

**Post: Class Teacher & PSHE/RHSE
Designated Mental Health Lead**

The Post holder will be accountable to the Headteacher and through her to the school's governing body.

Principal Responsibilities

To fulfil the professional standards and duties of a teacher, as detailed in the current DFE Teachers Standards

<https://www.gov.uk/government/publications/teachers-standards>

DFE Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

DfE: with effect from July 2021

SPECIFIC RESPONSIBILITIES

1. To work consistently to uphold the school's mission statement, values and ethos.
2. To operate at all times in accordance with Sefton Local Authority's and Bedford Primary School's policies and guidelines.
3. To interact professionally with all colleagues and stakeholders establishing and maintaining productive relationships with them.
4. To carry out teaching duties in accordance with the teachers' standards, the school's curriculum plans, policy documents, the National Curriculum and Early Years Foundation Stage documents.
5. To accurately mark attendance & dinner registers, ensuring episodes of absence and lateness are accounted for, taking appropriate action and informing the pastoral team.
6. To actively participate in assemblies and acts of collective worship within year groups.
7. To participate in meetings with colleagues and stakeholders, which relate to pupil progress and the organisation and curriculum of the school.
8. To liaise closely with families, both verbally and in writing and host termly consultation events.

9. To take an active and positive role in the school's professional development programme and annual appraisal cycle.
10. To ensure that all Health and Safety, Child Protection and Data Protection regulations are adhered to, reporting any concerns to a member of the SMT.
11. To keep abreast of trends and developments in education, especially those relevant to the duties and responsibilities of the post.
12. To present oneself in a professional way that is consistent with the values and expectations of the school.
13. To seek to improve the quality of the School's service.
14. To keep the year group webpage and Twitter account up to date

Designated Mental Health Lead

Responsibilities

- Attend CPD to acquire new knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing
- Oversee the development of effective mental health and wellbeing provision in line with the government guidance for senior mental health leads
- Review current policy and provision and plan to address gaps in practice
- Work closely with other members of the school's leadership team on the development and implementation of our school's approach to mental health and wellbeing. Where necessary linking the approach to other policies and processes, for example safeguarding, behaviour and attendance
- Develop and lead an effective early intervention and prevention strategy that enables all pupils and staff to access support for their mental health and wellbeing
- Coordinate the school's provision for pupil's mental health needs, including oversight of interventions where they are being delivered by staff
- Oversee interventions that take place in school.
- Evaluate the outcome of interventions on pupils' wellbeing and attainment to understand what is working and make any necessary changes to ensure effective support is provided
- Develop cross curricular approaches that support pupils through the promotion and protection of wellbeing
- Develop training and teaching tools to aid in the delivery of our mental health and wellbeing objectives and responsibilities to staff members, ensuring a consistent school wide approach
- Work collaboratively with a team of key staff members who can support the implementation of whole school mental health and wellbeing
- Champion and promote staff wellbeing Including providing staff wellbeing training or support where necessary
- Coordinate the work of the school's Mental Health Support Team (MHST) link worker.

Key Duties

- Audit current mental health and wellbeing provision
- Review the school's PSHE and RSE curriculum to ensure it includes the awareness of developing positive mental health and emotional resilience
- Gather input from key stakeholders on what advice they would value and what their specific concerns may be
- Develop and implement a policy that sets out how the school supports pupils' mental health and wellbeing
- Develop and implement embedded processes that increase positive mental health and wellbeing
- Assess staff mental health needs confidentially through staff surveys, feedback and by maintaining clear channels of communication
- Create and implement a policy that sets out how the school promotes wellbeing for its staff, and address the areas of school culture that impact on staff wellbeing

Subject Leadership

To be the subject leader for PSHE, RHSE and also act as mental health lead practitioner (**Please also refer to the subject leader expectation grid**)

a) Strategic Direction and Development of the Subject

(with the support of, and under the direction of, the curriculum leader)

- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

b) Teaching and Learning

- use your own class as an example of high-quality teaching and learning in the subject;
- ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan;
- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- develop effective links with the local community including parents, business and industry;
- ensure that teachers are aware of the implications of equality of opportunity which the subject raises.

c) Leading and Managing Staff

- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- ensure that the head teacher, curriculum leader, SMT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.

d) Effective Deployment of Resources

- support the head teacher/ curriculum leader by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- support the head teacher/ curriculum leader by maintaining efficient and effective management of the expenditure for the subject;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- take on any additional responsibilities which might from time to time be reasonably determined.

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 the Headteacher to undertake work of a similar level that is not specified in this job description.

The job description may be amended at any time following discussion between the Headteacher and staff member and will be reviewed annually.