



The Sisters of the Sacred Hearts of Jesus and Mary

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



<u>JOB PROFILE</u>	
Department	Teaching & Learning
Job Title	PSD and Lifeskills Lead across the school
Reports To	Associate Principal of Teaching and Learning
Job Purpose	<ul style="list-style-type: none">• To lead the teaching of Personal & Social Development and RSE in the school, and across the 24hr curriculum, in liaison with the Care Manager. ensuring the best possible progress and outcomes for every individual and group of students.• To effectively lead, develop and enhance the teaching practice of other staff while simultaneously continually improving own practice.• To have a demonstrable impact on the educational progress of students other than your assigned classes• Responsible for Class Teaching and the development of PSD and Life skills throughout the school.

<u>JOB DESCRIPTION</u>
<p><u>General Duties and Responsibilities:</u></p> <ul style="list-style-type: none">• To lead subject(s) and teach classes as allocated, having due regard to the requirements of the National Curriculum; School Policies, Aims and Philosophy and Schemes of Work.• To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document <p><u>Specific responsibilities:</u></p> <p>I. As a TLR is awarded for this role, your duties include significant responsibilities that are not required of all classroom teachers and that</p> <ul style="list-style-type: none">a) are focused on teaching and learning;b) require the exercise of a teacher's professional skills and judgement;c) require you to lead, manage and develop the curriculum area; or to lead and manage



student development across the curriculum;

d) have an impact on the educational progress of students other than your assigned classes or groups of students; and

e) involve leading, developing and enhancing the teaching practice of other staff.

2. This role includes lead responsibility for:

a) The quality and impact of the wider personal social development curriculum.

b) Schemes of work/curriculum map for taught PSD lessons.

c) Relevant accreditation and progression pathways.

d) The content and impact of the form tutor on PSD of the students.

e) To complement the work of the Personal Social Development programme by ensuring that the RSE and SMSC policies of the school meet statutory requirements and provision for students is of an outstanding quality.

3. Reviewing the teaching practice of other staff, as assigned, through regular monitoring and evaluation of student work books, teacher planning; marking & assessment; data tracking; lesson visits; etc. leading to accurate self-evaluation and improved practice, processes and outcomes.

4. Ensuring that marking and assessment takes places across the department regularly, accurately and in line with school teaching & learning processes.

5. To ensure appropriate and coherent programmes of target-setting, assessment and recording of student progress ensure that student progress is measurable within and between each Key Stage, leading to support, intervention or additional challenge as necessary.

6. To be responsible for budgeting and resources, devising, reviewing and evaluating relevant Subject Development Plans.

7. Continually reviewing and improving teaching & learning processes that will lead to the best possible outcomes for all individuals and groups of learners, including learning from external research, data and other evidence sources.

8. Ensuring that the curriculum offer

a) is rich, vibrant and well-matched to learners' starting points.

b) leads to, but is not limited by, appropriate accreditation routes that will ensure progression to the next stages of education and then employment.

c) is reviewed regularly and appropriate overview summaries made available to other staff and parent/carers.

9. Preparation of revision of schemes of work as necessary. To prepare the differentiated programmes necessary to meet the special education needs of groups and individuals, working closely with others, as necessary, to jointly plan and assess student achievement.

10. To ensure that incoming teachers are supported in making a successful transition including through effective professional liaison and accurate baseline assessment.



11. To be aware of new initiatives in your subject/area and to develop links with support and other outside agencies. To then advise other colleagues accordingly, e.g. development of INSET in consultation with our CPD (Continual Professional Development) Co-ordinator, and leading staff meetings.
12. To take an active role in the school's pastoral care system building trusting and effective relationships between home and school; supporting your students' progress academically and socially in all areas of school life.
13. To develop a good working knowledge of students' SEN, and relevant strategies to address them both in and out of the classroom.
14. To communicate effectively with parent/carers; our SEN Leader; Leadership Team; outside agencies and the multi-disciplinary team.
15. To line manage relevant teaching and or non-teaching staff, as directed.
16. To be responsible for development of skills of the support staff to ensure students development of lifeskills.
17. To contribute to the teaching of other subjects, if necessary, as directed.
18. To take the Lead role in developing the Quality of Personal Development and related framework, working closely with the Senior Leadership Team.
19. To take the lead in developing students' ability to understand and discuss contentious issues firmly grounded in British values and the Prevent duty.
20. All teachers need to be flexible in their curriculum offer and may need to contribute to the delivery in other subject areas.

