



Head of PSHCE and Religious Studies - Humanities Job Description

The Head of PSHCE and Religious Studies at Park Academy West London shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Head of PSHCE and Religious Studies is directly accountable to the Assistant Principal who line manages the Humanities department to contribute to the educational success of the PSHCE and Religious Studies within the Humanities department in line with the overall framework of the Aspirations Academies strategic plan as well as the individual Park Academy West London strategic plan. Head of PSHCE and Religious Studies is responsible for contributing to the effective day to day operation of the PSHCE and Religious Studies Department, whilst fully supporting the Humanities department and the Assistant Principal who line manages the Humanities department to ensure an effective educational provision.

Salary: MPS/UPS + TLR2b

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support 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 Academy's responsibility to provide and monitor opportunities for personal and academic growth.
- To lead on the development and implementation of the PSHCE and Religious Studies curriculum
- To ensure the PSHCE programme is adapted to meet the current needs of the students and Academy when situations arise.

Responsible for:

- Teaching staff, other relevant personnel and students within the subject area.

Operational and Strategic duties:

- To lead in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To write the subject area's Improvement Plan and lead on its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole Academy's planning activities

Curriculum Duties:

- To liaise with the Assistant Principal who line manages the Humanities department to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme for PSHCE and Religious Studies which complements the vision of the Academy.
- To assist the Assistant Principal who line manages the Humanities department to ensure that the curriculum area provides a range of teaching which complements the Academy'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 Academy's Aim and Strategic Objectives.

Staff Development Responsibilities:

- To take part in the Academy'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 Academy

High Standards Maintenance:

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- 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 Academy.

Management Information Responsibilities:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- 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 support the subject coordinator in monitoring data and progress across the team

Managing Effective Communications:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To follow agreed policies for communications in the Academy.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Resource Management:

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Assistant Principal who line manages the Humanities department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

Student Support Duties:

- To be a form tutor to an assigned group of students.
 - To promote the general progress and well-being of individual students and of the form tutor group as a whole.
 - To liaise with the Assistant Principal who line manages the Humanities department to ensure the implementation of the Academy's Pastoral System.
 - To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
 - To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
 - To contribute to the preparation of Action Plans and progress files and other reports
 - To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
 - To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
 - To contribute to PSHE and Citizenship and enterprise according to Academy policy.
 - To apply the Behaviour Management systems so that effective learning can take place.
- To lead on an aspect of the pastoral system within the Faculty.

Teaching Duties:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.

- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Other Duties:

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198).
- Candidates are required to give details of any convictions in the application process. Furthermore, appointment to this position is subject to submission of a certificate issued by the Disclosure and Barring Service that is considered satisfactory by the Trust.

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Head of PSHCE and Religious Studies Person Specification

Assessed at application stage (A) Assessed at interview/task stage (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent.	A	
Qualified Teacher Status.	A	
Exemplary, outstanding practitioner.	A,R	
Evidence of professional development relevant to Middle Leadership.		A, R
Professional Experience		
Outstanding secondary teaching experience across at least two key stages at KS3, 4 and 5.	A,R	
Outstanding Middle Leadership experience.	A,R	
Proven experience of consistently good and outstanding teaching, delivery outstanding student attainment/progress over time.	A,R	
Experience of reflecting on and improving teaching practice to increase student achievement.	A,R	
Experience of being involved in raising levels of student attainment/achievement across at least two Key Stages at KS3, 4 and 5.	A,R	
Experience of continually improving teaching and learning through schemes of work, assessment, intervention and extra- curricular activities.	A,R	
Form tutoring or mentoring learners.	A,R	
Leadership of whole school development priorities and initiatives.		A,R
Experiences of providing professional development to teachers, including coaching, mentoring and training.	A,R	

Criteria	Essential	Desirable
Experience of leading some aspects of whole school KS4 or KS5 Raising Achievement strategies.		A,R
Teaching and Learning		
Excellent classroom practitioner – ensures that their own classroom practice models best practice.	A,R	
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward.	A,R	
Demonstrates resilience, motivation and commitment to driving up standards of achievement.	A,R	
Excellent communication, planning and organisation skills.	A,R	
Acts as a role model to staff and students.	A,R	
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.	A,R	
Leadership		
Leadership skills already developed as a Middle or Senior Leader.	A,R	
Effective leader and team member.	A,R	
High expectations for accountability and consistency.	A,R	
Clear vision on how to help move to academy to the next level of performance.	A,R	

Vision aligned with the Trust's aspirations.	A,R	
Genuine passion and a belief in the potential of every student and the 'no excuses' philosophy.	A,R	
Motivation to continually improve standards and achieve excellence.	A,R	

Criteria	Essential	Desirable
Commitment to the safeguarding and welfare of all students.	A,R	
Specialist Knowledge		
Outstanding understanding of effective KS3, 4 and 5 Raising Achievement strategies.	A,R	
Knowledge and application of data used to drive raising student achievement.	A,R	
Experience of strategic marketing and promotion.		A,R
Ability to present to and inspire large audiences.	A,R	
Excellent understanding of the OFSTED framework and what constitutes outstanding teaching, learning, achievement and leadership.	A,R	
Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.	A,R	
Knowledge of the latest educational research, findings and best practice.	A,R	
Disposition/Attitude		
A passion for education and making a difference to student's life chances.	A,R	

Vision and the ability to implement it.	A,R	
Ability to work as a member of a team.	A,R	
The ability to command respect from colleagues, parents, governors and the local community.	A,R	
Excellent attendance and punctuality record.	A,R	
Energy, enthusiasm, commitment, integrity, good sense of humour.	R	

Criteria	Essential	Desirable
Prepared to listen to others and share ideas.	R	
Developing successful relationships with pupils, staff, parents and Governors.	A,R	
Hardworking, imaginative and adaptable.	A,R	
Determined and resilient and doing whatever is needed to get the job done.	A,R	
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies.	A,R	
Willing to take part in and lead extra-curricular activities.	A,R	
Willingness to undertake training.	A,R	

Other		
Commitment to safeguarding and welfare of all students.	A,R	
Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies.	R	
Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement.	R	