

# Archbishop McGrath Catholic High School

Ysgol Uwchradd Gatholig Archesgob McGrath



## Assistant Head of RE

Required from January 2026 (or sooner by agreement)

Full Time

MPS/UPS & TLR 2A

**EMPOWERED**

**VIRTUOUS**

**EMPLOYABLE**



## Advertisement

The Governors of this over-subscribed and forward-looking school are seeking to appoint an outstanding teacher to the post of Assistant Head of RE.

Further details relating to the specific responsibilities linked to the post can be found in the recruitment pack.

The successful applicant will have the support of an established and experienced senior team, an excellent team of staff, an active and engaged Governing Body and our outstanding pupils.

The CES leadership application form and further information can be downloaded from Eteach and should be returned to Mrs. K. Machin, Exams, Staffing and Admissions Manager at [recruitment@archbishopmg.co.uk](mailto:recruitment@archbishopmg.co.uk)

Applicants are welcome to make an appointment to visit the school prior to submitting their application.

Closing date: 4<sup>th</sup> July 2025 at 09.00. Shortlisting will take place on the same day. Interviews will take place the following week.

Archbishop McGrath is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS disclosure.

A commitment to support and make a positive contribution to the life and strong Christian ethos of this thriving 11-18 Catholic school is essential.

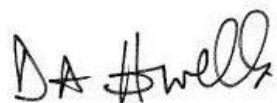
### A Message from the Headteacher

Thank you for considering applying for the role of Assistant Head of Religious Education at Archbishop McGrath Catholic High School. This is a unique opportunity to join a vibrant, faith-filled community where our Catholic ethos underpins every aspect of school life. We are seeking a passionate and committed individual who can help lead our RE department with vision and integrity, ensuring that our curriculum continues to inspire and challenge students in their spiritual, moral, and academic development. As a school, we are proud of our inclusive culture, our strong links with the local parish, and our dedication to nurturing every pupil's potential. If you are someone who shares our values and is ready to contribute to the ongoing growth of our RE provision, we warmly welcome your application

The department benefits from a suite of dedicated specialist rooms and is well-equipped with resources. Leadership within the department includes the Head of RE, supported by two Assistant Heads of Department—one of whom leads on Ethos and Chaplaincy across the school.

**To assist with the shortlisting process, it is essential that applicants clearly demonstrate in their supporting statement how they meet the criteria outlined in the person specification included in this pack.**

**Applicants are welcome to make an appointment to visit the school prior to submitting their application.**



Ashley Howells  
Headteacher

## Job Description and Expectations – Teacher

### (A) Pedagogy

<b>A1</b>	Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
<b>A2</b>	Establish and maintain a learning environment that promotes positive learning habits and behaviours that meet the four purposes and enables learners to take growing responsibility for their own learning.
<b>A3</b>	Utilise a range of assessment techniques to monitor and record pupil progress and to inform planning in order to meet identified needs of learners.
<b>A4</b>	Make effective use of differentiation to meet the needs of all learners.
<b>A5</b>	Make effective use of data to produce timely and accurate feedback, records and reports to facilitate a deeper understanding of learning and enhance the learning experience.
<b>A6</b>	Involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.
<b>A7</b>	Embed, develop and extend the four purposes in planning, preparation and teaching to drive learner experience and achieve positive outcomes for all learners.
<b>A8</b>	Utilise relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes in both planning and delivery.
<b>A9</b>	Deploy a wide range of teaching methods and blended learning experiences.
<b>A10</b>	Extend learners' cultural, linguistic, religious and socio-economic experience through the use of real life, authentic contexts for learning.
<b>A11</b>	Work with learners to track progress in learning and identify next steps for progress.
<b>A12</b>	Develop and use cross-curricular themes relevant to areas of learning to build links and enable effective reflection on learning.
<b>A13</b>	Communicate and provide appropriate levels of challenge and expectations for the range of student abilities and characteristics in order to motivate learners to achieve.
<b>A14</b>	Seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
<b>A15</b>	Encourage learners to reflect upon their own learning and take an active role in managing their own learning agenda.
<b>A16</b>	Promote and secure self-motivation and self-direction in learners.
<b>A17</b>	Provide time for learners to reflect and evaluate own learning and behaviour.
<b>A18</b>	Promote the links between high quality learning experiences and outcomes and improved learning and wellbeing.