Responsibility:

- Responsible to the Principal and the Governors for delivering outstanding teaching and creating a positive learning environment for the students allocated and for supporting the ethos and policies/procedures approved by the Governing body.
- Responsible to Senior Leadership Team and colleagues for teamwork and positive contribution for the good of the whole school.
- Responsible for the induction, supervision and direction of other adults and colleagues working in the classroom, providing appropriate leadership and guidance regarding their role.
- Responsible for his/her own continuous professional development, undertaking development activities and training appropriate to the post to ensure the continuous updating and developed professionalism.

Decision Making:

- Assessment of student progress and appropriate targets to be set with given timescales.
- When concern for a child's welfare should be referred to the Principal for any reason, but especially child protection cases.
- Using professional judgement to set a challenging but achievable pace to the lessons, which stimulates intellectual curiosity and fosters enthusiasm.

**Main contacts and reason for the contact:**

- Students –To identify appropriate objectives and targets for each student and assess progress against the targets.
- Classroom support staff – to direct their activities and ensure that they are properly briefed to work as part of an effective team enhancing student's learning in the classroom.
- Other teachers – to work collaboratively as part of a teaching team to provide a cohesive learning package for students which is appropriate to their needs. To plan jointly within the department or key stage.
- Therapists – to work jointly with them to provide a child centred package of support to each student where all support is well integrated and complementary.
- Senior Leaders– to take direction and receive professional support.
- Parents - To keep them informed regarding their student's progress against targets set. To discuss parents/carers concerns and suggest ways for parents/carers to support students at home with various activities and learning opportunities to meet their particular needs.
- Governors and Trustees –. To work in partnership with Governors who have particular responsibility for subject areas or key stages which are the teacher's area of expertise.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Pield Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

The Post Holder is expected to uphold the Christian ethos of the school.



<u>PERSON SPECIFICATION</u>		
Criteria	Essential	Desirable
<u>Qualifications and Training</u>	<ul style="list-style-type: none"> • UK recognised qualified teacher status • Degree or equivalent 	NPQML or equivalent relevant leadership training
<u>Knowledge and Experience</u>	<p>The ability to ensure effective leadership of learning and delivery of the relevant curriculum area(s), including:</p> <ul style="list-style-type: none"> • Expertise in appropriate Assessment for Learning strategies, teaching methodology, planning linked to assessment etc. • Sound experience of planning, teaching and assessing relevant subjects/aspects of the National Curriculum ensuring high levels of achievement for all learners • Evidence of positive and constructive working relationships with relevant members of the leadership team or department leads • Experience of aspects of project subject/departamental leadership and development planning, including ensuring the effective use of resources. • Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff. • Evidence of impact on the educational progress of students other than your assigned classes or groups of students. • An understanding of students' special educational needs, appropriate differentiation and methods of recording and assessment. 	<ul style="list-style-type: none"> • Experience of working as part of a multi-disciplinary educational team • Experience of adapting/developing accreditation routes
<u>Skills and Abilities</u>	<ul style="list-style-type: none"> • Excellent organisational skills. • The ability to work within a team and liaise effectively with others within and beyond the school, leading as appropriate. • The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care. To be able to rebound after setbacks and the ability to help others do so. • Ability to manage your workload and work under pressure • Ability to work as part of a team 	
<u>Personal Attributes</u>	<ul style="list-style-type: none"> • Ability to manage and motivate class team • A flexible approach to work • Excellent interpersonal, written/oral communication skills to a range of audiences, colleagues, parents and other professionals. • A desire to continue the development of professional skills 	



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| | <ul style="list-style-type: none">• A commitment to equality and diversity | |
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