

Twyford Church Of England Academies Trust

"I have come that you might have life
and have it to the full" John 10 v10



Twyford Church of England High School

Job Description

Job Title:	RE Key Stage Coordinator
Grade:	Main professional grade plus TLR 2a
Line Manager:	Head of RE Department
Supervisory responsibility:	Subject to candidate experience

Main purpose of Post

To achieve outstanding outcomes at decided key stage in the curriculum and wider curricular offer within the RE department.

- Ensure all aspects of the decided key stage schemes of work, curriculum and lesson level resources are outstanding
 - Examination outcomes are outstanding in all year groups of the decided key stage
 - Ensure a rich wider learning offer is in place at decided key stage
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Outcomes

Achievement

For the decided key stage:

- Achievement is effectively monitored and areas of weakness are identified and addressed
- Achievement is outstanding

Teaching

For the decided key stage:

- Curriculum and assessment frameworks are clear and support outstanding progression
- All staff are confident and consistent in the delivery of good and outstanding lessons
- Standardised homework and quarterly assessments are robust, capture assessment objectives well and prepare students adequately for next steps

Behaviour

- Student conduct within the department is uniformly good

Leadership

- There is a clear vision for the enjoyment and application of RE
- Teachers within the department are well supported to carry out their roles
- The curriculum for the decided key stage in RE meets the aspirational gold standard set across the Twyford Trust
- All teachers within the team use departmental and whole school systems consistently and well

Other

- RE Wider Learning Programme is a model of outstanding practice

Specific responsibilities and tasks

Achievement

Achievement at the decided key stage is effectively monitored and areas of weakness are identified and addressed

- Analyses of results (under guidance of the Head of Department) to monitor progress of students and cohorts (including Pupil Premium) after each key assessment.
- Responsibility for using department tracking systems effectively across RE in relevant year groups.
- Provide regular feedback to the Head of Department about progress of students; to discuss issues with delivery and progress as they arise.
- Responsibility for system for identification of student causes for concern.
- Responsibility for supporting Head of Department in evaluating prior attainment of students on entry.
- Support class teachers to address underachievement.
- Celebrate student successes.

Achievement is outstanding at the decided key stage

- Identify areas of underperformance and ensure improvement plans drawn up and delivered
- Agree and monitor intervention strategies for individuals/cohorts where appropriate
- Lead/manage interventions as required (at individual or group level)

Teaching

Curriculum and assessment frameworks are clear and support outstanding progression at the decided key stage

- Review and improve the curriculum framework for the department, including gathering parental and student feedback
- Liaise with Head of Department over proposed course changes.
- Ensure that the linear standardised assessments are available for relevant year group teachers ahead of termly assessment points, including mark schemes and student feedback sheets.
- Provide training and support for staff teams in lesson and curriculum planning.
- Ensure all unit overviews for relevant year group are clear and use the consistent Copia formats to provide an appropriate framework for the design of outstanding lessons.
- Ensure that the differentiated schemes of work are refined and improved for the relevant year group curricula.
- Refine, develop and improve all curriculum resources (including lesson PowerPoint slides, use of Copia, additional online resources, text books as appropriate).
- Ensure that the lesson PowerPoint slides and other teaching and learning resources are outstanding and available on Copia in the consistent format (including differentiated learning outcomes, lesson prep, consistent visual clues for AFL etc.).
- Ensure Copia for the department is well utilised to support students of all abilities to make progress and develop effective independent learning behaviour.
- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks of student planners etc.).

All staff are confident and consistent in the delivery of good and outstanding lessons at the decided key stage

- Ensure curriculum and teaching and learning policies for the department are in place and well understood by staff teams
- Ensure good practice guidance/exemplars in relation to teaching and learning are shared

- Develop a culture of sharing best practice in teaching and learning
- Support HOD in the programme of lesson observations (including department lesson looks /paired observations and performance management observations)
- Audit the quality of delivery at the decided key stage via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (department level and Whole School)

Behaviour

Student conduct and learning behaviour at the decided key stage is uniformly good

- Agree department behaviour policy (in line with whole school policy) and ensure it is consistently used.
- Support department post-holders in enforcing behaviour rules.
- Monitor students' learning conduct and behaviour as a measure of their engagement with RE (e.g. work scrutiny/book looks)
- Ensure Whole School policy on lesson prep and homework is consistently and effectively used.

