**1a Teaching and Learning**

1. To ensure that the quality of teaching and learning in PSHE/RSHE is high.
* Drive and co-ordinate all current and any future aspects of the whole PSHE/RSHE curriculum in line with Government guidelines and expectations for KS3 and KS4.
* Create a classroom culture that promotes equality and challenges stereotypes, negative behaviour and attitudes, etc., which is based on praise and recognition of progress.
* Ensure PHSE and RSHE content and Programme of Lessons cover, in addition, all aspects of FBV (Fundamental British Values) and SMSC (spiritual, moral, social and cultural) values both for KS3 and KS4 and any other aspect as required.
* Drive and co-ordinate the planning of Programme of Lessons and resources that actively engage students in stimulating and challenging work.
* Co-ordinate the planning of Programme of Lessons that take full account of the students’ prior attainment and learning, and builds on these.
* Consistently deliver the school’s teaching and learning priorities and to carry out Learning Walks or other lesson observations and work scrutinies as relevant and required by school.
* Develop the full potential and provide access for every student.
* Co-ordinate differentiate work (by both task and outcome) to ensure learning is accessible to all students, including SEND.
* Use the students’ experiences to contextualise their learning.
* Develop the use of the community as a valuable learning resource.
* Ensure that the students’ work is marked with formative and informative feedback, which enables the students to progress.
* Ensure data is entered for each data entry and as required by the school.
* Analyse data and review Programme of Lessons, resources, assessments, etc. as necessary.
* Develop links with parents, other community leaders and business to fully embed the aspects of PSHE/RSHE as and when needed (e.g. holding parent meetings such as FLIS).
1. To ensure that up to date records are kept of lesson planning, students’ punctuality, attendance, attainment progress, work done and homework set, according to school and department policy.
2. To maintain a stimulating learning environment.
3. To keep up to date with new developments in the curriculum and liaise with colleagues as appropriate.

**1b Leadership to achieve high standard of Learning and Teaching**

1. To ensure through PHSE/RSHE all students become active and responsible citizens who demonstrate the school values of courage, commitment and compassion.
2. To develop PHSE/RSHE sessions, workshops, days or days which have a positive impact on our students and our community.
3. To develop quality of Learning and Teaching by identifying the strengths and areas for development of the team working with Pastoral and SLT teams to achieve the school objectives.
4. To develop a select model of effective Learning and Teaching pedagogy.
5. To coach and mentor your team in order that high standards of Learning and Teaching are delivered.
6. To maximise and share the good practice of your teams to support Learning and Teaching.
7. To monitor and evaluate the effectiveness of Learning and Teaching your team using a range of appropriate strategies.
8. To raise student attainment to the highest possible performance.

**2a Exercise professional skills, expertise and judgement**

1. To take on specific responsibilities concerned with administering the department and developing all areas of PSHE/RSHE the curriculum.
2. To have a thirst for learning and enthusiasm for personal development.

**2b Innovate and create curriculum and pedagogy**

1. To ensure the content of the PHSE/RSHE and the pastoral curriculum fulfils the requirements of the National Guidance and statutory requirements.
2. To ensure that the PHSE/RSHE programme fosters the British values set out in the 2011 Prevent Strategy: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
3. To ensure the curriculum meets the needs of all pupils and provides for inclusion, particularly for EMA students.
4. To monitor, evaluate the effectiveness of the curriculum to ensure coverage, continuity and progression is made.
5. To establish and implement clear policies and practises for assessment, recording and reporting on pupil achievement within the curriculum.
6. To maximise and fully utilise prior attainment to secure and sustain student progress within the curriculum.
7. To ensure challenging and appropriate targets are set for individual students or/and classes based on prior attainment and are regularly reviewed.
8. To develop, select and model effective Learning and Teaching pedagogy.
9. To set appropriate targets for the subject area that will readily enable school targets to be achieved at Key Stage 3, Key Stage 4 and GCSE.
10. To maximise and fully utilise prior attainment to secure sustained student progress.
11. To set challenging appropriate targets for students, teachers and classes based on prior attainment. Ensure these achieve departmental targets.
12. To set challenging and appropriate department targets.
13. To establish and implement clear policies assessing the recording and reporting of pupils’ achievements.

