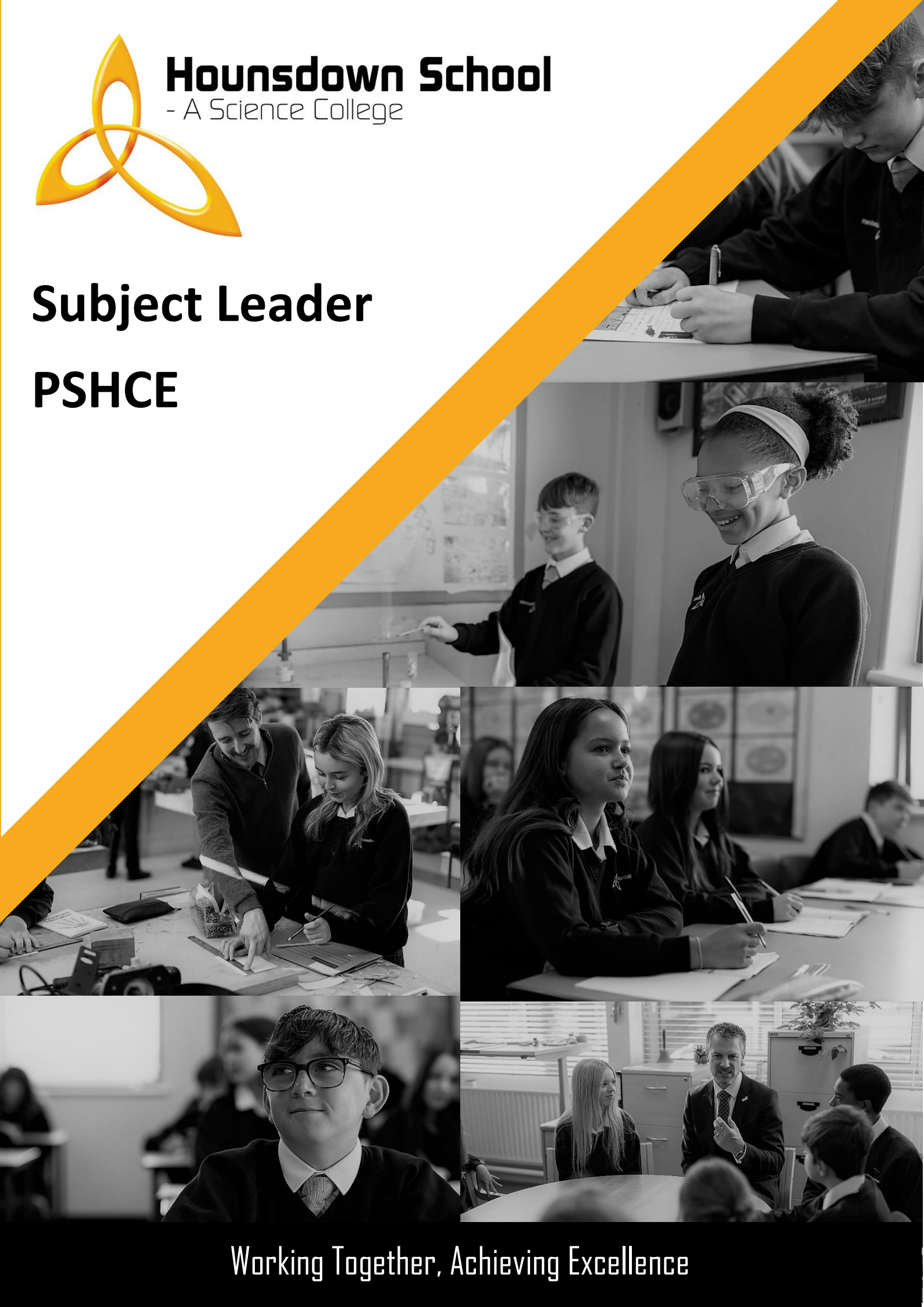




Hounsdown School
- A Science College

Subject Leader

PSHCE



Working Together, Achieving Excellence

Subject Leader PSHCE

- MPR / UPR & TLR2c £7,904 per annum – additional recruitment and retention allowances would also be available for a suitably experienced and ambitious external candidate
- Full Time / Permanent / Required Easter or September 2025

