



St Gregory's Catholic School
Kent Catholic Schools' Partnership



Head of Religious Education

Application Pack



St Gregory's Catholic School

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Letter from the Executive Principal

Dear Candidate,

Thank you for your interest in this exciting role within in our ambitious partnership of two secondary schools in the West Kent Cluster of Kent Catholic Schools' Partnership.

We are a collaborative partnership of proudly Catholic, world class schools connected by our ambitious extended curriculum and passion to nurture the young people in our care into confident, well-rounded individuals who make the world a better place.

We have extremely high expectations of what we do for the students in our schools and are keen to recruit like-minded, passionate colleagues who have the potential to redefine what is possible in the education landscape.

If you are passionate about making a better world through the power of education and have the skills to help us showcase the work we do, we would love to hear from you.

Kind regards

Mike Wilson

Executive Principal

St Gregory's Catholic School & St Simon Stock Catholic School



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Role Description

We wish to appoint for September 2022 an innovative, enthusiastic and well-qualified Head of Religious Education to join us at St Gregory's. This post would suit an experienced teacher.

The Role:

The successful candidate will be an excellent teacher of Religious Studies, a practicing Catholic, a good team player and a career teacher who can communicate a love of the subject and contribute strongly to a committed team. The candidate will be committed to the students and academy life and will possess the ability to communicate effectively and be able to raise the standards of learning for all of the students that they are required to work with.

St Gregory's pupils love to gain new knowledge and skills and all our teachers relish the opportunity to deliver challenging, engaging and interesting lessons, with high expectations of behaviour.

Benefits of working at St Gregory's:

- A supportive and caring working environment for staff and students
- Dedicated and bespoke CPD time for all staff each term
- Opportunities to complete external qualifications such as Masters
- Free Gym Membership
- Kent Rewards Scheme

Our Offer: We create an environment where our staff can thrive and enjoy the work that they do which enables our young people to flourish, gain confidence, achieve and be happy. We have a reputation for being a very caring environment and we have a great record for investing in staff training and development.

Application Process

Please contact the school at HR@sgschool.org.uk to obtain an application form or download it from our website [here](#).

Application Deadline: **16th May, 2022**

Interviews: **Week of the 23rd of May, 2022**

If you wish to visit the school before applying or require any support with your application, please contact HR@sgschool.org.uk

Safer Recruitment

St Gregory's 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.



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Job Description & Person Specification

Job Title:	Head of Religious Education
Salary Grade:	UPS £38,690 - £41,604 & TLR1.1 £13,616 Recruitment and retention allowance also available for 12 months for the right candidate.
FTE:	1.0
Line Manager:	Academy Principal

Main Purpose:

- To be accountable for leading, managing and developing Religious Education
- To be accountable for student progress and development within Religious Education
- To develop and enhance the teaching practice of others
- To ensure provision of an appropriately broad and balanced curriculum for all students in RE in all key stages in accordance with the curricular requirements determined by the RE Curriculum Directory and SLT
- To effectively manage and deploy teaching and support staff, financial and physical resources in Religious Education

General Responsibilities:

1	Catholic Life and Mission of the School and the Department	
1.1	School Catholic Leadership	<ul style="list-style-type: none"> • To work with the Catholic Life & Mission Team to ensure that the school's Mission Statement reflects the identity and purpose of the school • Work with the Catholic Life & Mission Team and the local Parish Priests to ensure that a range of liturgical activities happen across the school and throughout the year • Work with the Catholic Life & Mission Team to support a Christ-centred curriculum across the school
1.2	Leading by Example	<ul style="list-style-type: none"> • Act as a role model for students and staff in the respect and traditions of the Catholic faith by: • Leading the department and school in prayer at appropriate times • Championing the gospel values • Maintain an up-to-date understanding of the requirements of Catholic Education • Ensure the department ethos is aligned with the school, cluster and Trust ethos

2	Leading Teaching in the Department	
2.1	Excellence in the classroom	<ul style="list-style-type: none"> • Plan and deliver well-sequenced lessons • Develop and maintain extremely high expectations of behaviour for learning • Promote a culture of independent learning • Enable all students to achieve their full academic potential in RE • Regularly and consistently review the students acquisition of knowledge and understanding • Intervene efficiently and effectively to promote and accelerate student progress
2.2	Commitment to CPD	<ul style="list-style-type: none"> • Demonstrate a desire and passion to continually improve your own practice • Read widely and often about the best practice in RE and general pedagogy • Enhance your own subject knowledge • Engage fully with research and development of teaching and learning • Investigate and visit other settings to draw on best practice in RE teaching
2.3	Leading by example	<ul style="list-style-type: none"> • Ensure that you champion excellent pedagogy within the department • Critically evaluate the quality of teaching and learning within the department regularly • Support teachers in the RE department to develop their own practice • Model the high expectation of teaching and learning by providing concrete examples for the team • Ensure that learning and teaching of the subject engages all students, particularly SEND and disadvantaged, liaising with the leaders of these groups of students to support their progress in RE



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3	Literacy & Oracy in the Department	
3.1	Teacher of Literacy	<ul style="list-style-type: none"> • All teachers are expected to champion and explicitly teach literacy • Model high expectations of written and spoken a • Explicitly teach key vocabulary (not just subject specific) and reinforce through regular retrieval • Identify students who need to develop their literacy skills and intervene appropriately • Insist that students write in full sentences as often as is appropriate • Provide regular feedback which develops accurate spelling and grammar
3.2	Teacher of Oracy	<ul style="list-style-type: none"> • All teachers are expected to champion and explicitly teach oracy • Model high expectations of spoken English and insist that student emulate this • Ensure students speak in complete sentences using correct grammar and pronunciation • Encourage students' eloquence by reducing their reliance on filler words, e.g. "um", "er" • Celebrate good oracy
4	Leadership of the successful delivery of RE	
4.1	Vision	<ul style="list-style-type: none"> • Inspire and enthuse members of the team, with a clear vision for the future direction of the RE Department.
4.2	Improvement Planning	<ul style="list-style-type: none"> • Lead the department's strategic planning processes, rooted in accurate, critical self-evaluation • Complete a Department Improvement Plan (DIP) annually and use this to drive improvement • Ensure the DIP is appropriately and effectively resourced • Monitor the impact of the DIP
4.3	Accurate evaluation	<ul style="list-style-type: none"> • Undertake regular audits and quality assurance checks within RE • Use this information to lead the self-evaluation process • Review the implementation and impact of school and department initiatives
4.4	Role Modelling	<ul style="list-style-type: none"> • Act as a role model to others, demonstrating high standards of professionalism in all aspects
4.5	General Administration	<ul style="list-style-type: none"> • Provide appropriate, accurate and timely management information to enable continuous evaluation • Quality assure information required by various stakeholders • Design and implement departmental procedure that complement School policies & procedures
5	RE Curriculum	
5.1	Intent and design	<ul style="list-style-type: none"> • Clearly articulate to all stakeholders the intent of the RE curriculum • To develop an innovative and progressive curriculum in RE • Ensure this reflects the ethos of the School and meets the needs of all students • Ensure that all statutory requirements of the Bishops' Conference - Religious Education Curriculum Directory are met • Maintain up-to-date knowledge of initiatives and developments and incorporate these elements
5.2	Implementation	<ul style="list-style-type: none"> • Develop differentiated schemes of work at KS3, KS4 and KS5 so that all make progress • Develop and use high quality resources for the delivery of the curriculum • Incorporate assessment into all aspects of curriculum planning • Ensure the teaching and learning meets the needs of all students (including SEN, PP, PA)
5.2	Curriculum Review	<ul style="list-style-type: none"> • Review, evaluate and improve the design and delivery of the curriculum on an ongoing basis



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6		RE Team Leadership
6.1	Managing the team	<ul style="list-style-type: none"> Adopt strong, caring and flexible leadership style to influence and motivate staff Create an environment of open-mindedness, fairness and harmony Organise activities/processes that encourage team development Ensure that effective, caring procedures for staff welfare matters are implemented Ensure that all feel that their contributions are valued To co-ordinate the resources of the Department, giving support and guidance to relevant staff Manage the allocation of the teaching timetable in a fair way that achieve the best outcomes
6.2	Recruitment	<ul style="list-style-type: none"> Advise the Senior Leadership Team about the recruitment and retention of high-calibre staff Ensure that all staff receive departmental induction and fully understand all relevant policies
6.3	Professional Development & Appraisal	<ul style="list-style-type: none"> Implement the School performance management processes Ensure that staff develop their practice and their performance is accurately evaluated Ensure all staff are committed to CPD in a meaningful way that improves practice
6.4	HR issues	<ul style="list-style-type: none"> Act as the first level of approval/intervention for HR issues, including: Managing absence CPD approval Special leave requests Disputes within the team Support to address concerns with practice Well-being and mental health of staff in the team

