APPLICANT PACK

Subject Leader: Religious Studies

Harris Academy Wimbledon

MPS (Inner London) + TLR (2.3) + £1,500 Harris Allowance + Performance and Loyalty Bonus + Pension Scheme (TPS) + Harris Wellbeing Cash Plan + Additional Benefits

Start date: January 2025

For a confidential discussion about this post with the Principal, more information or to arrange a visit, please contact the school on 020 3962 4300 or info@harriswimbledon.org.uk

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

Harris Academy Wimbledon

Dear Applicant,

Thank you for taking the time to learn more about Harris Academy Wimbledon.

We are an *'Outstanding'* (Ofsted 2023) secondary academy, established in 2018 to provide an excellent education for children in Wimbledon.

Two years after opening, we moved into our brand-new building which is modern, bright and equipped with state-of-the-art facilities in every area of the curriculum. We are oversubscribed and fortunate to have an amazing level of support from the community with waiting lists for entry into every year group of our academy.

We promote high levels of academic achievement across the curriculum, encourage participation in extra-curricular opportunities and empower students to make decisions wisely. The curriculum is rich, diverse and personalised ensuring every student achieves his or her true potential. Academic success goes hand-in hand with a rich variety of enrichment and extra-curricular activities; these help foster a spirit of aspiration, resilience and joy in learning.

Professional learning is at the heart of the academy, supporting all staff in their development. The academy has a growth mindset approach where industry and commitment are seen as cultural virtues. Development of resilience, self esteem, managing risks/consequences and the ability to work effectively together all form a key part of the pastoral provision.

We are looking for a hardworking, ambitious and dynamic Subject Leader of Religious Studies to join Harris Academy Wimbledon at this exciting time. You will have excellent opportunities to engage in wider Harris Federation academy improvement and professional development activities.

The Subject Leader of Religious Studies will be a well-qualified specialist, holding QTS (or equivalent) and a relevant undergraduate degree, you will have the ability to teach from KS3 to KS5. We are looking for a strong communicator with proven skills in engaging with, inspiring and motivating, not just the school community but the wider community.

There is a great deal of collaborative working and sharing of good ideas about what works within secondary academies at Harris. The successful candidate will be joining a friendly and outward looking group where professional development and progression opportunities are second to none.

I look forward to receiving your application.

Yours sincerely,

Joanne Larizadeh

Joanne Larizadeh

Principal

Job Purpose

• To establish outstanding provision within the subject area. This to include all programmes, systems and structures taking account of the academy's vision and values leading to outstanding teaching and learning.

• To be accountable for student progress and development in the subject area across KS3, KS4 and Sixth form, including meeting student achievement targets for subject areas which are agreed by the Principal and the Governing Body.

• To ensure high standards of teaching and learning across the subject area through continuously, developing and enhancing the quality of teaching and learning.

• To ensure the provision of an appropriately engaging, relevant and differentiated curriculum for students in the subject area, in accordance with the academy aims and policies, as determined by the Principal and Governing Body.

• To ensure that all school policies and procedures are implemented and applied consistently by all colleagues in the subject area.

• To effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the subject area, with the support and working alongside the MLG/ALG.

• To lead development for literacy, within subject areas, to raise standards of Literacy across the Academy.

Reporting to: Faculty Leader

Responsible for: Teaching staff, other relevant personnel and students within the subject area.

Liaising with: Principal, Academy Leadership Group, Faculty Leaders, Subject Leaders, Student Support Services and relevant staff with cross-Academy responsibilities, relevant non-teaching support staff, parents and Governors and other stakeholders.

Main Areas of Responsibility

Operational/Strategic Planning

• To lead on rigorous self-evaluation and review of subject area performance, recording outcomes with evidence in a focused, precise and evaluative manner in the Subject area self-evaluation form (SSEF) which will feed into the whole Academy self-evaluation form (SEF).

