



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

**CANDIDATE**

# **RECRUITMENT PACK**

**HEAD OF PSHE & CITIZENSHIP**



## **LEARN THINK CONTRIBUTE CARE**



LFC ACADEMY  
EDUCATION  
CENTRE  
LFC WOMEN



Centre of  
Excellence



Artsmark  
Platinum Award  
Awarded by Arts  
Council England



# WELCOME FROM THE PRINCIPAL

Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

**Mrs J Thorogood**  
Principal



## HEAD OF PSHE & CITIZENSHIP

### Role Overview

**DIRECTLY RESPONSIBLE TO:**  
Assistant Principal; Personal Development

Are you passionate about PSHE & Citizenship with leadership aspirations and would like to join a high performing school on the edge of Merseyside? Rainhill High, including Rainhill Sixth is the place for you.

**DIRECTLY RESPONSIBLE FOR:**  
PSHE & Citizenship

We have an exciting opportunity for an ambitious, talented, and dynamic Head of PSHE & Citizenship to lead a strong committed team who can bring excellent leadership skills and outstanding teaching to Rainhill. You will have the capacity to enthuse, engage and inspire our young people through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed professional with high levels of personal motivation and ambition.

**COMMENCING:**  
September 2025

**CLOSING DATE:**  
Tuesday 28<sup>th</sup> January 2025  
9am

We are seeking to find staff who can deliver in the classroom but can also inspire children to make great progress and achieve fantastic outcomes. We are also looking for a teacher who will challenge themselves and others with evidence-based practice and the belief they can make a difference to what great PSHE & Citizenship should look like.

**INTERVIEW DATE:**  
Monday 3<sup>rd</sup> February 2025

You will need to have excellent interpersonal skills with a genuine commitment to teaching and ability to develop a love of learning in this subject area. If you believe you have the skills and dedication to meet our standards, Rainhill High is the school for you.

Prospective candidates can visit the school by prior appointment by calling 01744 677205

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. For the right candidate, there would be additional opportunities based on potential, ability, and capacity to make a difference across the team and the school.

Please return application forms to [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)





***“Staff felt that leaders are supportive of their well-being and cognisant of their workload”***  
**OFSTED**

***“When I started I thought the school was massive and that I would get lost every day  
but you soon find your way, I really enjoy it here”***

**Year 7 student**

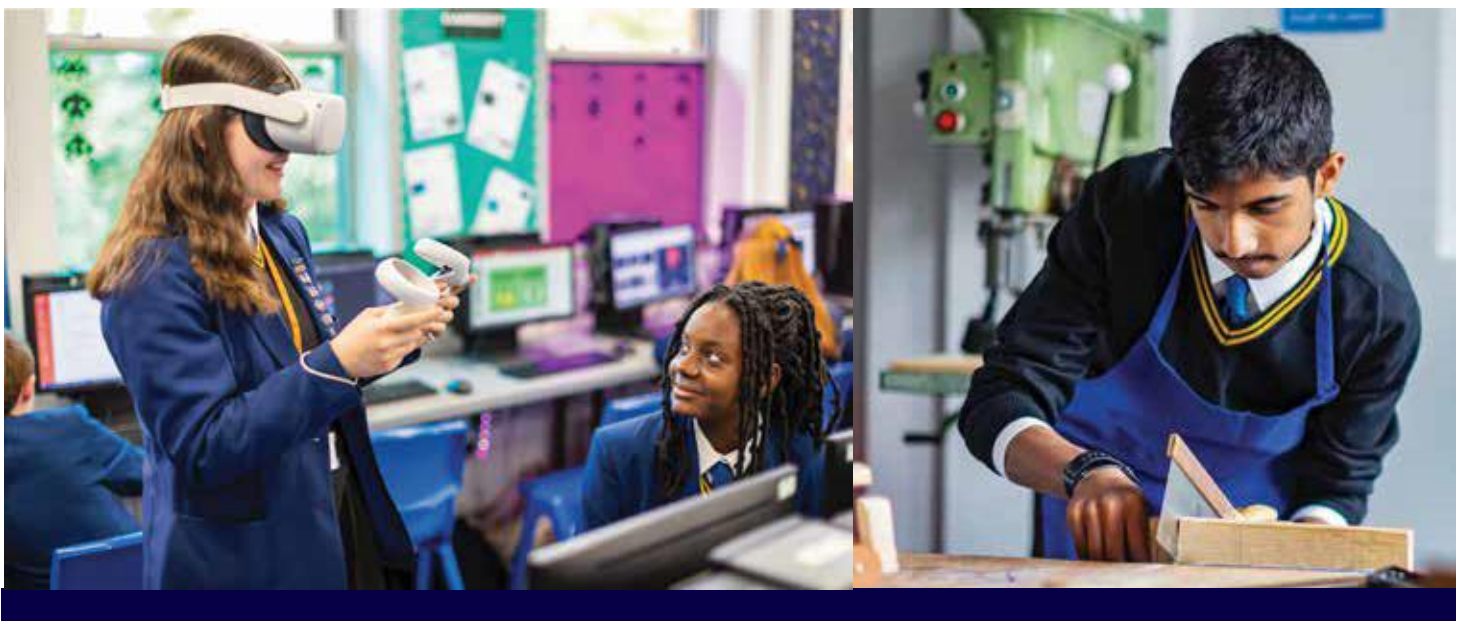
***“I go to Zoology club to learn about animals and how to look after them.  
The school has loads of opportunities for you to get involved in”***