### (B) Collaboration

<b>B1</b>	Work productively with all partners in learning in order to extend professional effectiveness.
<b>B2</b>	Proactively seek and engage with advice and support from a range of formal and informal sources and implement this to improve outcomes for learners.
<b>B3</b>	Work with in-school colleagues collaboratively and innovatively to enhance learner experience.
<b>B4</b>	Support the development of others through contribution to whole school initiatives, involvement in programmes that extend expertise, and developing high quality relationships with colleagues in order to have a positive impact upon learner experiences.

### **(C) Professional Learning**

<b>C1</b>	Take responsibility for own professional learning by continuously seeking to extend knowledge, skills and understanding and embracing challenge and support to progressively develop pedagogy.
<b>C2</b>	Undertake wider reading to enhance understanding of theories and research relating to assessment, pedagogy, child and adolescent development and learning relevant to planning and day to day practice.
<b>C3</b>	Engage with professional networks and communities.
<b>C4</b>	Use the Professional Learning Passport to record professional learning and reflect on and improve practice.

### **(D) Innovation**

<b>D1</b>	Employ an innovative outlook to developing techniques and approaches to improve pedagogy and outcomes.
<b>D2</b>	Support the development of others through modelling teaching techniques and utilising experience to offer advice and expertise.
<b>D3</b>	Use professional judgement and critical analysis to develop new techniques and shape practice to take learning forward.
<b>D4</b>	Evaluate, analyse and share the impact of changes in practice.

### **(E) Leadership**

<b>E1</b>	Exercise leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the education ambitions for Wales.
<b>E2</b>	Demonstrate a personal and professional commitment to the principles of equity and maximizing the potential of all learners.
<b>E3</b>	Exercise corporate responsibility through ensuring understanding and compliance with the policies, principles and values of the school, including safeguarding, health and safety and equality.
<b>E4</b>	Demonstrate commitment to leading learning through engagement with collaborative experiences in school and other contexts.
<b>E5</b>	Support formal leadership roles through seeking an understanding of the role, responsibilities and contribution of others across the school towards the school's ethos and the fulfilment of the school's vision.

### **(F) Managing the School**

<b>F1</b>	Under the direction of the Headteacher and Senior Leadership Team, implement strategies that ensure a calm, safe and well-ordered environment for all learners and staff. Aim to secure the highest expectations and standards in uniform, behaviour and punctuality.
<b>F2</b>	Ensure that all safeguarding policies and practices are adhered to.
<b>F3</b>	As part of the school's safeguarding procedures, ensure that you are fully compliant with all health and safety procedures to include being on duty promptly and undertaking all relevant risk assessments for learning activities.

## **ASSISTANT HEAD OF RELIGIOUS EDUCATION JOB DESCRIPTION**

Salary: M1-U3 plus TLR2A

Line Management

- Post holder will work under the direction and supervision for the Head of Religious Education.

Key Responsibilities

### **Catholic Life and Mission**

- Support the Head of RE and senior leaders in promoting and deepening the Catholic and Christian ethos of the school in accordance with the mission statement.
- Assist in the development and implementation of initiatives that enhance the Catholic life and mission of the school.
- Support the planning and delivery of collective worship across the school, ensuring it is inclusive, prayerful and consistent with the school's Catholic identity.
- Encourage and facilitate pupil participation and leadership in acts of worship and spiritual activities.