• To formulate, in conjunction with the subject team, an annual subject improvement plan (SIP) which supports the academy improvement plan (AIP). To lead on the development of appropriate syllabuses, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement across the subject area.

• To contribute to the formulation of and subsequently the monitoring evaluation and review of the faculty improvement plan.

• To foster and oversee the application of communication and ICT and numeracy skills in the subject area, including the development of materials.

• To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

Curriculum Provision

• To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum that has high expectations of achievement for all students.

• To lead development of the subject and its delivery, reviewing it regularly in the light of academy and national policies, as well as the impact on achievement.

• To be responsible for the selection of appropriate examination syllabuses, ensuring coverage and providing the examination secretary with accurate and appropriate information when requested. • To work with other Subject Leaders and Faculty Leaders in order to embed cross curricular Literacy, numeracy and ICT across the Academy, which is effective in raising standards.

Main Areas of Responsibility

Staff Development: Recruitment/Deployment of Staff

• To build an effective team of motivated teaching and support staff who share the Academy vision of high achievement for all students.

• To induct, guide and support all staff in the subject areas, ensuring training needs are met, in liaison with the Faculty Leader. To be responsible for the performance management of staff in the subject area, in line with the academy performance management policy.

• To monitor the efficient and effective deployment of the faculty's technicians/support staff and contribute to their performance management process.

• To liaise with the Faculty Leader on all matters concerning recruitment and retention of staff, including participation in any interview process to ensure recruitment of high quality personnel.

• To be responsible for the day to day management of all teaching and support staff in the subject area and to act as a positive role model.

• To make appropriate arrangements for classes when staff are absent.

• To participate in the academy ITT and NQT training and induction programmes.

Quality Assurance

• To ensure that challenging targets for achievement are set, communicated to staff and students and that all colleagues work positively towards reaching them.

• To work with the subject team to monitor and evaluate the work of the subject area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria.

• Accountable for ensuring rigorous and effective systems of self-evaluation and review are carried out in line with school policy and that information collected through the process is used to make changes that will impact positively on student achievement.

Management of Information

• To ensure the input and maintenance of accurate student data and information as requested and in line with the academy assessment policy.

• To make use of analysis and evaluate performance data provided in comparison with Academy, local and national performance.

• To ensure teachers regularly review personalised learning plans guided by the use of data.

• To identify and take appropriate action on issues arising from evaluation of data, setting deadlines where necessary and reviewing progress on the action taken.

• To produce reports on student progress and attainment within the quality assurance cycle for the subject area, including for governors when requested.

Main Areas of Responsibility

Communications

• To ensure all members of staff are familiar with the aims, objectives and policies of the school and the subject area.

• Ensure effective communication/consultation as appropriate with the parents/carers of students.

• To attend meetings as appropriate.

• To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate.

• To organise regular subject area meetings and to ensure that the interests of the subject area are represented at faculty meetings.

• Arranging details for internal and external examinations, ensuring clear communication to parents and students.

Management of Resources

• To manage the available resources of space, staff, delegated budget and equipment effectively within the policies and procedures laid down by the academy.

• To work with the Academy leadership group to ensure that the subject areas teaching commitments are effectively and efficiently time-tabled and roomed.

• To ensure the Academy Health and Safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary, therefore liaising with the Assistant Principal with responsibility for health and safety.

Pastoral System

• To participate in assemblies.

• To participate in afterhours activities with students.

• To communicate as appropriate, with the parents of students and with external agencies concerned with the welfare of the individual students.

• To contribute to and implement the Academy policy on rewards and support taking responsibility for student behaviour.

• To make referrals to Student Support Services through the Assistant Principal for faculty and attend SSS panel meetings where required.

• To monitor student attendance and punctuality together with students' progress and performance in relation to targets set for each individual, ensuring follow-up procedures are adhered to and that appropriate action is taken where necessary.

• To ensure the Behaviour Management system is implemented consistently in the subject area, so that effective learning can take place.

