



**Person Specification  
Castleford Academy  
Leader of PSHE and Teacher of Religious Education**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• A degree in a relevant subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Honours degree.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Outstanding teaching practitioner.</li> <li>• Delivery of exceptional attainment of all pupils.</li> <li>• Effective use of AFL.</li> <li>• Developing appropriate SOW at both KS3 and KS4.</li> <li>• Successfully implemented a key departmental project/initiative which involved people management skills.</li> <li>• Working effectively as a form tutor.</li> <li>• Experience of leading a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing partnerships with other schools and outside agencies.</li> <li>• Experience of successfully leading of a Key Stage.</li> <li>• Experience of writing department policy.</li> <li>• Experience of mentoring ITT Students.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Effective use of assessment and attainment data to improve departmental standards and practices.</li> <li>• Understand the wide variety of courses available for pupils across KS3 &amp; 4.</li> <li>• Understand the H&amp;S regulations within PSHE.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of Key Stage 2 curriculum.</li> <li>• Knowledge of new PSHE curriculum developments.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Excellent management skills ensuring that areas of development amongst the team are identified and addressed effectively.</li> <li>• Excellent communicator.</li> <li>• Competent user of Technology.</li> <li>• Ability to interpret data effectively and implement intervention strategies where necessary.</li> <li>• Ability to adapt to ever changing priorities.</li> <li>• Ability to identify skills within the team and utilise those skills to the benefit of the Academy, individual and department.</li> <li>• Understand and have the ability to differentiate for the wide range of SEND pupils within the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead people and motivate others to share and support the department vision.</li> <li>• Ability to plan department priorities with clear milestones of success.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Ability to provide evidence to show a commitment to professional development.</li> </ul>	
<b>Values</b>	<ul style="list-style-type: none"> <li>• Committed to Castleford Academy values.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Committed to achieving the best for every pupil.</li> <li>• Support Academy ethos and values at all times both within the Academy and the wider community.</li> <li>• Committed to inspiring pupils and staff in the development of teaching initiatives and strategies, promoting PSHE as a subject.</li> <li>• Active contribution to the wider part of Academy life.</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Inspirational, dedicated and motivated individual.</li> <li>• Desire to be the best you can be.</li> <li>• Passionate about the education of young people.</li> <li>• Passion for PSHE &amp; Citizenship, including RSE.</li> <li>• Good sense of humour.</li> <li>• Ability to stay calm under pressure.</li> </ul>	



**Job Description**  
**Leader of PSHE and Teacher of Religious Education**

<b>RESPONSIBLE TO</b>	<b>Designated SLT Line Manager</b>
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**MAIN AREAS OF RESPONSIBILITY**

- Provide clear, cohesive leadership and direction in teaching and learning in PSHE & Citizenship, and manage and support colleagues in developing innovative teaching strategies within a variety of delivery methods (such as; Drop-down days, Life & Society lessons, Themed Weeks, Cross Curricular Day etc).
- Build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff delivering PSHE, to enable the sharing of best practice with others, in a constructive and collaborative manner.
- Contribute to the strategic development of the Academy by implementing whole school new initiatives, monitoring and reporting on key outcomes, to ensure the department meets the requirements of every student to enable them to make outstanding progress in PSHE & Citizenship.
- Audit gaps in current PSHE provision and provide proactive solutions which respond to local need, drawing on support from various subject, pastoral and safeguarding teams within the academy, and also specialist external agencies.
- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated Religious Education curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with Academy policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to area child protection procedures.

**Effective Leadership**

- Use Leadership and Management (LM) time effectively to set a high level of expectation, maintaining the highest possible standards and sharing with members of the department plans and processes for department and academy development.

**Strategic**

- Develop and articulate a coherent vision for the department showing a commitment to continuous improvement and short, medium and long term planning in line with the Academy Development Plan.
- Be responsible for leading the production of the annual Departmental Development Plan.
- Communicate any developments and educational initiatives /strategies to the department.
- Provide leadership and support in the improvement of high standards of professional practice.
- Provide, develop, monitor and evaluate: a set of departmental aims and objectives; a curriculum and assessment methods which relate and contribute to the overall policies of the Academy and PSHE Association Programme of Study.
- Delegate, with a view to staff development, specific responsibilities to other members of the department as appropriate.



- Be responsible for the identification of strategic & departmental training needs and individual team members continued professional development.

## Leadership & Management

- Contribute to the overall strategic direction and delivery of the Academy's aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the organisation.
- Champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect and encourage commitment to raising standards.
- Scrutinise and monitor the performance and effectiveness of the department in delivering the Academy's aims and objectives.
- Play a major role in the Academy's middle management structure in creating a vision, sense of purpose and pride about the department and its work.
- Contribute to the Academy SEF and ensure the department contributes towards the setting of targets and works towards achieving them.
- Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the Academy, including its policies and their implementation.
- Proactively devise and implement departmental rules and procedures within relevant Academy policies.
- Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the department.
- Be responsible for maintaining discipline in the department, ensuring behaviour management strategies are being followed, including supporting department teaching staff during their lessons if/when appropriate.
- Keep a high profile around Academy, taking command of areas at change of lessons and being visible and active during non-structured time.
- Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
- Identify and celebrate areas of success for individual teachers and the department.
- Help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the department Development Plan and produce resources as a team.
- Chair and produce the agenda for effective department meetings. Ensure minutes are taken and kept secure and others informed as appropriate.
- Attend Subject Leaders meetings and actively contribute to the discussion.
- Implement academy assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject
- Initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
- Deploy all department staff effectively in order to give department members a good work-life balance.
- Liaise with other staff on the effective deployment of any support staff.

## Values

- Promote the work and image of the department to visitors, potential pupils and parents.
- Ensure staff uphold the expectations and standards and principles of good classroom practice; encourage the sharing of good practice.
- Ensure departmental members participate with in-house training programmes to enable personal, professional and institutional development.



- Establish and foster effective working relationships with other departments and pastoral teams.
- Promote the department in a positive light at appropriate Academy functions including Parents' Evenings, Open Evening, and Presentation Evenings etc. This may include delegating responsibility to your team members to attend certain events.

## Teacher Performance

Aspire to high quality teaching (Outstanding) through a range of relevant learning situations and maintaining the highest possible standards of discipline and pupil/teacher co-operation.

## Teaching & Learning

- Manage pupil learning through effective teaching in accordance with the department's curriculum plans and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches to match curricular intent and the range of pupil needs, ensuring equality of opportunity for all pupils.
- Set homework regularly, (in accordance with the Academy homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
- Work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Support individual learning for pupils of all ability levels by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Work within the Academy Teaching & Learning Policy, using clear and precise learning intentions and defining criteria for success for each lesson.
- Work effectively as a member of the department team to improve the quality of teaching and learning, by contributing to the department Improvement Plan and implementing and monitoring change.
- Implement new initiatives, academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
- Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.

## Performance Management

- Monitor and assess staff performance, including planning, marking, classroom practice, take appropriate action if in any way it is inadequate, giving support where necessary; advising staff on their professional development needs.
- Assist with the training and development of ECTs and student teachers.
- Organise the work of support staff where applicable.
- Undertake regular reviews; completing reports and returns, including annual reports to the Headteacher.
- Maintain a stimulating working environment in all areas of the department ensuring a high standard of presentation, tidiness and display; monitors the condition of furniture and fabric, follows up misuse and reports damage, wear and hazards to the premises staff.
- Keep accurate, detailed and up-to-date records of all the work, achievement and plans of the department;



- Oversee accuracy, presentation and completion of reports by set deadlines and any other communication with parents; attend consultation evenings.
- Monitor and evaluate, on a regular basis, the teaching and learning occurring within the department through classroom observation for performance management purposes.
- Promote teaching and learning styles which ensure pupils realise their maximum personal and public examination potential.
- Ensure effective learning by developing and monitoring the appropriate use of marking to include clear target setting in classwork, coursework and homework.
- Ensure that records of pupils' attainment are kept up to date, that samples of work are effectively stored for moderation procedures and are sufficient to justify any teacher assessment for moderation.

### Subject Programme

Maintain balance; meeting departmental aims and basic curriculum requirements to provide continuity and progression.