### **Chaplaincy and Liturgical Life**

- Support the Head of RE and Assistant Head of RE (Ethos) in contributing to the pastoral and spiritual care of pupils and staff.
- Foster links with local parishes and cluster schools to strengthen the wider Catholic community.

### **Curriculum and Teaching**

- Contribute to the development and delivery of a Religious Education curriculum that reflects the requirements of the Catholic Bishops' Conference of England and Wales, with a particular focus on the RED and the new GCSE curriculum.
- Take responsibility for teaching 6th form Religious Education at General and A-Level, delivering high-quality lessons that promote academic excellence and theological understanding.
- Support the planning and delivery of Relationship and Sex Education (RSE) in line with Catholic teaching and diocesan guidance.
- Collaborate with the Head of RE and wider leadership team to ensure that Christ is at the heart of the curriculum and pedagogical approaches across the school.
- Assist in monitoring and supporting the progress and achievement of all pupils in Religious Education and RSE, ensuring every pupil is supported to fulfil their potential.

### **Inspection and Evaluation**

- Support the Head of RE in preparing the school for inspection under the Section 50 framework, including the development of relevant documentation and implementation of action plans in response to feedback.
- Assist in evaluating the quality of teaching, learning, and spiritual provision within the department and across the school, identifying areas for development and contributing to improvement strategies.

## **Leadership and Professional Development**

- Assist in mentoring and supporting colleagues within the RE department to enhance their professional knowledge and teaching practice.
- Contribute to the effective deployment of resources and the development of a collaborative departmental culture rooted in Gospel values.
- Promote continuous improvement through self-evaluation, reflection, and sharing of best practice in Religious Education and Catholic life.

## **General Duties**

- To carry out all duties in accordance with the school's policies and ethos, including safeguarding, equality, and health and safety.
- To participate in school events and activities which promote the Catholic ethos and engage the wider school community.
- To undertake any other duties as reasonably requested by the Head of RE or senior leadership team that are commensurate with the role.

Archbishop McGrath is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment. All appointments are therefore subject to suitable references and the receipt of an enhanced DBS check. Candidates will be expected to sign a CES contract.

## PERSON SPECIFICATION – ASSISTANT HEAD OF RELIGIOUS EDUCATION

Category	Essential	Desirable
<b>1 Faith Commitment</b>	<ul style="list-style-type: none"> <li>Secure understanding of the distinctive nature of the Catholic school and Catholic education</li> <li>A personal witness to the Catholic faith</li> <li>A clear vision for developing the liturgical life of the school and nurturing the spiritual and prayer life of pupils and staff.</li> <li>Understanding of the significance of this role in spiritual development of pupils and staff</li> <li>Understanding of the school's role in the parish and wider community and in promoting community cohesion</li> <li>Evidence of participation in the faith life of the community</li> <li>An understanding of why and how Catholic Schools are accountable to the Archbishop, Trustees and Diocese</li> <li>A clear understanding of CSI Inspection and related self-evaluation and planning processes.</li> <li>A clear understanding of and vision for implementing the Religious Education Directory.</li> </ul>	<ul style="list-style-type: none"> <li>Committed and practising Catholic</li> <li>Experience of contributing to the Catholic education system and/ or the Welsh education system in related areas (e.g., through membership of working groups)</li> <li>Experience of leading acts of worship in Catholic schools</li> </ul>
<b>2 Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified teacher status.</li> </ul>	<ul style="list-style-type: none"> <li>Postgraduate level qualification</li> <li>CCRS or equivalent</li> </ul>
<b>3 Experience</b>	<ul style="list-style-type: none"> <li>Substantial, successful teaching experience.</li> </ul>	<ul style="list-style-type: none"> <li>Recent experience in a Catholic voluntary aided school</li> <li>Teaching experience in KS3, KS4 and post-16</li> </ul>
<b>4 Professional Development</b>	<ul style="list-style-type: none"> <li>Experience of undertaking continuing professional development relating to religious education</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of engaging in continuing professional development relating to Catholic ethos, mission and religious education</li> <li>Experience of working with other schools/organisations/agencies</li> <li>Ability to identify own learning needs and to support others in identifying their learning</li> </ul>

