



Post Title	PSHE Teacher
Salary range/grade	£31,500.00 - £38,400.00
Responsible to	Lead Teacher - Core Curriculum
Performance management of	Teachers and Tutors
Type	Full time, Term Time Only
Base	Pierview Academy – Gravesend

Job Purpose

This role would be ideal for an Early Career Teacher or qualified teacher seeking to broaden their experience. The post holder will lead the teaching and learning of PSHE at Pierview Academy for learners aged 11 and above. They will be a motivated, enthusiastic teacher with a passion for personal, social, health, and economic education, and a commitment to improving the life chances of young people.

The post holder will actively promote the school's curriculum and assessment policies and will guide, direct, and inspire a team of Tutors and LSAs working with both secondary and post-16 learners who have a variety of special educational needs and disabilities.

Key Tasks and Activities:

Role Specific

1. Develop schemes of work and lesson plans in line with PSHE curriculum objectives.
2. Differentiate learning to meet individual needs, planning and delivering teaching accordingly.
3. Adhere to and actively implement the school's curriculum and assessment policy.
4. Plan and deliver PSHE lessons covering all key stages, including topics such as relationships, mental health, citizenship, careers, and well-being.
5. Facilitate learning by establishing positive relationships with pupils and by organizing learning resources and the classroom environment.
6. Develop and foster pupils' social, emotional, and life skills appropriate to their age, ability, and aptitude.
7. Assess and record progress, preparing pupils for any relevant assessments or accreditation.
8. Contribute to pastoral care, including acting as a form tutor, liaising with parents and carers, completing well-being measures, and collaborating with the behaviour specialist.
9. Link pupils' knowledge to prior learning, encouraging reflection and personal development.
10. Lead by example and guide Tutors and LSAs to develop their skills and knowledge.
11. Adhere to the school's marking and feedback policy to improve pupil outcomes and inform planning.
12. Implement strategies to ensure all learners are on track and stakeholders are updated on progress.
13. Support initiatives that create a positive and inclusive learning environment.
14. Carry out tasks as requested by the Senior Management Team

Monitoring and Assessment

1. To evaluate pupils' progress through different assessment methods and by adhering to the schools marking policy.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to other staff and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

1. Have sufficient knowledge, or the ability to develop knowledge, of PSHE curriculum for Key Stages 3, 4, and post-16 learners.
2. Understand curriculum expectations, teaching methods, and assessment frameworks for PSHE.
3. Demonstrate understanding of the aims and objectives of the school.
4. Use ICT effectively to support teaching and learning.
5. Be aware of statutory frameworks relevant to PSHE and safeguarding requirements.
6. Understand Special Educational Needs and Disabilities (SEND) and how to adapt lessons to meet diverse learner needs.
7. Deploy strategies to establish purposeful learning environments and promote positive behaviour.

Personal Development and Well-Being

1. Support ALP School's drive for high standards by adhering to the ARRTT philosophy.
2. Contribute to the school's commitment to enabling children to be healthy, safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.
3. Maintain high expectations of all pupils, respecting their social, cultural, linguistic, religious, and ethnic backgrounds.
4. Liaise sensitively and effectively with parents and carers, recognising their role in pupils' learning.
5. Continuously improve personal practice through observation, reflection, and collaboration.

Monitoring and Self-Evaluation

1. Evaluate work within ALP Schools' policies and guidelines to ensure it meets the needs of learners, parents, staff, and other stakeholders.
2. Share areas of strength and take action to address any weaknesses.

Key Performance Indicators

1. Attendance and participation of learners.
2. Proportion gaining appropriate accreditation and life skills.
3. Student and parent/carer level satisfaction.
4. Number of learners successfully gaining accreditation and having a positive experience at Pier View Academy.
5. Quality of assessment and internal moderation as indicated in external moderation reports.

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 centre, the post holder will also be expected:

1. Act as an ambassador for Pierview Academy by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully, the dress code.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. 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 they are responsible for or meets.

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

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.

ALP Schools seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

- Qualified Teacher Status (E)
- To have achieved a qualification in English equivalent to at least A level, preferably degree level. (E)
- To have achieved a qualification in Mathematics equivalent to at least a level 2. (E)
- Educated to degree level (E)
- Qualifications related to special educational needs and disabilities or challenging behaviour (D)

Experience

- Experience of teaching and working within a school. Working with clear guidelines, procedures and adhering to child protection. (E)
- Experience of establishing and maintaining professional working relationships with a variety of colleagues. (E)
- Experience working with young people with challenging behaviour / complex needs / disabilities. (E)
- Experience of managing a team or directing a teaching assistant. (D)
- Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs. (D)

Knowledge, Skills and Abilities

- Knowledge of the National Curriculum and/or alternative learning qualifications within English. (E)
- 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)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (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)
- 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 can use initiative. (E)
- To identify and develop opportunities. (E)
- To carry out professional duties in a positive, helpful and courteous manner. (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 cope with difficult behaviour and language. (E)
- Demonstrate a consistent and positive attitude to challenges. (E)

- Demonstration of a solution focussed and flexible approach to work. (E)

Other Factors

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