

## Head of PSHE

## ANNEX C TO PETERBOROUGH SCHOOL SAFER RECRUITMENT POLICY

### JOB DESCRIPTION AND PERSON SPECIFICATION FORM

<b>Job description</b> The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
<b>Summary of the role:</b>	<p>To lead, manage and develop the PSHE department and promote the following:</p> <ul style="list-style-type: none"><li>• healthy living</li><li>• personal safety and safe environment</li><li>• active enjoyment and achievement</li><li>• positive contributions to citizenship</li><li>• an awareness of economic wellbeing locally, nationally and internationally</li></ul> <p>The Head of PSHE will be responsible for the delivery of high quality Personal, Social, Health Education to pupils within the Senior School. This is a full time role and it is expected that approximately 75% of the teaching commitment will be the teaching of PSHE to pupils in Years 7 to 13. The successful candidate will be expected to contribute to teaching within one or more other departments.</p>
<b>Line management responsibility for:</b>	The delivery of PSHE
<b>Functional Relationships with:</b>	<ul style="list-style-type: none"><li>• Head of Pastoral Care</li><li>• Deputy Headmaster</li><li>• Director of 6<sup>th</sup> Form</li><li>• Heads of Key Stage</li><li>• Form Tutors</li><li>• Heads of Department</li></ul>
<b>Main duties and responsibilities:</b>	<b>Leadership and Management</b>

	<ul style="list-style-type: none"> <li>• promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact;</li> <li>• working energetically towards the aims of the School Development Strategy; promoting them, and other policy developments, through staff meetings, curriculum meetings, discussions with parents, pupils and others;</li> <li>• contributing to the writing and review of School policies pertaining to PSHE;</li> <li>• responsibility for the structure and delivery of the PSHE curriculum and timetable in consultation with the Head of Pastoral Care;</li> <li>• responsibility for reviewing annually the PSHE curriculum and timetable, recommending significant amendments to the Senior Leadership Team (SLT);</li> <li>• preparing the budget bid for PSHE to be presented as part of the annual budget setting process;</li> <li>• organising surveys to ascertain the views of parents and pupils in relation to PSHE;</li> <li>• preparing, reviewing and updating Schemes of Work: coordinating and refreshing PSHE teaching resources, to include differentiated (G&amp;T, EAL and LDD), and digital resources;</li> <li>• liaising with the Preparatory School PSHE coordinator to ensure continuity of provision;</li> <li>• organising communications with parents regarding PSHE curriculum content and relevant information;</li> <li>• maintaining a secure, up-to-date knowledge and understanding of all PSHE topics; keeping up-to-date with current developments in content and method of delivery, as well as local and national trends and guidance, and cascading to colleagues when appropriate;</li> <li>• remaining current with all statutory and non-statutory guidance relating to the content and delivery of PSHE; preparing materials and evidence required for ISI Inspection;</li> <li>• providing stimulating and academically rigorous teaching of Personal, Social, Health Education (PSHE) to all pupils within the Senior School;</li> <li>• maintaining a sequence of classroom displays and other curriculum materials, to create a stimulating and welcoming environment;</li> <li>• monitoring and reporting on the progress of all pupils within PSHE;</li> <li>• attending meetings and liaising with teachers throughout the School;</li> </ul> <p><b>Wider Curriculum</b></p>
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	<ul style="list-style-type: none"> <li>• responsibility for the organisation of outside speakers and events relating to PSHE in conjunction with the Head of Pastoral Care;</li> <li>• compiling a termly PSHE newsletter for pupils, staff and parents;</li> <li>• organising events within the department to further promote the subject;</li> <li>• organising articles/photographs and displays with regard to PSHE, including the weekly school digital newsletter to parents and the School magazine;</li> <li>• running the Student Parliament, including organizing the nominations and elections, training the Student Parliament members and overseeing the meetings;</li> <li>• publishing competitions and opportunities for students and helping with the applications for such awards e.g. UK Youth Parliament and Mock Elections;</li> <li>• making a full and dynamic contribution to the School and its extra-curricular activities.</li> </ul> <p><b>Whole School</b></p> <p>Most academic staff are responsible as Form Tutors for the academic progress and pastoral welfare of a small group of students, and all teaching staff enjoy contributing to the wider success of the School.</p> <p>A classroom teacher's professional duties are deemed to include the following:</p> <p><b>Teaching</b> (having regard to the curriculum of the School):</p> <ul style="list-style-type: none"> <li>• planning and preparing courses and lessons;</li> <li>• teaching the pupils assigned to the teacher (according to their educational needs) and setting and marking work to be carried out by the pupils in School or elsewhere;</li> <li>• assessing, recording and reporting on the development, progress and attainment of pupils; and</li> <li>• implementation of whole school academic policies.</li> </ul> <p><b>Other activities</b></p>
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	<ul style="list-style-type: none"> <li>• being a Form Tutor in the Senior School if required;</li> <li>• promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to the teacher;</li> <li>• providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;</li> <li>• making records of, and reports on, the personal and social needs of pupils;</li> <li>• communicating and consulting with the parents of pupils;</li> <li>• communicating and co-operating with persons or bodies outside the School; and</li> <li>• participating in meetings arranged for any of the purposes described above</li> </ul> <p><b>Assessments and reports</b></p> <ul style="list-style-type: none"> <li>• providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• participating in the arrangements for Professional Development and Appraisal.</li> </ul> <p><b>Review: further training and development</b></p> <ul style="list-style-type: none"> <li>• reviewing methods of teaching and programmes of work; and</li> <li>• participating in arrangements for further training and professional development.</li> </ul> <p><b>Educational methods</b></p>
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	<ul style="list-style-type: none"> <li>• advising and co-operating with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment, and pastoral arrangements.</li> </ul> <p><b>Discipline, health and safety</b></p> <ul style="list-style-type: none"> <li>• maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere; and</li> <li>• having regard to the health and safety policies of the School working with the Bursar on their implementation.</li> </ul> <p><b>Staff meetings</b></p> <ul style="list-style-type: none"> <li>• participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.</li> </ul> <p><b>Covering for absent colleagues</b></p> <ul style="list-style-type: none"> <li>• supervising and so far as is practicable teaching any pupils whose teacher is not available.</li> </ul> <p><b>Public examinations</b></p> <ul style="list-style-type: none"> <li>• participating in arrangements for (i) preparing pupils for public examinations and (ii) assessing pupils for the purposes of such examinations;</li> <li>• recording and reporting such assessments; and</li> <li>• participating in arrangements for pupils' presentation for, and supervision during, such examinations.</li> </ul> <p><b>Administration</b></p>
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	<ul style="list-style-type: none"> <li>• participating in administrative and organisational tasks related to the duties described above, including (i) the management or supervision of persons providing support for the teachers in the School and (ii) the ordering and allocation of equipment and materials;</li> <li>• attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.</li> </ul>
<b>Line management duties and responsibilities</b>	<ul style="list-style-type: none"> <li>• contributing to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teacher;</li> <li>• co-ordinating or managing the work of other staff involved in the delivery of PSHE;</li> <li>• taking such part as may be required in the review, development and managing of activities relating to the curriculum, organisation and pastoral functions of the school.</li> </ul>