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<b>5 Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Ability to articulate and share a vision of religious education within the context of the mission of a Catholic school</li> <li>• Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of Catholic education</li> <li>• Ability to support and shape a school leadership vision rooted in the regular practising of faith</li> <li>• Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</li> <li>• Knowledge of what constitutes quality in religious education provision, the characteristics of an effective department and strategies for raising standards and the achievement of pupils</li> <li>• Understanding of and commitment to promoting and safeguarding the welfare of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of successful strategies for planning, implementing, monitoring and evaluating religious education provision</li> <li>• Evidence of having planned and delivered engaging, thorough and inspiring liturgical provision in a faith school setting</li> <li>• Knowledge of the role of the governing body in a Catholic voluntary aided school</li> <li>• Evidence of having successfully translated vision into reality at classroom level</li> <li>• A strong track record in quality assurance work that has translated into raising standards</li> <li>• Ability to contribute effectively to whole school improvement planning and processes</li> </ul>
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<b>6 Teaching and learning</b>	<ul style="list-style-type: none"> <li>• A secure understanding of the curriculum requirements</li> <li>• Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils</li> <li>• Successful experience of teaching across the full age-range (11-18; GCSE and ideally A-level specifications)</li> <li>• The ability, experience and skills to lead on strategies to achieve excellence in teaching and learning in Religious Education</li> <li>• A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning</li> <li>• Experience of effective monitoring and evaluation of teaching and learning</li> <li>• Secure knowledge of statutory requirements relating to the curriculum and assessment</li> <li>• Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management</li> <li>• Ability to articulate a clear philosophy as to the distinctiveness of Catholic education and a pedagogy shot through with the person of Christ</li> <li>• Able and willing to contribute to developments across the education system</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in creating an effective learning environment and supporting colleagues in relation to their own pedagogical practice and/or behaviour management</li> <li>• Successful experience of professional learning opportunities</li> <li>• Experience in examining RE at GCSE and/or A-level</li> </ul>
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<b>7 Leading and Managing Staff</b>	<ul style="list-style-type: none"> <li>• Ability to work highly effectively within teams</li> <li>• Ability to delegate work and support colleagues in undertaking responsibilities</li> <li>• Able and willing to contribute to Catholic education through working with other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with governors</li> <li>• Successful involvement in supporting new staff</li> </ul>
<b>8 Accountability</b>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively, orally and in writing to a range of audiences – e.g., staff, pupils, parents, governors, parishioners and clergy</li> <li>• Ability to provide clear information and advice to staff and governors</li> <li>• Secure understanding of strategies for performance management</li> <li>• Understanding the criteria for the evaluation and inspection of a Catholic school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of effective self-evaluation and improvement strategies</li> <li>• Experience of Section 50 inspection</li> </ul>
<b>9 Skills, Qualities and Abilities</b>	<ul style="list-style-type: none"> <li>• High quality teaching skills</li> <li>• Strong commitment to the mission of a Catholic school</li> <li>• Understanding of the pressures facing Catholic schools</li> <li>• High expectations of pupils' learning and attainment</li> <li>• Strong commitment to school improvement and raising achievement for all</li> <li>• Ability to build and maintain good relationships</li> <li>• Ability to remain positive and enthusiastic when working under pressure</li> <li>• Ability to organise work, prioritise tasks, make decisions and manage time effectively</li> <li>• Empathy with children</li> <li>• Good communication skills</li> <li>• Good interpersonal skills</li> <li>• Stamina and resilience</li> <li>• Confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to their own spiritual formation and that of pupils</li> <li>• Excellent report-writing skills</li> <li>• Proven ability to lead and manage liturgical celebrations of significant importance</li> <li>• Excellent ability to support staff in managing change and/or challenge</li> </ul>