**Year 8 student**

***“My teachers are all really helpful,  
if you get stuck they help you to understand”***

**Year 9 student**

***“Leaders follow up on any concerns quickly and effectively”***  
**OFSTED**



# JOB DESCRIPTION



<b>Post</b>	<b>Head of PSHE &amp; Citizenship</b>
<b>Grade</b>	<b>TLR2B - £5,645 pa</b>
<b>Responsible to</b>	<b>Assistant Headteacher; Personal Development</b>

## **Leading the development of the curriculum, teaching and learning**

1. Has a deep understanding of the characteristics of a well-planned and sequenced curriculum. Highly effective teaching and learning secures commitment from all members of the team to focus relentlessly on improving practices
2. Uses DSEF, DDP and QA to plan for excellence in learning (and teaching) to secure sustained knowledge and improvement in students' progressions, T&L and student outcomes
3. Has secured other team members understanding of the subject curriculum, subject standards, and progression so that assessment is accurate and tracking data robust.
4. Teacher planning is inclusive and adaptive to ensure that the needs of all students are addressed (SEND,DIS).

## **Quality Assurance**

1. QA is used intelligently, rigorously and consistently across the team to ensure every student's progress and well-being are maximised.
2. The systematic collection of information from a wide variety of sources informs accurate and reflective 360 self-evaluation and leads to the implementation of actions necessary to achieve development.
3. Breaks down priorities in a systematic way and thinks creatively to meet these priorities.

## **Developing Others**

1. Provides astute, ongoing mentoring and coaching both formally and informally.
2. Uses collaboration astutely to both improve the teaching and/or leadership of others as well as building team/organisational capacity.
3. Secures and/or provides a bespoke programme of professional development which leads to the continuous improvement of everyone's performance.
4. Helps others to think through their development priorities and creates a clear plan for addressing needs. Anticipates views and feelings accordingly.
5. Models openness to new ideas and ongoing learning.
6. The use of all RHS CPD opportunities is prevalent and central to developing all members of the team.

## **Holding Others to Account**

1. Clearly communicates expectations, and gives timely, constructive and specific feedback with confidence. Ensures objectives are achieved by making sure others do what is necessary, even if it involves tough or unpopular decisions. Actions are always instigated with the best interests of staff and students in mind.
2. Consistently demands high performance and holds others to account by challenging and effectively tackling underperformance. Upholds, lives and models RHS values through their daily leadership approach.
3. Astutely links QA and self-reflection, to performance development objectives which, in turn, connect with professional development provision.

## **Securing Productive Relationships**

1. Develops and sustains highly productive internal and external working relationships, in order to empower, challenge, influence and motivate all members of the team.
2. Fosters an open, fair, equitable culture in line with RHS school values.
3. Works to build a shared vision and sense of belonging with diverse groups to tackle complex issues and instill professional trust.
4. Conflict is very rare and is managed efficiently and decisively, ensuring an effective resolution.

## **Managing Resources**

1. Resources (including financial, human, environmental) are deployed highly intelligently by the leader to maximise student performance, staff development and secure value for money.
2. 'Risk' is managed highly effectively and ensures that impact is anticipated, planned for and limited.
3. The environment plans and operates with a culture of vigilance and anticipates and mitigates any health, safety and safeguarding.

## **Influencing and inspiring others**

1. Promotes and upholds the school's purpose and RHS & RH6 values. Articulates a compelling vision that inspires others to achieve the highest possible standards.
2. Promotes, develops and nurtures positive relationships and gains support commitment and discretionary effort from their team and beyond.
3. Inspires others to take on new ideas with enthusiasm.
4. Presents & communicates a range of audiences precisely & convincingly.

## **Strategic and aspirational**

1. Understands the whole school priorities and their role in achieving them. Unites their team around a clearly articulated vision for their area of responsibility and establishes well-defined strategic priorities for improving curriculum, teaching, and learning and/or student development.
2. Highly ambitious and leads by example. Involves all team members in developing effective, creative and innovative strategies to achieve priorities and draws on research and best practice to inform improvements.
3. Triangulates priorities through accurate data analysis, 360 tracker and QA to evaluate progress. Regularly reviews progress against strategic priorities, remove barriers and adapt plans to secure ongoing improvement.
4. Cultivates productive networks, collaborations, and relationships within and beyond the school to maximise improvement.
5. Workload reduction is being actively supported and is effective.