• To liaise with the Student Support Services Officer where a student is causing concern, attending planning meetings where appropriate.

Main Areas of Responsibility

Teaching

• To undertake an appropriate programme of teaching in accordance with the duties of a standard mainscale teacher.

• To plan and prepare courses and lessons in line with Academy policy.

• To contribute to the whole academy's planning activities.

• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

• To undertake a designated programme of teaching.

• To ensure a high quality learning experience for students which meets internal and external quality standards.

• To prepare and update subject materials.

• To ensure effective and efficient deployment of classroom support.

• To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.

• To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

• To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

• To mark, grade and give written/verbal and diagnostic feedback as required.

• To lead in the development of appropriate syllabuses, resources, schemes of work, Assessment for Learning, and Behaviour for Learning policies and implementation of strategies for raising achievement the subject area.

• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.

• To ensure that ICT, Literacy, Numeracy, PHSEE, WRL and Enterprise are reflected in the teaching/learning experience of students.

Academy Ethos

• To undertake such other duties as may be required, commensurate with the level of responsibility of the post

• To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term

• To participate in training and other professional development learning activities

• To promote equal opportunities and celebrate diversity in all aspects of the academy

• To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example

• To support and attend academy events such as Open Evening

• To promote actively the academy's corporate policies

• To adhere to the academy's Dress Code

• To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate

• To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies

• To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification

Area	Essential	Desirable
Experience & Knowledge	• Graduate in relevant subject and DfE recognised Qualified Teacher Status (or equivalent qualifications) • Successful teaching experience at secondary level (can be teaching practice) • Understanding of theory and practice of effective teaching and learning • Knowledge of National curriculum requirements at KS3, KS4, and KS5 • Minimum of three years' teaching experience • Experience of delivering high quality INSET to teaching staff within subject area • Proven success in raising achievement as a subject leader or classroom practitioner • Successful experience of processes of monitoring, evaluation and review that provide performance data that can be used to improve the quality of teaching and learning • Good level of ICT skills and experience of how new technologies can be used to raise achievement, including the use of interactive white boards • Recent experience of involvement in innovative curriculum development • Ideas of how Language, Literacy and Numeracy can be used across the curriculum to raise standards • Experience of embedding innovative strategies for improving teaching and learning • Experience of managing and implementing change successfully Experience of using coaching as a model for ensuring on going professional development	• Experience in Multi-ethnic urban schools • Further qualification • Teaching to Advanced level • Evidence of continuous self-development and up-dated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post • Evidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performance

Person Specification

Area	Essential	Desirable
Skills & Abilities	• The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff • Good level of ICT skills • The ability to create a motivating and safe learning environment for all students • The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school • Good communication skills both writing and speaking • Ability to lead and manage own work effectively and take responsibility for own professional development • Ability to carry out the job description • Excellent time management skills and the ability to prioritise and meet deadlines under pressure • Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning	
Personal Skills, Abilities & Qualities	• Commitment to contributing to Academy life as a whole and willingness to be involved with clubs and community projects • A positive approach to hard work • A positive role model for students • Passion for teaching own subject specialism • Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure • Awareness of and commitment to equal opportunities and valuing diversity • To command and demand respect from the school community • A commitment to “personalising learning” for all students in the Academy • Creativity and enthusiasm to promote a positive school image to the local and national community	

Person Specification

Area	Essential	Desirable
Academy Ethos	• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels • Motivation to work with children and young people • Ability to build & sustain professional standards, relationships & personal boundaries with young people • Emotional maturity & resilience in dealing with challenging behaviours • Ability to contribute towards creating a safe & protective environment • Empathy with the aims and objectives of Harris Federation • Willingness to continue professional development • Commitment to maintaining high standards & expectations. • Commitment to contributing to academy life as a whole • Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students	

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Thank you for your interest in our school. We look forward to receiving your application.

If you think a career with us is right for you, discover more at:

www.harriscareers.org.uk