

- (a) To establish appropriately high levels of expectations by setting down clear guidelines for establishing good standards of behaviour and achievement within the Curriculum Area, including the careful presentation of work and the care of books and equipment.
- (b) To establish procedures for the monitoring and recording of progress, which include the active participation of students, and involve the passing on of records from year to year.
- (c) To make arrangements for: the induction of students at all levels of admission to the school, student choice of course at 14+ and 16+.
- (d) To supervise the writing and issuing of reports.
- (e) To deal with classroom discipline problems in the Department which have been referred by Heads of Department. Report (and if necessary refer) matter to Assistant Headteacher.

## 3. **EXAMINATIONS**

- (a) To establish policy on entry to external examinations in accordance with that of the school.
- (b) To define criteria for entry, to forecast, record and monitor results.
- (c) To liaise with the Examinations Officer in relation to entry procedures.
- (d) To implement school policy on internal examinations, including preparation and assessment.

#### **4. TEACHING STAFF**

- (a) To assist with recruitment and appointment.
- (b) To deploy staff within the Curriculum Area and the prepare Job Descriptions.
- (c) To make detailed arrangements for the induction of all newly appointed teachers;
- (d) To promote the professional development of all teachers within the Curriculum Area and to assist in performance management procedures. To encourage team work and good morale.
- (e) To oversee and evaluate the work of teachers within the curriculum area including:
  - Observation lessons
  - Checking on exercise books, records and assessments.
  - Preparation of reports on probationary teachers.
- (f) To establish an effective structure for inter-departmental consultation, communication and evaluation including meetings, working parties and information bulletins as appropriate.
- (g) To liaise with the Deputy Head, Students and Personnel.

## **SUPPORT STAFF**

- (a) To assist with recruitment and appointment procedures.
- (b) To deploy staff within the Curriculum Area and to prepare Job Descriptions.
- (c) To arrange induction training for all new staff.
- (d) To oversee and monitor work generally.
- (e) To promote the professional development of support staff and assist in performance management procedures.

## **5. RESOURCES AND ACCOMMODATION**

- (a) To establish and maintain through forward planning appropriate resources for the subject or curriculum area.
- (b) To allocate resources and accommodation within the curriculum area to meet curriculum objectives.
- (c) To educate students and enhance staff awareness in matters concerning energy conservation (heating and lighting).
- (d) To lay down standards for the proper care of accommodation, furniture and equipment; and to enhance the learning environment through the effective display of students' work and other materials.

## **6. WHOLE SCHOOL RESPONSIBILITIES**

- (a) To attend Departmental, Form Tutor and Staff Meetings.
- (b) To take an equitable share in the membership of Committees and Working Parties.



- (c) To prepare reports for the Governing Body and attend meetings as requested.
- (d) To foster and support extra-curricular activities in the interests of the school community e.g. school plays, concerts.

## **7. COMMUNITY RESPONSIBILITIES**

- (a) To ensure effective dialogue with parents in accordance with school policies. Attend Parent/Teacher Consultation Evenings.
- (b) To work closely with partner primary schools and post-16 institutions.
- (c) To liaise with external agencies and employers as necessary.

## **8. ADMINISTRATION**

- (a) To prepare an annual curriculum Area Budget and maintain appropriate financial records.
- (b) To prepare and submit requisition requirements and check goods and equipment received.
- (c) To make arrangements for the maintenance of inventories and supervise the annual stocktake.
- (d) To liaise with the Business Manager.

## **C. GENERAL DUTIES**

- (a) To carry out a share of supervisory duties in accordance with published rosters.
- (b) To participate in appropriate meetings with colleagues and parents relative to the above duties.
- (c) To undertake the duties of a form tutor in accordance with the general description of a form tutor.

## **NOTES**

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the postholder must have regard to the Teacher's Pay and Conditions Document 2015.
3. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete the particular duties as set out in the foregoing.

**DATE OF ISSUE: January 2016**