Dear Applicant

I hope that our application pack reflects the enormous pride that we have in our school, staff and students. The school converted to an academy in August 2011 and is an over-subscribed, thriving, highly successful and popular single 11 - 16 comprehensive school of 1305 students. We have a strong emphasis on the traditional values of hard work, honesty, responsibility and respect for others. We value and are proud of our Hounslow Community. We are committed to supporting all staff in their career aspirations.

“Be the best that you can be” means continually striving to be the best version of ourselves.

“Have a Mind to be Kind” means everyone making a personal, positive contribution to our culture of mutual respect and courtesy

Our Vision is to be an outstanding educational provider, offering every young person the highest possible quality teaching, support, challenge and resources which help them help themselves to be the best that they can be.

To achieve this we continually seek to;

- Operate at high levels of TRUST and CHALLENGE for all
- Be safe and prioritise our safeguarding duties as a community
- Build trusted working relationships as the bedrock for successful education
- Provide an excellent learning environment and experiences
- Remember that resilient young people learn good lessons from mistakes and personal challenges
- Constantly reflect on how we can improve as a school community

Safeguarding

Hounslow School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced DBS check along with other relevant pre-employment checks.

The Role

We are seeking to appoint a suitably qualified, enthusiastic and hardworking Subject Leader for PSHCE to be responsible for the strategic leadership and development of the PSHCE subject area and its day to day management. PSHCE teaching has never been more important to our current students in enabling them to become well-rounded future ‘safe and well’ citizens.

Staff Benefits

- Private Health Cash Plan
- Free counselling support
- Fantastic CPD opportunities for all
- Cycle Loan Scheme
- Staff swimming
- Respectful email policy
- Staff fitness sessions
- Excellent pension scheme
- Free onsite parking

How to Apply

To apply for this position please complete a teaching staff application form using the link available on our website.

If you would like to arrange a visit to the school prior to your application please contact the school directly.

Job Description

Purpose

This job description should be read in conjunction with that of a main scale teacher and the role above is in addition to the core responsibilities and duties of a teacher at Hounslow School.

- To be responsible for the strategic leadership and development of the PSHCE subject area and its day to day management.
- To ensure the PSHCE SOW are reviewed annually to address DfE, national changes and any whole school priorities and Ofsted action points.
- To raise standards of student development, attainment, and achievement in **PSHCE** across the key stages and to monitor and support student progress, ensuring effective and timely intervention where needed. To ensure students make expected or more than expected progress by putting in place department intervention strategies and support for those students identified as underachieving in relation to new target grade.
- To provide and ensure high quality teaching that encourages, supports and enables students to be successful learners.
- To develop and enhance the teaching practice of others.
- To lead, manage and deploy staff, financial and physical resources within the **PSHCE** Department.
- To communicate effectively with parents and other stakeholders in order to enhance students development and achievement.
- To ensure that Health & Safety and safeguarding practice and procedures are followed at all times.

To fulfil and meet the responsibilities set out for teachers in current DfE 'Keeping Children Safe in Education' and DfE 'The Prevent duty'. To fulfil and meet the responsibilities and duties as set out in the Teachers' Standards (2012).

To fulfil and meet the responsibilities set out for teachers in the current DfE 'Keeping Children Safe in Education' and current DfE 'The Prevent duty'.