### Curriculum

- Keep abreast of national developments and take appropriate decisions that maximise the chance of success for every pupil.
- Provide appropriate curriculum plans, homework programmes and activities all of which are adapted, stimulating and stretching for each pupil; co-ordinate and monitor delivery to each year group.
- Where applicable, allocate pupils to teaching sets, maintains a pattern of pupil assessment in line with Academy policy, including written and practical tasks and internal examinations; monitors quality and presentation of homework, progress and performance in relation to ability; promotes strategies to encourage excellence.
- Produce curriculum plans which relate directly to the programmes of study and syllabuses. These plans must contain information on the knowledge, understanding, skill, attitudes and experiences required of the pupils; how pupils will develop or acquire the knowledge etc. and how acquisition will be assessed.
- Ensure complete familiarity with the range of examination syllabuses in the subject and select of the most appropriate for the abilities of our pupils.
- Develop departmental strategies for the pupils' spiritual, moral, social and cultural development, including citizenship and Fundamental British Values.
- Develop departmental strategies and procedures (using national and academy guidelines) for teaching and learning for pupils with special educational needs.
- Ensure the department provides information to the SENCO for IEPs and that the information is used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
- Ensure the department identifies and supports the subject cohort of more able pupils by developing teaching strategies to meet their needs, sharing good practice, tracking pupil progress and setting specific departmental targets for the group.
- Ensure that the department supports the Academy's implementation of all current statutory requirements, e.g. Access to Work, SEN, The Equalities Act and Child Protection legislation.
- Create a culture and environment that is conducive to success through innovation, engagement and enthusiastic delivery of vision and through guiding and supporting members of staff and pupils by offering leadership and advice.



## Material Resources

Manage the department budget allocation to provide appropriate materials, visitors and equipment for promoting and enhancing teaching and learning processes.

## Stock/Resources/Budget

- Ensure adequate work/resources are available for teachers who cover PSHE lessons.
- Plan and budget the financial activities of the running of the department
- Authorise stock disposal in accordance with department and Academy policies and H&S Regulations.
- Devise systems for storing resources in such a way as to enable quick and easy access by all staff (teaching and support) and pupils, where appropriate.

## Effective Liaison/Communication

- Communicate daily with department team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider aspects of the Academy agenda, recreation opportunities and enjoyment and professional development.
- Meet regularly and work with the SLT Line Manager for professional support and develop effective departmental management.
- Work closely with the SLT to promote the successful image of the Academy in the community.
- Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
- Act as the initial person for others to contact regarding all issues relating to the subject.
- Liaise with colleagues in order to provide a smooth transition between phases for all pupils.
- Liaise with other leaders in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
- Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
- Develop constructive relationships with key members of the academy and community and provide helpful and accurate responses to parent/carer enquiries.
- Seek information from external sources e.g. subject advisors and strategy managers to support and influence the work of all in the department to ensure best practice is being implemented at all times.

## CPD

### Personal

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the academy curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the Academy Improvement Plan, taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.



- Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
- Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
- Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially ECTs and ITTs.
- Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

### Staff

- Contribute to, and take a leading role in, the provision of high quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. PixL, WLC, outside training agencies, etc.
- Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS and Induction standards and those of the Academy.
- Review teachers and support staff as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
- Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for threshold and beyond.
- Through a process of monitoring and evaluation within the Academy Development Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the department.
- Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.
- Work with other teachers to develop practice by:
  - Lead professional development activities;
  - Assist colleagues in matching teaching approaches to learning styles;
  - Provide demonstration lessons for (departmental) colleagues to observe within a framework of mutual trust and support.
  - Establish a professional dialogue with colleagues to ensure staff feel confident to improve their skills.
  - Act as consultant to teams that develop strategies for pupils experiencing difficulties;
  - Support staff in their professional development by being a critical friend, providing constructive criticism and further opportunities to develop teaching skills;
  - Trial teaching procedures, reporting back on successes and areas for further development and be open to colleagues' contributions and judgments.
  - Network with professionals at other / similar / feeder schools to enhance learning opportunities for staff;
  - Mentor and coach members of the team to support and improve practice
  - Support government and local initiatives.
- Lead in the use of 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; taking the lead in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
- Maintain a professional portfolio of evidence and departmental learning log to:
  - Support the Performance Management process.





- Departmental data, to include public examination, departmental targets, comparative data with similar and national results and historical trends.
- Lesson observation records and monitoring and evaluation outcomes.
- OFSTED Departmental Report and Development Plan.
- Departmental learning log and Professional Development Record.

### **Health and Safety**

- Be aware of the responsibility for 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 & Welfare.
- Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

### **Data Protection and Safeguarding**

- To work and process personal and sensitive information in accordance with the Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To ensure that you are kept updated with the requirements of Keeping Children Safe in Education and have responsibility for promoting and safeguarding the welfare of children and young people.

All employees of the academy have a responsibility for promoting and safeguarding the welfare of children and young people.

Candidates must also be willing to undertake and other responsibilities in line with their grade as requested by the academy.