

<b>Job Title:</b>	Head of Character and Culture
<b>Responsible to:</b>	Head of Faculty for Humanities
<b>Terms and Conditions:</b>	1.0FTE, permanent (or part time – minimum 0.6 FTE)

## Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

## Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

## Core Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to lead a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/Form Tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## Key Areas of Responsibility

### Teaching and Learning

- To undertake a designated programme of teaching
- To lead in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department
- To design the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.

We are part of...

**WENSUM**TRUST 

- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To contribute to the whole school's planning activities.
- To ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's ethos.
- To contribute to the production of restorative workbooks for use within our Reflection behaviour model

### **Assessment and Reporting**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To assess, record and report on the attendance, progress, and development and attainment of students and to keep such records as is required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools

### **Resource Management**

- Ensure that the resources are deployed efficiently within their teaching areas
- To identify resource needs and to contribute to the efficient/effective use of physical resources.
- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### **Strategic Planning**

- Call and chair Department meetings, recording actions for improvement and submitting them to all members of the Department or Faculty and the Leadership Team Link and the Principal.
- Attend middle leader meetings and when there is the opportunity, sharing Department best practice.

- Work with the Governors by keeping them informed of developments through the Principal's Report and presentations.
- Liaise with feeder schools, higher education, industry and local businesses to enhance the learning experience of all students and provide local business partners to use the resources of the school.

### **Professional Development**

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### **Other Specific Duties:**

- To play a full part in the life of the school community to support its ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessment as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

### **Form Tutor Responsibilities:**

- Promote the general progress and well-being of the Form Group as a whole
- Encourage high standards of work, behaviour and appearance
- Set a good example in punctuality, dress code, etc.
- Liaise with the Head of House to ensure the implementation of the school's academic intervention system
- Register students, and encourage their full attendance, good punctuality at all lessons and their participation in other aspects of school life.
- To follow up student absence using school procedures thus preventing large amounts of un-cleared absences
- Maintain an up to date form notice board in the form room
- Keep up-to-date student records as may be required.
- Use classcharts and telephone calls home as primary communication between school and home
- Evaluate and monitor the progress of students through the monitoring system and to assist students in target setting
- Alert staff to problems experienced by students and to make recommendations as to how these may be resolved
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Contribute to the delivery of the PSHE, Citizenship programme.
- Apply the Behaviour Management systems so that effective learning can take place
- Attend House meetings
- Attend Parent Consultation Evenings

## **Safeguarding**

- Undergoing regular refresher training to ensure your safeguarding knowledge is as up to date as possible and in line with new guidance.
- Ensuring effective use of reporting and recording systems.
- Communicating with families on the school's policies and procedures, as well as any concerns or referrals where appropriate.
- Uphold statutory and school safeguarding measures at all times. Maintain a professionally curious attitude of 'it could happen here' in every aspect of the role.
- To support the development and monitoring of student awareness of safeguarding.

### Health and Safety

- Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.
- Assisting with or undertaking risk assessments relevant to the post.

### Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

### Person Specification

	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"><li>• Relational</li><li>• Self-aware</li><li>• Curious</li><li>• Accepting</li><li>• Empathetic</li><li>• Reflective</li><li>• High levels of drive and energy</li><li>• High levels of interpersonal skills</li></ul>	

	<ul style="list-style-type: none"> <li>• Commitment to comprehensive education and high student expectations</li> <li>• Ability to set and achieve realistic goals for students</li> <li>• Ability to support, motivate and inspire others</li> <li>• Sense of humour, good listener, positive outlook</li> <li>• Ability to impose calm</li> <li>• Ability to work as part of a team</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Graduate with Qualified Teacher Status in RS/ PSHE specialism</li> <li>• Recent relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree appropriate to subject specialism</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in a an educational setting 11-16</li> <li>• Experience of teaching RS, PSHE or Citizenship at KS3 and KS4</li> </ul>	
<b>Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to think strategically and successfully implement agreed strategies</li> <li>• Ability to analyse and solve complex issues with an eye for detail</li> <li>• Ability to work effectively with staff, students, governors, parents and the community</li> <li>• Ability to liaise and work with middle managers to promote the education of all children</li> <li>• Ability to inspire and lead a class of students</li> <li>• Ability to use Added Value data to promote learning and to set targets appropriate to pupils' abilities and needs</li> <li>• Ability to liaise with outside agencies</li> <li>• Knowledge and understanding of special educational needs, code of practice (revised), etc.</li> <li>• Knowledge and understanding of child protection issues</li> <li>• Strategies for school improvement</li> <li>• Strategies for developing effective teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis and target setting</li> <li>• Work-related, vocational and new 14-19 curriculum</li> </ul>

<b>Other</b>	<ul style="list-style-type: none"><li>• The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.</li></ul>	
--------------	---	--