CORE DUTIES

Operational/Strategic Planning

- Establish, review and evaluate short, medium and long term plans for the development and resourcing of the **PSHCE** Curriculum.
- Analyse and interpret relevant data to inform target setting at individual student, class and department level to improve students progress.
- To ensure specific support and intervention strategies are put in place for students who are underachieving.
- Create a climate, which enables **PSHCE** teachers to develop and maintain a positive attitude towards the subject and confidence in teaching it.
- To ensure that your department colleagues are able to deliver remote live lessons should the school request this in the event of a full or partial school closure.

Curriculum Provision and Development

- To liaise with SLT to ensure the delivery of an appropriate, comprehensive, high quality curriculum, that complements the School Improvement Plan and school self-evaluation.
- To ensure the regular review and writing of SOW for KS3 AND KS4 in **PSHCE** in line with the exam board and national requirements.
- To keep up to date with developments in the subject area, teaching practice and methodology.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with SLT to maintain accreditation with the relevant examination and validating bodies.
- To be responsible for the development of Key Skills within the curriculum area including literacy and numeracy.
- To ensure that the development of curriculum area subjects is in line with national developments.

Staffing: Recruitment/deployment of Staff / Staff development

- To hold colleagues to account in their teaching of PSHCE and marking to ensure students make expected or more than expected progress.
- To put in place interventions for those students underachieving in terms of their progress in **PSHCE**.
- To ensure they fulfil their MER role in reviewing the quality of learning and teaching within PSHCE.
- Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely. He/She establishes staff and resource needs for the department.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover work is set, and liaising with cover staff as necessary.
- Be responsible for the Performance Management of members of the department, observing and providing feed back on their teaching and students learning.
- Organise the training for and moderation of coursework.
- To undertake performance management reviews and to act as reviewer for staff within the **PSHCE** curriculum area.
- To provide individual support and action plans for colleagues to ensure that the quality of teaching is consistently good or outstanding.
- To provide KS4 students with platforms to showcase their GCSE work.
- To support students entrance into LAMDA exams.

Quality Assurance / Monitoring

- Analyse the progress of students in **PSHCE** through progress checks and reports, to identify areas of strength and areas for development in **PSHCE** and in students' understanding and attitudes.
- Undertake monitoring of classroom teaching and learning to ensure a high quality learning experience in **PSHCE** and that students make and some exceed expected progress.
- Carry out regular checks on lessons, marking and class work in line with school practice through a range of monitoring activities including, log book and work book checks, learning walks in lessons and formal lesson observations to assess provision across the ability range. To ensure marking is of a high quality and meets school expectations.

Management information

To produce reports on students' progress and performance through the school self review system, and provide the Headteacher, Leadership team and Governing body with this information.

Communications

- To ensure effective communication and consultation as appropriate with parents, partner schools, employers, LA support services and other relevant external bodies.
- To represent the Department's views and interests and support the school's strategic vision and priorities.

Management of resources

Maintain existing resources and explore opportunities to develop or incorporate new resources into the curriculum. Manage all aspects of the **PSHCE** course and ensure the subject budget remains balanced.

Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To contribute to citizenship according to school policy. To ensure that the school's behaviour management policy and practice is implemented so that effective learning can take place.
- To support **PSHCE** curriculum colleagues with behaviour management strategies and support when required.

Teaching and Learning

The PSHCE Subject Leader has a substantial role to play in securing and sustaining the effective teaching and high levels of students' progress and achievement in the subject. They have lead responsibility for ensuring curriculum coverage, continuity and progression.

Ensure teachers are clear about the teaching objectives in lessons; understand the sequence of teaching and learning, and communicate such information to students.

Provide guidance and choice of appropriate teaching and learning methods to meet the ability needs of the subject and of different students. Co-ordinate setting/grouping procedures for students.

To oversee and co-ordinate intervention programmes for small groups or individual students to improve their progress in **PSHCE**.

To lead by example being a highly effective (good or outstanding practitioner) in the classroom and model this in their day to day leadership.

