



<b>Post Title</b>	PSHE Lead
<b>Salary range/grade</b>	£38,000 - £50,000
<b>Responsible to</b>	SMT
<b>Type</b>	Full Time, Term Time Only (40 weeks) 37.5 hours a week
<b>Base</b>	ALP Parkview Academy, Welling
<b>Job Purpose</b>	
<p>With direction from the Senior Management Team the post holder will coordinate the Personal, Social and Health Education (PSHE) curriculum within the school. This will involve coordinating the curriculum with other tutors and to deliver to small groups of SEN learners or on a one to one basis.</p> <p>They will lead by example, specialising in PSHE/ Personal development across the curriculum to progress learners with SEND to ensure they are achieving their full potential.</p> <p>The post holder will guide Tutors and LSA's to assist in teaching and learning activity and ensuring the needs of all learners are met.</p>	
<b>Key Tasks and Activities:</b>	
<ul style="list-style-type: none"> <li>● With guidance from the SMT - To plan and deliver PSHE / PSD to young people who for a variety of reasons struggle in mainstream school.</li> <li>● To be guided by the schools PSHE Policy, PSHE pathways and statutory government PSHE guidance for schools.</li> <li>● Do lead on the schools drive to meet the Healthy Schools standard, ensuring our pupils all engage in a variety of PSHE activities as part of their curriculum, special events and as part of the schools enrichment calendar.</li> <li>● To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.</li> <li>● To demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.</li> </ul>	

- To work collaboratively with colleagues and seek help and advice when necessary.
- To plan and deliver a variety of appropriate qualifications and maintain appropriate course files to meet standards.
- To contribute towards the school displays in relation to the specialist area, ensuring they are current, appropriate and inclusive of all learners within the school.
- To adapt creative approaches to engage learners in PSHE with the aim of inspiring them, raising confidence, self-esteem and achievement. Also ensuring that all learners understand why they do PSHE and value it.
- Use PSHE to enhance personal and social development, employability skills, life skills and to promote independent living.
- To progress learners through suitable qualifications at secondary and post-16 level and the statutory curriculum for learners from KS1-KS4 for PSHE.
- With guidance from the SMT - To ensure the school meets statutory requirements for Sex and Relationships Education (RSE).
- To create and adhere to risk assessments where appropriate
- To enhance education with appropriate educational visits and guest speakers in school.

#### **Teaching and Learning Activities:**

- To use clearly structured teaching and learning activities that interest and motivate pupils and advance their learning. .
- To communicate effectively and sensitively with pupils to support their learning.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- To advance pupils' learning in a range of settings, including working with individuals and small groups.
- To be able, where relevant, to guide the work of other tutors teaching and learning in the school environment.
- To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- To organise and manage safely the learning activities, the physical teaching space and resources.
- When required, deliver extra-curricular activities as a means of supporting learners who need further engagement out of school hours.

#### **Planning and Expectations**

- To plan and prepare lessons.
- To select and prepare teaching resources that meet the diversity of pupils' needs and interests.
- To create and update a course file relevant to the subject criteria and prepare for internal and external moderations. This includes updating relevant files on Google Education.

#### **Monitoring and Assessment**

- To evaluate pupils' progress through assessment of portfolios along with a range of other assessment activities.
- To monitor pupils' responses to learning tasks and modify their approach accordingly.
- To monitor pupils' participation and progress, providing feedback to tutors and management, and giving constructive support to pupils as they learn.
- To contribute to maintaining and analysing records of pupils' progress.

### **Knowledge and Understanding**

- To have sufficient understanding of PSHE to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subject and age ranges in which they are involved.
- To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
- To know how to use ICT to advance pupil's learning and can use common ICT tools for their own and pupils' benefit.
- To know the key factors that can affect the way pupils learn.
- To be fully aware of the statutory frameworks relevant to their role.
- To know the legal definition of Special Education Needs (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
- To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

### **Wellbeing**

- Responsible for initiating, coordinating, implementing, and evaluating the student development and well being programs as they impact on the education and personal development of learners.
- Develop and maintain effective appropriate, reliable, and updated record systems and complete all relevant procedures for the purpose of accurate record keeping.
- To undertake holistic assessments and co-design Health and well-being plans, identifying support needs to ensure maximum engagement in improving health and well-being.
- To establish and maintain effective liaison with appropriate leads.
- To support staff and students to develop strategies and techniques to manage their well-being.
- To develop the next phase of the School's Wellbeing strategy with an emphasis on wellbeing for all pupils.
- To manage staff in meeting timely targets.
- Offer advice and training ongoing and administration support to all staff, and bespoke training for new joins.
- To advise and support appropriate departments and colleges to share information.
- To pass on relevant information for external referral to pastoral.

- Other associated student support and academic service tasks will be performed from time to time as directed.

#### **Environment and Supervision**

- To ensure that the personal working environment is clean and tidy, well presented and welcoming
- To participate in ALP School's' duty rota as directed

#### **Monitoring and Self-Evaluation**

- Within the ALP School policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
- To take action to share areas of strength and remedy any weaknesses

#### **Key Performance Indicators**

- Attendance and participation of target group
- Proportion gaining appropriate accreditation or progress
- Student and parent level of satisfaction.
- Creativity of PSHE curriculum and meeting national statutory expectations

#### **Expectations and Values**

- ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:
- Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff and to meet fully the school's dress code.
- Follow and where appropriate enact all relevant school policies, procedures and guidelines and those agreed by the Partnership.
- Contribute to development through team planning and review meetings.

- All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

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#### **Special Factors:**

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.

3. Expenses will be paid in accordance with the school policy.
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.**

### **Equality and Diversity Statement**

ALP Schools are committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development

## **Person Specification**

Essential (E) Desirable (D)

### **Education and Qualifications**

- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)

- Additional qualification in either teaching and learning, education, life skills, or PSHE (E)
- Willingness to gain further knowledge and qualifications. (E)

## **Experience**

- Relevant experience in the delivery of structured learning and the ability to encourage participation. (E)
- Relevant experience of working with SEN including Social, Emotional and Mental Health difficulties (SEMH), addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)

## **Knowledge, Skills and Abilities**

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects (E)
- To have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interests. (D)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)

- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

### **Personality and Social Skills**

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- A mature and calm attitude and approach. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)

- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

### **Other Factors**

- Full and current driving licence with use of a vehicle for work (D)
- Willingness to drive a company vehicle (D)