You may also be required to undertake such other comparable duties as the Head requires from time to time.

<b>Person Specification</b> <b>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<b>Qualifications</b>	<i>The professional, technical or academic qualifications that the Applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i> <ul style="list-style-type: none"> <li>• Good Honours Degree in a related discipline</li> </ul>	<i>The professional, technical or academic qualifications that the Applicant <b>would ideally have</b> to undertake the role or the training that <b>they should ideally have</b> received</i> <ul style="list-style-type: none"> <li>• A Second Degree or additional qualification</li> <li>• Qualified Teacher Status</li> </ul>	Production of the Applicant's certificates  Discussion at interview  Independent verification of qualifications
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A proven track record of achieving excellent results</li> <li>• Evidence of successful teaching of, or ability to deliver Advanced Level courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a Form Tutor</li> </ul>	Contents of the application form  Interview  Professional references
<b>Skills</b>	<i>The skills <b>required</b> by the Applicant to perform effectively in the role</i> <ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Excellent ICT skills</li> <li>• An ability to generate self confidence in pupils</li> </ul>	<i>The skills that would <b>enable</b> the Applicant to perform effectively in the role</i>	Contents of the application form  Interview  Professional references

<b>Knowledge</b>	<p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Detailed knowledge and understanding of the PSHE Regulations and Guidance</li> <li>• Knowledge and understanding of teaching and learning styles</li> <li>• Knowledge of how to make learning accessible and enjoyable for the most able and those with learning difficulties</li> </ul>	<p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
<b>Personal competencies and qualities</b>	<p><i>The personal qualities that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Positive attitude to use of authority and maintaining discipline</li> </ul>	<p><i>The personal qualities that would <b>assist</b> the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>