

## **Job Description**

**Job Description:** PHSE Lead Teacher

**Reports to:** Headteacher, Deputy Headteacher  
The post holder will be expected to liaise with staff across the organisation to ensure a consistency of approach regarding standards, support, transition and quality of provision.

### **Review and Amendment:**

This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

### **Purpose of the Job:**

- To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all students in consultation with the Headteacher and Deputy Headteacher
- To teach PSHE and Humanities to groups of students from all abilities across ages 5 - 18 according to their educational needs and levels of ability, to include GCSE provision and other appropriate qualifications. The successful candidate may also be required to teach further/other subjects throughout their career.
- In consultation with the Headteacher/SLT undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum
- To evaluate the effectiveness of teaching and learning and progress towards meeting agreed targets across the school relentlessly focusing on the improving of teaching and learning
- To secure, in collaboration with the SLT, high standards of teaching and learning
- Contribute to a lively and stimulating environment.
- To lead on PSHE.

### **Knowledge and Understanding:**

Have knowledge and understanding of:

- The PSHE curriculum;
- The school's aims, priorities, targets, curriculum policies and action plans;
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress;
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- The implications of the code of practice of special educational needs for teaching and learning

### **Planning and Target Setting Expectations**

- Set appropriate and achievable expectations and targets for students in relation to standards of pupil achievements and the quality of teaching
- Establish with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of all subjects taught, which:
  - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment:

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- are based on a range of comparative information and evidence, including the attainment of students;
- identify realistic and challenging targets for improvement;
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, time skills and criteria for success

### **Teaching and Managing Pupil Learning:**

Ensure:

- To oversee the delivery of PSHE throughout the school;
- Curriculum coverage, continuity and progression in all subjects taught for all students
- They are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in subjects taught, and communicate such information to students;
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs and learning requirements of different students;
- Classroom organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning
- Provision of a stimulating learning environment, in which displays are relevant, well maintained and an aid to learning
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and National Curriculum and GCSE content and guidance – or equivalent
- Effective development of students' core literacy, numeracy and information technology skills
- Effective development of students individual and collaborative study skills necessary for them to become increasingly independent when out of school.

### **Assessment and Evaluation**

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish and implement clear policies and practices for assessing, recording and reporting of pupil achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress
- Monitor student progress made during lessons, evaluate the effectiveness of teaching and learning, and use this analysis to guide further improvement

### **Pupil Achievement**

- Establish clear targets for student achievement and evaluate progress and achievement by all students, including those with special educational and communication needs
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students

### **Relations with Parents/Carers and Wider Community**

- Establish a partnership with parents/carers to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry and other educational settings, in order to enhance teaching and develop the student's wider understanding

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### **Managing own Performance and Development**

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- Take responsibility for your own professional development
- Undertake Safety Intervention training as directed by the school

### **Managing Resources**

- Establish resource needs and advise the Headteacher of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use the school resources available to create an effective and stimulating environment for teaching and learning
- Ensure that there is a safe working and learning environment in which risks are properly assessed

### **Team Working and Collaboration**

*The post holder will:*

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

### **Other Duties and Responsibilities**

*A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.*

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### PERSON SPECIFICATION

**Job Title:** Class teacher – PSHE Teacher

| <b>ATTRIBUTES</b>                            | <b>ESSENTIAL</b>   | <b>DESIRABLE</b>  | <b>HOW IDENTIFIED</b>                    |
|--|--|---|--|
| <b><u>Relevant Experience</u></b>            | <ul style="list-style-type: none"> <li>Use of a variety of teaching styles and approaches</li> </ul>   | <ul style="list-style-type: none"> <li>Previous experience of working with children including those with social, emotional, mental health, communication difficulties and associated challenging behaviours (ASD)</li> <li>The awareness of the assessment, recording and reporting of student's attainment and its use to further students' learning</li> </ul>    | <p>Application form</p> <p>Interview</p> |
| <b><u>Education &amp; Training</u></b>       | <ul style="list-style-type: none"> <li>QTS (ECTs accepted) or higher</li> </ul>  | <ul style="list-style-type: none"> <li>Knowledge of the changes to relevant examination specification</li> </ul>  | <p>Application form</p> <p>Interview</p> |
| <b><u>Special Knowledge &amp; Skills</u></b> | <ul style="list-style-type: none"> <li>Organisational skills</li> <li>Good communication skills</li> <li>A commitment to safeguarding the welfare of all children</li> <li>Ability and enthusiasm to work jointly with colleagues</li> <li>An outstanding classroom teacher, or has the capacity to become one</li> <li>Strategic thinker who tailors lessons to students needs and abilities</li> </ul> | <ul style="list-style-type: none"> <li>Knowledge of particular subject/technical areas, including wider Art and Design and Technology subjects such as Textiles, Graphic Design and Photography</li> <li>Knowledge of relevant policies/codes of practice/legislation</li> <li>Full working knowledge of relevant policies/codes of practice/legislation</li> </ul> | <p>Interview</p>                         |
| <b><u>Any Additional Factors</u></b>         | <ul style="list-style-type: none"> <li>Able to prioritise between different demands</li> <li>Self-motivated, and able to work in a team</li> <li>Patient and friendly approach</li> <li>Enthusiasm, energy, flair and imagination</li> </ul>   |   | <p>Interview</p>                         |