



## HARRYTOWN CATHOLIC HIGH SCHOOL

### (Subject Leader – Religious Education) - PERSON SPECIFICATION

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Appropriate level 2 (GCSE/BTEC) qualifications</li> <li>• Appropriate level 3 Further Education (A levels etc) qualifications</li> <li>• Appropriate level 6 Higher Education (Degree) qualification(s)</li> <li>• Evidence of 'post related' CPD &amp; training</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate Post Graduate qualification(s)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Recent experience undertaking relevant work in a similar or related work environment (KS3 &amp; KS4)</li> <li>• Successful record of working in a similar or related work environment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in a range of educational phases</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Proven record of success in a similar role</li> <li>• Ability to plan, deliver and evaluate the impact of the learning and teaching of self and others</li> <li>• Excellent communication and presentation skills</li> <li>• Ability to develop positive relationships with pupils, colleagues and parents (where necessary)</li> <li>• Good organisational and leadership skills</li> <li>• Ability to use IT effectively (for learning &amp; teaching and as a management tool)</li> <li>• Proven ability to record, use, manipulate, analyse and interpret performance data</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to inspire and motivate at all levels</li> <li>• A passion for your subject</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Proven record of delivering, and knowledge of, the published teachers standards</li> <li>• Understanding of current developments in schools and in the subject for which you are applying to teach</li> <li>• Understanding and knowledge of the mechanisms which underpin school performance and pupil progress</li> <li>• Proven skills in the classroom as both an academic and pastoral practitioner</li> <li>• Good understanding of how Health and Safety, equality legislation and the ethos of our Catholic school supports the scope of the role</li> <li>• Good understanding of how to ensure that safeguarding remains a priority in the work undertaken within the role</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of strategies for raising pupil participation, progress and achievement</li> <li>• Knowledge of self-review procedures</li> </ul>

<b>Additional qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to supporting the work of schools, young people, parents and the wider community</li> <li>• Commitment to the success and well-being of all pupils of all abilities</li> <li>• Ability to lead in situations with both adults and young people.</li> <li>• Resilient and robust approach to working in a school environment</li> <li>• The ability to contribute positively to our school ethos, culture of well-being and journey of improvement</li> <li>• A willingness and enthusiasm to engage in continuing professional development and training</li> </ul>	<ul style="list-style-type: none"> <li>• Play an active part in the wider school community</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• The ability to demonstrate compliance with Safeguarding/Child Protection standards and an ability to comply to our commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Full cooperation with all safeguarding checks (ALL successful candidate will be required to submit to a full DBS [formerly CRB] check)</li> <li>• Candidates may write confidentially to the panel in respect of their past history relating to any outstanding case(s) or disqualification etc. These should be contained in a separate envelope marked 'confidential' along with their application form.</li> <li>• A fully completed application form is essential. Including grades for qualifications, classifications for higher education qualifications and there must be no gaps in dates regarding employment history from leaving school. Each referee must have their designation clearly stated.</li> </ul>	
<b>References</b>	<ul style="list-style-type: none"> <li>• Schools of a Religious Character are permitted, where recruiting for teaching posts, to give preference to applicants who are practising Catholics. This is a reserved post and as such the successful candidate will be a practising Catholic. One referee <b>must</b> be your Parish Priest/the Priest of the Parish where you regularly worship. It is the responsibility of the Applicant to ensure that all named referees, including Parish Priests (where applicable), have consented to providing a reference.</li> </ul>	
<b>Generic Competencies</b>  (please see further guidelines below)	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Being pupil and family focused</li> <li>• Effective team working</li> <li>• Personal organisation and effectiveness</li> <li>• Personal development</li> <li>• Making the most of IT systems and services</li> </ul>	
<ul style="list-style-type: none"> <li>• Failure to complete the <b>most current</b> CES application form template <b>in full</b>, will result in your application not being considered</li> <li>• You should not include a CV</li> <li>• We will seek to evaluate, through application, supporting statement and shortlisting/interview/references, how closely we feel your skills, experience, understanding and performance match the essential and desirable characteristics outlined above</li> </ul>		

The main purpose of the competencies is to define the standards of behaviour and conduct required by the organisation. All employees are expected to perform satisfactorily to the generic employee competencies which are reviewed as part of the school performance/appraisal and development review scheme for all employees.

Competency	Definition
<b>Communicating Effectively</b>	<ul style="list-style-type: none"> <li>• Communicate effectively face to face, by telephone or written word with a diverse range of people</li> <li>• Make effective use of new technology in communications contribution</li> </ul>
<b>Being parent/pupil/colleague focused</b>	<ul style="list-style-type: none"> <li>• Provides excellent service when dealing with parents/pupils/colleagues</li> <li>• Develops and maintains positive working relationships with parents/pupils/colleagues</li> <li>• Contributes to the continual improvement of services</li> </ul>
<b>Effective Team Working</b>	<ul style="list-style-type: none"> <li>• Develops and maintains positive working relationships with other team members</li> <li>• Develops positive working relationships with other teams both within and outside the organisation (e.g “colleagues” in the voluntary sector or health service)</li> <li>• Contributes to the achievement of team goals</li> </ul>
<b>Personal Organisation &amp; Effectiveness</b>	<ul style="list-style-type: none"> <li>• Achieves personal objectives on time and to the agreed standard whilst having consideration for the effect on others</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Take responsibility for the development and learning of self and others</li> </ul>
<b>Making the most of Information &amp; Communications Technology</b>	<ul style="list-style-type: none"> <li>• Can operate all technology necessary for the job role</li> </ul>