7		Resources Management, Facilities and Health & Safety
7.1	Health & Safety	<ul style="list-style-type: none"> Safeguard young people, ensuring all aspects of H&S are adhered to in lessons To be aware of the need for security and of the importance of implementing H&S policies
7.2	Financial management	<ul style="list-style-type: none"> Oversee the department's budget Ensure the use of financial resources has a clear impact on improving student outcomes Ensure that physical resources to deliver the curriculum are acquired and maintained effectively
7.3	Facilities	<ul style="list-style-type: none"> Ensure the accommodation is used effectively to meet the needs of students and the curriculum Ensure that the interior and exterior of the building are maintained Ensure the condition of the teaching spaces reflect the ethos of the cluster and school

8		Measuring Impact and Reporting
8.1	Pupil Progress	<ul style="list-style-type: none"> Provide regular reports on student performance based on internal assessment data Provide regular reports on student performance based on externally verified examination results
8.2	Underachievement & Intervention	<ul style="list-style-type: none"> Identify underachievement and plan effective interventions to address this Regularly report this underachievement and the plans to intervene
8.3	Examinations	<ul style="list-style-type: none"> Ensure that appropriate arrangements are made for examination entries and any other NEA
8.4	Outcomes	<ul style="list-style-type: none"> Meet the aspirational targets set for students in RE at GCSE and A Level

9		Developing & Maintaining Strong Community Links
9.1	KCSP & Cluster Collaboration	<ul style="list-style-type: none"> Develop strong collaboration with the RE Team in St Gregory's Catholic School Develop strong links with all RE leaders within KCSP and the Diocese of Southwark
9.2	Outreach	<ul style="list-style-type: none"> Develop outreach initiatives which promote the dept in the community, including primary schools Support staff as appropriate in other Trust schools
9.3	Parental Engagement	<ul style="list-style-type: none"> Create and implement ways of actively involving parents and carers in the learning process
9.4	World Class Opportunities	<ul style="list-style-type: none"> Facilitate a broad range of activities to deepen and broaden students' experiences in RE Support initiatives and projects in the STEM and CEIAG strategies within RE
9.5	Event Coordination	<ul style="list-style-type: none"> Ensure events are appropriately calendared in good time at key planning meetings. Plan events in good time and ensure all stakeholders are aware of details and requirements necessary to make the event successful. Routinely evaluate events to continually improve these for future dates. Provide a brief report including photographs/video (where appropriate for inclusion in any marketing and publicity for the school.



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This job description outlines the main duties and level of responsibility of the post for the time being. It is not a comprehensive or exclusive list and it cannot anticipate future service demands. There is a clear expectation of the post holder that they will make a positive contribution to enhancing and adapting services.

Job descriptions will be reviewed, in consultation with the postholder, at least annually or whenever there may be a significant change to the role.

Sign and date below to confirm that both parties have reviewed this job description, agreed any amendments and confirm that it reflects the current responsibilities expected of the postholder.

Line Manager	Date	Post Holder	Date
	Click or tap to enter a date.		Click or tap to enter a date.



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Person Specification

	Criteria	Essential / Desirable
Faith Commitment	Understanding of the distinctive nature of a faith school.	E
	Experience in leading acts of worship in Catholic schools.	E
	A practising Catholic.	E
Qualifications	At least five GCSEs grade C and above (or equivalent)	E
	Honours Degree or equivalent & QTS	E
Experience	Successful history of results at KS4 and KS5.	E
	Evidence of ability to manage a team and teaching and learning in a curriculum area.	E
	Experience in leading change within a department.	D
	Experience of leading/coordinating professional development opportunities.	D
Professional Development	Ability to identify own learning needs.	E
	Willingness to engage in CPD.	E
	Able to train and support peers.	E
	Evidence of continuing professional development relating to wider school and curriculum/teaching and learning.	E
	A commitment to continued professional and personal development Potential for promotion within the school.	E D
Leadership	Able to lead on the development of key materials and initiatives.	E
	Ability to inspire and motivate staff, students, parents and key-stakeholders to achieve the aims of Catholic Education.	E
	Ability to support staff within the faculty to achieve its vision.	E
	Ability to create a compelling vision and secure commitment from team	E
Teaching & Learning	Knowledge of a range of successful teaching and learning strategies to meet the needs of all students at KS5.	E
	Excellent subject knowledge	E
	Experience of Key Stage 4 and A-Level teaching.	E
	Knowledge and experience of exam board requirements.	D
	An understanding of assessment strategies and the use of assessment at KS5.	D
Experience of effective monitoring and evaluation of teaching and learning.	D	
Skills, Qualities & Abilities	Empathy with pupils from Key Stage 3 upwards.	E
	Excellent communication skills.	E
	Excellent interpersonal skills	E
	Excellent organisation skills	E
	Dedication	E
	Ability to remain positive and enthusiastic when working under pressure.	E
	Ability to organise work, prioritise tasks, make decisions and manage time effectively.	E