



Subject Leader for RE

Application Pack



Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

Headteacher

Work with Us

When you come and work at Hodge Hill College you will get better at what you do. We are a Big Team with one focus; excellence in everything we do.

Teaching and Learning

- No need to write lesson plans of any kind
- All planning is shared across subjects
- Time is given over in the timetable for lesson preparation in subject teams every week
- A maximum of 20 out of 25 periods of teaching every week
- We want lessons to be excellent; there are no lesson gradings just a culture of typicality
- Well-resourced faculties with digital technologies in every classroom and access to ICT
- Culture of sharing best practice at all levels in school and dedicated time given to every week

Assessment and Feedback

- Minimal data entries – we collect whole school effort and attainment data three times a year, that's it!
- No written reporting to parents
- Marking is to enable pupils to progress, not for anyone else. Marking points are planned for, and the information gained is talked about in teams to inform future planning.
- Our Raising Attainment Plans are at the heart of what we do and are live, handwritten documents
- Teacher's don't deal with parental emails; we have a large pastoral team which means teachers focus on teaching

Professional Learning

- Professional learning is what we do and everyone has something to learn from somebody else
- Everyone is a reflective practitioner who strives to do better
- Professional learning is driven by staff needs and feedback
- Professional learning sessions run after school and finish at 4pm
- We don't just plan lessons, we prepare for them to hone our craft and timetabled time is given in the week to work in subject teams
- Tailored programme focused on teaching and learning for early career stage teachers
- Opportunities for career progression, we aim to develop leadership at all levels
- A culture of no initiatives; we do what we do well and we keep what works and stop things that have no impact

Behaviour

- All staff have high expectations of pupil behaviour and all staff reinforce these
- A visible Senior Leadership Team who do lunch and break duties
- A visible non-teaching pastoral team who lead their year groups
- A clear system of sanctions consistently applied
- A supportive environment; teams are there for each other and behaviour is everyone's responsibility
- Team Hodge Hill
- Open door policy, we're all here for each other
- Approachable Senior Leadership Team, no problem is too small
- Huge variety of enrichment opportunities to get involved in; Duke of Edinburgh, outward bound expeditions, World Book Day, Christmas pantomime
- We don't do things for the sake of it, everything must impact pupil progress
- No expectation of emails outside of working hours
- Work around what works for you, no expectation for staff to come in early or stay late

We do what we do well, and we make a difference for our pupils.

Subject Leader for RE Job Description

Safeguarding Statement

Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

Post Title:	Subject Leader for RE
Salary:	MPS/UPS and TLR 2.2
Responsible to:	Director of Learning – Humanities
Responsible for:	Departmental management for RE
Working Time:	Full time as specified within the STPCD

1. Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To actively support and promote positive professional relations with students and visitors

2. Principal Responsibilities

To meet all requirements as appropriate of the Teachers' standards: *

<https://www.gov.uk/government/publications/teachers-standards> (*Appendix 1)

3. Operational and Strategic Planning

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department within the designated area.
- The day-to-day management, control and operation of one curriculum area provision within the department.
- To assist in monitoring and follow up student progress.
- To assist in the implementation of school policies and procedures, e.g. Equal Opportunities, Health & Safety, COSHH, Accommodation Strategy etc.
- To work with colleagues to formulate aims, objectives for the department which have coherence and relevance to the need of students and to the aims and objectives of the school.
- To assist in the management of the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students and the aims and objectives of the school.
- To support the relevant manager in the application of ICT in the curriculum area.

4. Curriculum Provision

- To liaise with the Director of Learning to ensure the delivery of an appropriate comprehensive, high quality and cost-effective KS3 and KS4 curriculum programme which complements the School's strategic objectives.
- To be accountable for the development and delivery of subject

5. Curriculum Development:

- To support curriculum development within the whole department with particular emphasis on the relevant curriculum area.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- monitor actively and respond to curriculum development and initiatives at national, regional and local levels.

- To liaise with the Director of Learning to maintain accreditation with the relevant examination and validating bodies.
- To create and develop a programme of KS3 and KS4 enrichment to enhance pupil's progress

6. Staffing

- To work with the Director of Learning to ensure that own and staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To engage actively in the Performance Management Review process and to act as reviewer for a group of staff within the designated department.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure the effective efficient deployment of classroom support.

7. Quality Assurance:

- To ensure the effective operation of quality control systems.
- To assist in the process of the setting of targets within the department and to work towards their achievement.
- To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- implement school quality procedures and to ensure adherence to those within the department.

8. Management Information

- To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data and to take action as appropriate
- To create and monitor KS3 and KS4 progress data via departmental trackers.
- To analyse department progress data and suggest appropriate interventions.
- To write and implement appropriate action plans in line with department and whole school quality assurance procedures.
- To help to produce reports within the quality assurance cycle.
- To assist in the production of reports on examination performance, including the use of value added data

9. Communication and Liaison

- To help ensure that all members of the department/curriculum area are familiar with its aims and objectives
- To ensure effective communication as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To contribute to the planning and delivery of school liaison activities.
- To contribute to the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in school, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

10. Management of Resources

- To assist the Director of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.

11. Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic

job description.

- To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.

12. School Ethos

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and assist with assessments as appropriate

13. Upper Pay Range Accountabilities

- Demonstrate the capacity to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and promote collective responsibility for their implementation.
- Have an extensive knowledge, understanding and practical application of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge, a well-informed understanding and practical application of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/ curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice and support to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge

14. Additional Accountabilities for the Maximum of the Upper Pay Range

- In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:
- Consistently fulfil the requirement to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
- Play a critical role in the life of the school.
- Provide a role model for teaching and learning and support the teaching and learning of others.
- Make a distinctive contribution to the raising of pupil standards and/or enrichment.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the school's Performance Management Policy before, or as soon as practicable after, the start of each performance management period.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's for improving the school's educational provision and performance and improving the educational opportunities of pupils at Hodge Hill College

NOTES

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

UPPER PAY RANGE TEACHER JOB DESCRIPTION

Paragraphs 1 to 9 are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher:

In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the accountabilities under paragraph 10 & 11 and, if you are paid at the maximum of the Upper Pay Range, accountabilities under paragraph 12.

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the salary/grade and job title.

Signed: (Line Manager) Date:

Signed: (Job Holder) Date:

It is the school's usual practice to review support staff job descriptions every 12 months as part of the Performance Management Process. This timeframe is for guidance only.

All offers of appointment are subject to:

1. A satisfactory enhanced Disclosure and Barring Service Check
(For those who will be engaging in regulated activity, with barred list information)
 2. At a minimum two Satisfactory References. One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
 3. Verification of identity
 4. Verification of right to work in the UK
 5. Verification of mental and physical fitness to carry out work responsibilities
 6. Any additional checks needed for time spent living or working overseas
 7. Qualification checks as outline on your application form
 8. A check that you are not subject to a prohibition order issued by the secretary of state
- (For teachers only, teaching assistants and pastoral staff)

APPENDIX 1: Teachers' standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - 1.1. establish a safe and stimulating environment for pupils, rooted in mutual respect
 - 1.2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - 1.3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

- 2. Promote good progress and outcomes by pupils**
 - 2.1. be accountable for pupils' attainment, progress and outcomes
 - 2.2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - 2.3. guide pupils to reflect on the progress they have made and their emerging needs
 - 2.4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - 2.5. encourage pupils to take a responsible and conscientious attitude to their own work and study.

- 3. Demonstrate good subject and curriculum knowledge**
 - 3.1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - 3.2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - 3.3. 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
 - 3.4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - 3.5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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

- 5. Adapt teaching to respond to the strengths and needs of all pupils**
 - 5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - 5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - 5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - 5.4. have a clear understanding of the needs of all pupils, 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.

- 6. Make accurate and productive use of assessment**
 - 6.1. know and understand how to assess the relevant subject and curriculum areas, including statutory

assessment requirements

- 6.2. make use of formative and summative assessment to secure pupils' progress
- 6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- 7.1 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
- 7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

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

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

DfE: with effect from 1st September 2012

Subject Leader for RE Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status/ Qualified Teacher Learning and Skills (QTLS) status (i.e. those that have, and maintain, IfL membership) • Evidence of further professional development • Degree or equivalent 	
Experience	<ul style="list-style-type: none"> • Successful teaching experience of leading curriculum change to improve the quality of learning • Experience of planning and/or leading professional development within the department 	<ul style="list-style-type: none"> • Involvement in departmental development planning • Experience of leading teams
Knowledge	<ul style="list-style-type: none"> • Current curriculum issues • Development planning processes • Teaching & Learning styles and strategies • Nature and purpose of a range of assessment strategies 	<ul style="list-style-type: none"> • Experience of school improvement initiatives
Skills & Abilities	<ul style="list-style-type: none"> • Ability to review, evaluate, plan and lead by example • Ability to encourage a collaborative approach and to work as a member of a team • Ability to manage the implementation of change • Good interpersonal skills • High level of skill in written and oral communication 	<ul style="list-style-type: none"> • Ability to work under pressure, effectively manage time and prioritise actions
Approach	A commitment to the values of Hodge Hill College, including: <ul style="list-style-type: none"> • No contra-indications for working with children (as part of the safeguarding process). • A willingness to take responsibility for promoting and safeguarding the welfare of children and young person's s/he is responsible for, or comes into contact with • High expectations of all and a determination to raise standards. • Comprehensive education, equality of opportunity and inclusivity • A commitment to learning- a genuine desire to continue learning one self and a willingness to reflect upon and learn from experience • Creativity and imagination • Enthusiasm, integrity and a passion for enhancing every child's life chances • Generosity of Spirit 	
Personal Qualities	<ul style="list-style-type: none"> • A sense of humour! • A good record of attendance and punctuality • Flexibility and adaptability in the ever-changing world of education 	
<p>You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process).</p>		