## **Self-awareness**

1. A reflective leader who understands their own strengths and areas for developments and how they impact others and uses this to great effect.
2. Actively seeks feedback to become more self-aware.

## **Resilience and emotional maturity**

1. Has a 'growth mind-set', believing everyone can grow and be developed from their initial talents and aptitudes.
2. Comes back stronger after professional challenge, setbacks or failure and epitomises optimism and confidence in the face of challenging situations.
3. Remains motivated and determined in the face of on-going uncertainty and demonstrates emotional intelligence in their leadership approach.

## **Review of Performance**

1. The annual appraisal process will review achievements and development foci for the coming year and are in accordance with the school's Appraisal Policy.

## **Code of Conduct**

1. The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the Staff Code of Conduct.

## **In addition**

1. To ensure you fulfill all aspects of the national Teaching Standards at all times.
2. To attend all additional meetings and evening events suitable for this post.
3. Any other duty deemed reasonable, as directed by the Headteacher.

# PERSON SPECIFICATION



RAINHILL  
HIGH SCHOOL

Criteria	E/D	A/I
<b>Experience Pupil Progress</b>		
Familiarity with the KS3, KS4 curriculum requirements	E	A/I
Familiarity with the KS5 curriculum requirements	D	A/I
To be able to articulate a vision for learning	D	A/I
<b>Leadership</b>		
Ability of working collaboratively and successfully with colleagues to build trust and openness	E	A/I
Experience of leadership at subject level	E	A/I
Experience of managing other adults	E	A/I
Ability to stretch all students in their 'Pursuit of Excellence'	E	A/I
Ability to take on additional workload	E	A/I/P
<b>Qualifications Skills and Abilities</b>		
Strong academic background and subject knowledge	E	A
PGCE in relevant subject area	E	A
A strong interest in current developments in PSHE & Citizenship	E	A
Evidence of further professional development at a higher level.	D	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Reliable, punctual, diligent and well organised	E	A/I
Evaluate and plan effectively	E	A/I
Excellent communication skills	E	A/I
Willingness to be involved in the wider life of the school	E	A/I
<b>Quality of Teaching</b>		
Ability and experience of teaching PSHE & Citizenship to KS4	E	A/I
Ability or experience of teaching PSHE & Citizenship to KS5	D	A/I
Excellent classroom practitioner and strong track record of examination results	E	A/I
<b>National Standards</b>		
Evidence all of the Teaching Standards in routine practice	E	A/I
<b>Ethos and Extra Curricular and Curriculum enrichment</b>		
Evidence of inclusive practice and commitment to safeguarding and the welfare of students	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
<b>Commitment to Equal Opportunities</b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role    A = Assessed via the application form    P = Presentation    D = Desirable requirement of the role  
I = Assessed at Interview    T = Task

## PSHE and Citizenship

All KS3 students have one timetabled Citizenship lesson per fortnight, usually delivered by the Head of Faculty. All students in Key Stage 3 and Key Stage 4 have one timetabled PSHE lesson per fortnight, planned by the Head of Faculty and delivered by their form teacher. All KS5 students have one PSHE lesson per fortnight as part of their personal development programme delivered by our RH6 progress coaches.

To supplement our taught PSHE & Citizenship lessons we also have a number of drop-down days including Diversity Day, Relationships Day, Careers Day & more. The Assistant Principal for Personal Development assists the Head of Faculty in the planning and implementation of these events. We have well-established partnerships with several local and national organisations who work with the school to assist in the delivery of the PSHE, RSE and Citizenship schemes of learning including Career Connect, Anthony Walker Foundation, Diversity Role Models, St John's Ambulance and more.

### Faculty Aims:

- To ensure all students are equipped for life in Modern Britain
- To ensure students know their options for future study and employment through an engaging and well-planned careers programme
- Enable young people to make sense of the world around them and understand and respect all people regardless of their background or characteristics.
- To help students stay safe by delivering a comprehensive PSHE curriculum including awareness of mental health and wellbeing
- To develop conscientious young people who have all the required knowledge to make positive decisions in their relationships.

The school has recently been achieved two nationally recognised awards for our Personal Development programme: The Carnegie Schools Mental Health Award and the Excellence in Pupil Development Award.

If you have any questions, would like an informal chat about the role or would like to visit the school as part of your application process please contact Pete Roberts (Assistant Principal: Personal Development) via [peter.roberts@rainhillhigh.org.uk](mailto:peter.roberts@rainhillhigh.org.uk)

December 2024



## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults, please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** In line with the statutory guidance document Keeping Children Safe in Education (2023) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the [Teacher application form](#)