



Barton Manor School

Teaching and Learning Responsibilities

Job Description

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Level: TLR2c Spot salary

Name of teacher:

Post title: PSHEE Coordinator

Responsible to: AHT Teaching and Learning

1. Job Purpose and Key Accountabilities

Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for their subject area and secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers. The PSHEE Coordinator is responsible and accountable for coordinating and developing the delivery of PSHEE to ensure high standards of teaching and learning within this area.

The School is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Lead Teachers play a lead role in promoting the Safeguarding policies and practices of the School to ensure that a culture of safeguarding is prevalent across all work of the School.

- (a) All staff are ultimately responsible to the Headteacher and Executive Headteacher
- (b) Line Manager – Assistant Headteacher: Teaching and Learning

2. Generic Accountabilities (teachers)

See classroom teacher Job Description. All teachers accessing a TLR must meet the National Standards for teachers.

- 3 To promote safeguarding at all levels of the School as a key curriculum leader. A key focus of this role is to Safeguard all students at all levels across the school community. **It is expected that Lead teachers will support the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:**

Policy and Procedure

- Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them
- Contribute to the school safeguarding policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your designated curriculum area and promote your curriculum as a vehicle to safeguard students.

Managing referrals

- Support the DSL / Lead Deputy DSL in any referrals made to Social services regarding students as appropriate.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform immediately the DSL/ Lead Deputy DSL of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Be alert to the specific needs of children in need within your curriculum area, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.

- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

4. All teachers accessing a TLR must meet the National Standards for teachers.

5. Post of Additional Accountabilities relating to the Teaching and Learning Responsibility.

All Teachers receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of:

- The Academy's aims, priorities, targets and action plans that contribute to Academy improvement and effectiveness including the process of Academy self-evaluation and commitment to cognitive education.
- Processes and systems for quality assurance within the curriculum areas(s).
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance.
- Principles and practices of effective leadership and management of change.
- The application of ICT to learning, teaching and management of the curriculum area(s).
- Principles of curriculum planning.
- Financial planning and resources planning.

Key accountabilities: *contribute to the whole Academy ethos.*

6. Impact on educational progress beyond your assigned pupils/students:

- You must be able to secure the commitment of those you work with in your whole school role, to clear aims and directives for quality of teaching and learning which will result in the highest standards of achievement in terms of pupil/student progress.
- You are accountable for pupil progress in the areas specific to your role as PSHEE Coordinator as agreed with the Headteacher, in so much as you contribute to enhancing the quality of teaching of others.
- Develop and implement PSHEE policies and practices across the Academy which reflect the Academy's commitment to high quality T&L and achievement.

- Monitor the quality of T&L of PSHEE across the school and evaluate the effectiveness of support and CPD training provided.

Key Accountability – *progress and achievement*

Key Competencies – *holding people accountable
managing pupil learning*

7. Leading, developing and enhancing the teaching practice of others:

- You will act as a role-model for teaching and learning through quality assurance procedures, whole-school policies and practices, leading on staff training and development for whole school priorities in so far as they are appropriate to your work as PSHEE Coordinator
- You should be able to think creatively and imaginatively to anticipate and solve problems and identify opportunities to enhance the quality of teaching practice of others.
- You should devolve responsibilities and delegate tasks, as appropriate and seek advice and support when necessary
- Ensure that teachers are clear about Hierarchical Learning objectives in lessons, understand the sequence of teaching and learning and communicate this to students.
- Ensure that as a Thinking School all teachers who teach PSHEE utilise Thinking School approaches to maximum effect.
- Provide guidance on appropriate teaching and learning strategies to meet the needs of all students.
- Evaluate the quality of teaching across the Academy and use this to identify good practice and disseminate this, whilst also identifying areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure students develop necessary Thinking Skills, facilitate independent learning, ensure awareness for the responsibility of citizenship, personal, social, moral and cultural development.

Key Competency: *Passion for learning, challenge and support*

8. Accountability for leading, managing and developing your subject area:

- Help staff to achieve constructive working relationships with students and parents.
- Establish clear expectations and constructive working relationships among staff involved in your curriculum area, including team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating practice, developing an acceptance of accountability.
- Monitor staff as required by the Academy's Performance Management Policy and develop staffs' personal and professional effectiveness, training and development needs and mentor where appropriate NQTs, ITT, GT, Teach First or School Direct students.
- Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance.

Key Competency: *Drive for improvement, developing potential*

9. Efficient and effective deployment of staff and resources.

- Manage resources effectively and efficiently to achieve value for money.
- Advise the Headteacher on the deployment of staff to ensure the best use of subject, technical and other expertise.
- Use accommodation to create effective and stimulating environment for teaching and learning of the curriculum area.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

10. Specific duties for the PSHEE Coordinator

- You will develop a whole school programme for the successful delivery of PSHEE so that it reflects national and school policies, statutory and non-statutory guidance.
- You will liaise with Form Tutors, Heads of Year and appropriate teams to ensure the content of all PSHEE activities is appropriate and stimulating.
- Mentor and coach Form Tutors (and any other staff involved) in the development of pedagogy and classroom management skills and create a culture of shared good practice to improve the learning experiences of all students.
- Assist the Leadership Group in the quality assurance of the PSHEE programme across the School (METAL).
- Assist the Leadership Group in the annual review of the contribution of PSHEE makes to Every Child Achieves and to provide evidence for the School Evaluation Form consistent with school policy.
- Contribute to the School aims by providing activities that enrich the curriculum and the students' experience of learning.
- Support and implement all aspects of the School Development Plan.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher/Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Headteacher the other.

Signed:Date: