



Subject Leader PSHE and Citizenship (ability to teach RE an advantage)

Salary / grade range	MPS/UPS plus TLR 2B £5,645
Location	Co-op Academy Leeds
Reports to	Deputy Headteacher
Responsible for	<ol style="list-style-type: none">1. Developing and implementing a rigorous programme of study for PSHE and Citizenship in the Academy.2. Leading thematic PSHE days in all years.3. Establishing and implementing policies and procedures to comply with national, local and Academy policies.

Purpose of role:

- To contribute to the values and beliefs of the Academy
- Direct and oversee a coherent, progressive and inspirational PSHE curriculum for all pupils from Year 7 to 9, ensuring the highest standards of teaching and learning are achieved
- Design, implement and lead an ambitious KS4 curriculum in PSHE
- Communicate a passion for learning, with a flexible and imaginative approach to teaching and the management of people and processes
- To lead, plan and coordinate a broad range of extracurricular activities and opportunities to showcase students work
- To raise student attainment in PSHE at all levels, as evidenced by internal progress assessments and external examinations
- Ensure individual student data is used to set appropriate attainment and progress targets for each cohort and target groups
- To establish and promote a safe learning environment where students enjoy and achieve
- To be proactive in developing and supporting primary links

Key accountabilities (and specific duties / responsibilities):

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All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the Academy. The duties outlined in this job description are in addition to those covered by the latest Teachers' Pay and Conditions Document and should be read in conjunction with the job description for a classroom teacher.

Operational / Strategic Planning

- To promote work with colleagues to monitor and evaluate student data and assessment records to inform target setting, monitoring of progress and the motivation of students
- To plan and ensure effective delivery of functional and critical skills
- Define and implement intervention or development strategies to ensure all students work consistently and effectively to their personal best
- To support colleagues in the identification and implementation of effective strategies to raise attainment
- Develop a shared understanding with parents of the curriculum, approach to teaching and the standards of work and behaviour expected, establishing a partnership which involves them in their child's learning as well as providing information about attainment, progress and targets
- Develop an overview of the impact of teaching and learning on the attainment and personal development of individual students and groups of students
- To maintain and improve the subject area self-evaluation document and use this to identify areas of development to feature in the subject area improvement plan
- Develop and implement whole school PSHE cross curricular days

Curriculum

- To liaise with the Deputy Headteacher for Quality of Education to ensure the delivery of an appropriate curriculum
- To be accountable for delivery of the subject area

Curriculum Development

- To lead subject curriculum development.
- To be responsible for functional skills development, when applicable
- Take the lead on offering and promoting extracurricular activities and out of hours learning which enhance learning opportunities, with specific focus on the varied



cohorts of students within the Academy

- To keep up-to-date with national developments in the subject area, teaching practice and methodology.

Teaching and Learning

- Ensure effective teaching and student progress in the subject area through structured monitoring, evaluation and review processes
- Promote extracurricular activities and out of hours learning which enhance learning opportunities
- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher

Staffing

- To work with the Assistant Headteacher for Teaching and Learning to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs
- To promote teamwork and to motivate staff to ensure effective working relations
- To contribute to Performance Management and to act as a reviewer for a group of Staff

Quality Assurance

- To ensure the effective operation of quality control systems
- To contribute to the Academy's procedures for the monitoring of the quality of teaching and learning and the uptake and success of extra-curricular and out of hours learning opportunities
- To implement Academy quality procedures to ensure adherence of teaching staff

Management Information

- To assist in the use of analysis and evaluation of performance data
- To help produce reports within the quality assurance cycle
- To manage and use data to inform strategies and improvement in teaching and

Learning and Outcomes

- To assist in the production of reports on examination performance
- To be responsible for outcomes of specific groups of students

Communication



- To ensure effective communication as appropriate with all stakeholders and persons or bodies outside the Academy, particularly with our sponsors

Marketing and Liaison

- To contribute to the Academy's outreach and marketing activities
- To effectively promote the subject at events

Management of Resources

- To manage the available resources effectively in the subject area
- To contribute to the process of the ordering of equipment and materials
- To identify resource needs and to contribute to the efficient/effective use of physical Resources

Pastoral System

- To monitor and support the overall progress and development of students within the designated cohort
- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken when necessary
- To act as a Tutor and carry out the duties associated with the role as outlined in the generic job description

Other Specific Duties

- To actively promote the Academy's corporate policies
- To continue personal development as agreed
- To actively engage in colleague review and development
- To undertake any other duty as specified by STPCD not mentioned in the above

Safeguarding

"Co-op Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf".

Additional Duties

To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example



Health & Safety Responsibilities

All employees have the responsibility:

- To comply with safety rules and procedure laid down in their area of activity
- To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work
- To use protective clothing or equipment as may be provided
- To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
- To cooperate with the Principal in the fulfilment of the objectives of the Academy's Health and Safety policies
- Compliance with all school policies and procedures, including the safeguarding and child protection policies and prevent duty.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> ● A Graduate with QTS ● Postgraduate qualifications in Education or Inclusion 	D	A A



<p>Experience</p> <ul style="list-style-type: none"> • Successful teaching experience in the primary or secondary phase - evidence of being a consistently good/outstanding teacher • Experience of teaching PSHE/ Citizenship/RE • Successful experience of working collaboratively. • An understanding of monitoring, evaluating and improving student progress, attainment, personal development and well-being • Experience of successfully challenging underperformance of staff and students • Successful experience of implementing strategies to improve student progress and attainment and to remove barriers to learning • Successful experience of working as part of a team to manage change in an educational setting • Experience of successfully leading teams • Experience of working with outside agencies in order to promote student achievement • Experience of developing and sharing effective learning and teaching strategies and differentiation across the curriculum. 		<p>T</p> <p>A/I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Excellent subject knowledge and awareness of the latest initiatives relating to MLS provision • Excellent subject knowledge and awareness of the latest initiatives relating to literacy and numeracy • A secure understanding of how to develop and improve teaching and the contribution it makes to school improvement • High level of communication, organisational and management skills • The ability to translate vision into practice. • An understanding of issues related to improving the quality of teaching for students with MLS in schools • An understanding of factors supporting school improvement, how to secure and sustain effective learning and progress throughout the academy. • Knowledge of inclusivity and a commitment to learn about all CAL's communities. • Skilled in the use of ICT and possessing understanding of its potential contribution to school provision and improvement 	<p>D</p>	<p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>



<ul style="list-style-type: none"> • A working understanding of the inspection framework and its implications for school leadership • Experience of leading high performing teams and managing a team 	D	I
<p>Personal Qualities</p> <ul style="list-style-type: none"> • A pro-active, energetic and enthusiastic leader • Have professional capacity and knowledge of the subject(s) to contribute to improving teaching • The ability to understand complex matters holistically and develop strategy to make coherence • Emotional intelligence with the ability to recognise and manage stress in self and others • Commitment to learning and professional development in self and others • Commitment to safeguarding young people • Resilience, self-motivation, stamina and the ability to undertake a variety of roles in a pressurised and demanding context. • Openness and resilience to educational change 		I I I I I I I I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.