**REQM LEADING STRAND TEMPLATE**

This template has been created to support you in auditing your capacities in relation to the REQM ‘Leading’ strand.

Complete each section below, considering the subject matter and evidence required. Some sections may require a conversation with colleagues or SLT.

The REQM criteria describe general expectations. Prompts are given to help you connect these general expectations to your context, suggesting the sort of thinking and evidence you will find helpful in applying for this section of the award.

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| **LEADING CRITERIA (Gold)** | **Questions to ask yourself** |
| **1. The subject leader demonstrates a deep and robust intention for learning, teaching that flows throughout the planning and implementation of the curriculum design**  **What does this mean?**  The word ‘intention’ alludes to Ofsted’s new framework (May 2019). The quality of education will be judged according to how well pupils progress in knowledge and skills towards a clear goal. Teachers and pupils understand the aim and purpose, or the intention, of the subject.  You will also recognize the word ‘implementation’. This describes the methods by which pupils are enabled to develop in knowledge and skills and to grow as learners. | Do you have a clear idea of the intention of learning in Religion and Worldviews?  How far do colleagues and the senior team share this idea?  How close is the curriculum at present to showing a ‘deep and robust’ intention through planning and implementation? |
| Evidence you could give for this criterion |
| **2. The subject’s professional leadership has led whole school improvement and development**  **What does this mean?**  ‘Professional leadership’ describes the subject lead. Have previous subject leads for Religion and Worldviews, or you in this role contributed to whole-school improvement measures?  This could be subject-based or relating to children’s wider development, such as health, wellbeing or relationships.  Subject leadership could be interpreted as more than one person in the case of a shared role/post. | What whole-school measures are led by Religion and Worldviews, wholly or partially?  Do these measures SUPPORT the intention for learning in Religion and Worldviews as noted above?  Do whole-school measures pursue DIFFERENT intentions? |
| Evidence you could give for this criterion |
| **3. The subject leader is embedding high quality systems to ensure sustainability and succession planning for the subject and senior leaders ensure appropriate CPD for all relevant staff**  **What does this mean?**  ‘Systems’ refers to the structures underlying planning and teaching in Religion and Worldview  Assessors will be sensitive to the school's context and subject leadership could include contributions from governors, SLT and other staff. | Are there plans colleagues can follow to teach high quality Religion and Worldviews, in line with your vision?  Does the subject lead have dedicated time with colleagues to discuss and explore their teaching?  Does the subject lead have access to books or lessons for auditing?  Where does the subject lead go to for subject knowledge CPD and general training? |
| Evidence you could give for this criterion |
| **4. Senior leaders and governors engage in innovation and creative plans for the future development of the subject in the light of national conversations**  **What does this mean?**  The school leadership and governors, as well as the Religion and Worldviews subject lead, are aware of national conversations about the future direction of the subject. The subject lead is not alone in developing the subject for the future.  The subject does not need to be renamed ‘Religion and Worldviews’ in order to get the mark. | Do senior leaders and governors know about the CoRE Report (Sept 2018), the Ofsted Research Review (May 2021) and the REC Draft Handbook (May 2022)?  Does the subject lead have a regular and dedicated time to discuss with a senior leader the direction of the subject, such as what Religion and Worldviews could look like in your school?  Does the subject lead feel encouraged and supported by the senior team?  Are the senior team working with the subject lead in implementing desired changes? |
| Evidence you could give for this criterion |
| **5. Governors and senior leaders ensure that the subject is secure, and has a high profile in school and in the wider school and local community.**  **What does this mean?**  Senior leaders and governors are aware of the aims and general implementation of Religion and Worldviews in the curriculum and wider school. They protect space in the curriculum and whole school calendar or the subject.  Governors and senior leaders are able to speak positively and with knowledge about the aims of Religion and Worldviews and how they are to be achieved. | Are governors and senior leaders able to describe the aims of Religion and Worldviews in your school?  Are governors and senior leaders aware of special events such as trips or speakers?  Is space made in the school calendar for whole-school events with a Religion and Worldviews focus?  Do the senior team protect the subject’s space in the whole-school calendar?  Do the senior team support in planning and delivering Religion and Worldviews events? |
| Evidence you could give for this criterion |
| **6. The subject leader provides highly effective approaches to whole staff development to support school priorities and to assist other schools locally, nationally and/or internationally**  **What does this mean?**  The subject lead has dedicated time with the staff to aid their understanding of teaching and learning. Staff both understand the aim of Religion and Worldviews and how it supports the overall school vision. Teachers and senior leaders know something of the conversations about Religion and Worldviews at national level.  Teaching staff and senior leaders know something of how Religion and Worldviews in your school supports national educational measures, such as the Ofsted framework. | Does the subject lead have regular and dedicated time to work with staff in a CPD capacity?  Do teachers know what they should be teaching in any particular term?  Do teachers have a sense of how Religion and Worldviews in your school fits in with a wider whole-school vision?  Do teachers have a sense of how Religion and Worldviews in your school fits in with a wider local or national vision? |
| Evidence you could give for this criterion |
| **7. The impact of monitoring and overall leadership is a confident and well qualified teaching team**  **What does this mean?**  Governors and senior leaders support the subject lead in accessing ongoing CPD.  The subject lead can seek support when needed.  The subject lead is able to teach-back insights from CPD or research either through curriculum planning or in-school training.  The subject lead and senior team monitor teaching of Religion and Worldviews in relation to stated goals.  Teaching in Religion and Worldviews is held to the same high standards as any other subject. | Do teachers have a good idea of the purpose of Religion and Worldviews in school and how their work contributes to it?  Does the subject lead have access to CPD and development, either through attending local groups, attending commercial training, purchasing new books or resources or attending national conferences?  Does the subject lead have a mechanism for teaching-back to staff?  Does the subject lead have support from colleagues with other areas of expertise, such as EAL, Early Years or a subject specialism?  Are the subject lead and senior team able to monitor teaching around the school and provide feedback? |
| Evidence you could give for this criterion |
| **8. Commitment to support local and/or regional groups**  **What does this mean?**  This refers to other Religion and Worldviews professionals in your region or nationally. These might be colleagues with an interest in Religion and Worldviews, a local network or engagement at the national level such as through NATRE membership, following RE:ONLINE or the REC on Twitter, attendance at Strictly RE or through studying for a Masters or Farmington Fellowship. | What local networks or groups do you attend? How do they develop your understanding and how you contribute?  What national sources of support do you access, how they develop your understanding and how do you share these locally?  Are you involved in any study groups, such as through a Masters, Farmington or involvement in a research project, and are you able to assist others locally as you develop? |
| Evidence you could give for this criterion |