**3 School strategies and policies**

1. To implement Little Ilford’s and the LA’s policy on equal opportunities.
2. To play an active part in the overall organisation and development of the school.
3. To implement the LA and School policies and to challenge and address incidents where there is inconsistency.
4. To collaborate with the department in the devising of departmental policies.
5. Take responsibility for ensuring policies are consistently delivered.
6. To share responsibility for updating the department handbook.
7. To actively promote consistent delivery of school priorities and policies across the school.
8. To take responsibility for promoting and safeguarding the welfare of children and young people.
9. To form and maintain appropriate relationships and personal boundaries with children and young people, including those with challenging behaviour, EMA and SEND.

**3b Strategic planning to inform progress**

1. To develop and coach individual team members in order that high standards of Learning and Teaching are delivered.
2. To formulate and implement a vision which reflects the goals and ambitions of the team and the school.
3. To select the key priorities that will enable effective delivery of the plan.
4. To construct a plan that will deliver the key priorities both short and long term and will achieve the desired impact for the department.
5. To systematically monitor and evaluate the progress and impact of the plan and take direct action to ensure it is delivered.

**4a Impact on own pupils**

1. To ensure all students achieve their potential in relation to their prior attainment.
2. To achieve the targets set for individual students and for the class.
3. To track monitor student progress.
4. To ensure students know how to improve their work, understanding of the PHSE/RHSE matters and their progress through applying aspects of Assessment for Learning, Behaviour for Learning and other strategies as required.

**4b Impact on other pupils**

1**.** To scrutinise, evaluate all relevant data and identify trends and areas requiring direct intervention.

1. To use all relevant data to compare your department’s impact and progress against local and national trends.
2. To lead and direct selected appropriate actions that will tackle identified areas requiring development. Delegate specific tasks accordingly and ensure accountability.
3. To monitor and evaluate the impact of the PSHE/RSHE curriculum on students’ behaviours and attitudes.
4. To ensure student achievement is progressive and equals or exceeds the departmental and school targets.
5. To ensure all team members set appropriate and clear targets for pupils. To continually evaluate and measure student progress in all classes. Challenge targets not achieved.

**5a Enhancing student personal development and well being**

1. To have responsibility for the care and welfare of all students and, when necessary liaise with others Head of Department, Form Tutors, Pastoral Team Leaders and Senior Staff as appropriate.
2. To develop and monitor a programme of PSHE/RSHE/CPSE throughout the school curriculum.
3. Lead, develop and implement an extra curricular programme to enable all students an opportunity to participate in team activities related to the PSHE/RSHE curriculum.

**5b Lead, develop and enhance Learning and Teaching practice of others**

1. To identify and directly address areas of weakness and to utilise the skills and competencies of the team to maximise impact.
2. To identify and celebrate best practice that is used to influence and improve the practise of others.
3. To lead and systematically plan the monitoring and evaluation of teacher effectiveness and use the findings to inform and deliver future training for individuals and the team.
4. To maintain a high level of consistency and clear channels of communication within the pastoral teams and form tutors.

**6a Report to**

1. Report and be accountable to Line Manager, SLT, Parents, Governors and Stakeholders.
2. To produce reports as required by Headteacher, SLT/ Line Manager and Governors.
3. To produce accurate and honest reports relating to monitoring schedule.

**6b Performance management**

1. To complete own performance development by setting ambitious targets in line with school priorities.
2. To appraise the performance of members of your team, set targets, monitor and review.
3. To provide support to enable the individual to achieve targets set and challenge underperformance.
4. To ensure that any delegated performance management is carried out to the highest standards.
5. To coordinate the performance management targets to have a clear overview of each member of staff’s impact and progress.

**7 Line management**

1. To manage and deploy staff effectively to ensure maximum impact on Learning and Teaching and the departmental progress.

**8 Resources**

1. Organise and co-ordinate the deployment of learning resources to support the delivery of high quality Learning and Teaching

1. To monitor the effectiveness of resources and measure their value for money.
2. To ensure Programme of Lessons and their contents and assessments are all in place and regularly updated.
3. Revise Programme of Lessons to ensure they are a detailed resource, which includes skills, concepts and knowledge time lines for formative and summative assessment.
4. To ensure Programme of Lessons take full account of the school’s T& L priorities as well as national PSHE/RSHE requirements and competencies.

**9 Other duties**

1. To continue to engage in professional development

1. To undertake any other duties which lie within the postholder’s competence according to the needs of the school and contribute to the learning environment within the school