Leadership

There is a clear vision for the enjoyment and application of RE

- Support HOD with 3 year strategic planning overview and departmental development planning
- Development and management of the department wider learning at the decided key stage

Teachers within the department are well supported to carry out their roles

- Support HOD in performance management of staff
- Undertake regular coaching and mentoring of department members
- Ensure all relevant key stage teachers are confident and consistent in their use of department-wide systems
- Effective management of relevant key stage support staff (Teaching Assistants / Technicians)

The curriculum in RE meets the aspirational gold standard set across the Twyford Trust

- Liaise with Head of RE to maintain the RE Curriculum framework for Twyford for relevant key stage
- Collaborate across the Trust to develop materials and make these available via the VLE
- Manage the relevant key stage enrichment/wider learning programme within the RE Department

All teachers within the delivery teams use departmental and whole school systems consistently and well

- Liaise with Head of RE in creating a handbook of departmental practices (electronically and in hard copy)
- Monitor day to day classroom practices to ensure they are in line with stated policies
- Undertake effective self-evaluation of RE in the curriculum

All staff are expected to make a contribution to the wider life of the school (enrichment activities, clubs, trips and visits or support activities).

The nature of this Job Description is subject to changes that will take place as the RE Department develops to meet the needs of the students at William Perkin and as the Twyford Trust continues to grow.

Mainscale job descriptions have been drawn up in line with the National Teachers Standards (DFE 2012); these also apply to all management post holders.

Key measures of success

- 75% of students on target in internal /external assessments
- Internal VA measures
- Lesson Observations and outcomes of Department Audits
- Performance management outstanding
- Quarterly analyses completed
- Quality assurance of relevant key stage curriculum is outstanding

Person specification

	Essential	Desirable
Knowledge and Skills	<ul style="list-style-type: none"> • University Graduate with a good degree • Qualified Teacher Status • Relevant successful experience as a teacher within a high achieving secondary school • A proven record of success in raising standards • Experience of curriculum development and monitoring delivery • Experience of using student results analysis to inform practice and target improvement • Knowledge of the requirements of the National Curriculum and KS3/4 courses • An understanding of recent curriculum and teaching/learning developments • An ability to develop effective curriculum resources in Y7/8 to meet the needs of the full ability range • An understanding of the strategies required to motivate and enthuse all students across the age and ability range to ensure progression as part of a whole school approach to raising achievement • An understanding of the processes and techniques required to assess, record and report students' learning effectively • A commitment to the principles and practices of Assessment for Learning • A commitment to developing Literacy and ICT skills • An ability to use ICT programmes and packages to promote learning • An understanding of the role of your subject within the wider curriculum 	<ul style="list-style-type: none"> • Evidence of further professional development • An understanding of the importance of, and a willingness to participate in, extra-curricular activities • Successful experience of managing departmental change • Successful experience of mentoring others • Experience of teaching at KS5/ knowledge of KS5 RE courses
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to and ability to articulate & model the values of the Twyford Trust • A clear approach to discipline, and good classroom management skills • An ability to work within, lead and motivate a team, and a commitment to collaboration • An ability to generate enthusiasm for RE 	<ul style="list-style-type: none"> • A practising Christian

	<ul style="list-style-type: none"> • Committed to the highest standards in all areas of school life (behaviour, academic, enrichment) • Has a strong grasp of contemporary educational issues • Has outstanding communication and inter-personal skills • Able to set challenging and achievable targets and ensure their delivery • Good time management/ able to multi task • Willing to contribute to the rich life of the school, including its extra-curricular offer • Clarity of vision/strategic thinker 	
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The Twyford Trust 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 applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

You will also be expected to sign and adhere to the school's SAFEGUARDING CHILDREN & YOUNG PEOPLE and SAFE WORKING PRACTICE AGREEMENT which is available as a download on the school website Vacancies page.