Other specific duties and additional responsibilities

- To lead by example being a positive role model
- To lead by example as a classroom teacher upholding professional conduct and practice at all times in line with the school's Staff Conduct Policy and expectations for practice.
- To play a full part in the life of the school community, to uphold and support its vision and ethos and to encourage and ensure staff and students follow this example.
- To ensure that at all times you are following the school's Staff Conduct Policy and practice.
- To actively engage in the performance management process and continue personal development.
- To undertake any other duty as specified by STPCD and not mentioned above.
- To undertake any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Once having crossed the Threshold: To make a substantial and sustained contribution to the work of the school as agreed with the Headteacher.

Additional Responsibility

Undertake a lunchtime duty at least one a week and be financially remunerated for this role.

Child Safety

We are committed to safeguarding and protecting the welfare of children and young people and expect all staff and volunteers to share this commitment.

To ensure that the school's Child Protection, Safeguarding, Whistleblowing & Restraint Policies and practice is adhered to at all times;

To be responsible for implementing and embedding the school's safeguarding and child protection policies & practice, alerting the appropriate colleagues or school's Designated Safeguarding Lead to welfare and safeguarding concerns.

This is to remind staff about the expectation to inform the school where the relationships and associations, both within school and out of the workplace (including online), may have implications for the safeguarding of children in the school. Also to remind staff that if their circumstances change in this regard they inform the school via the Headteacher. Any matters raised will be dealt with confidentially and sensitively.

Intellectual Property Rights

All work in the form of curriculum resources and SOW and any other materials produced for students or staff whilst an employee at Hounslow, remains within the ownership of the school. As such the school can determine whether this work is shared with others outside of the school. Upon leaving a copy of the work and materials should and must be left within the school (electronically or hard copy).

Health & Safety

- To be responsible for following the school's Health & Safety policy and practice, alerting the appropriate school staff to areas of concerns.
- To be responsible for completing health & safety training as required.
- To be responsible for the annual completion of your classroom's risk assessment as required by the school.

Person Specification

Person Specification	Essential or Desirable
Professional experiences and qualifications:	
Degree or equivalent academic qualification	E
Qualified Teacher Status	E
Subject knowledge including assessment	E
Teaching ability – outstanding teaching or teaching practice at secondary level, with a commitment to high quality teaching and willingness to share good practice and a passion for your subject	E
Teaching experience in an English School	E
Previous experience as a middle leader (subject leader)	D
Previous experience of line management of colleagues	D
Previous experience of leading training / inset or department meeting	D
Previous experience of holding colleagues to account (desirable)	D
Previous experience of undertaking lesson observations of colleagues and giving feedback	E
Proven ability to follow school policies and practices	E
Proven experience of impact as a leader on students progress results within a department	D
Proven experience of high expectations of self and others to be the best that they can be	E
Proven experience of impact in the classroom	E
Evidence of a commitment to own professional development	D
Knowledge & Understanding	
Knowledge of current issues in the teaching of the specialist subject	E
Use of assessment and attainment information to improve practice and raise standards	E
Awareness of whole school curriculum and assessment issues	E
Understanding of Safeguarding practice and DFE requirements and experience of safeguarding practice	E
Commitment to Equal Opportunities	E
Professional Skills and Abilities	
Ability to motivate and inspire students to want to learn	E
Outstanding interpersonal and public speaking skills	E
Excellent ability to lead by example	E
Outstanding ability to use 'situational' leadership to lead a team	E
Excellent ability to organise and coordinate others and the curriculum	E
Outstanding ability to motivate and inspire colleagues and students to want to learn and achieve their best	E
Outstanding ability to collaborate positively with colleagues and work towards common goals	E
Visionary leader	E
Ability to manage students firmly, fairly and effectively – excellent behaviour management	E
Commitment to raising levels of achievement and progress	E
Excellent ICT skills	E
Excellent oral and written skills and literacy across the curriculum	E

Understanding of Safeguarding practice and DFE requirements and experience of safeguarding practice	E
Excellent organisational skills and classroom management	E
Personal Skills and Abilities	
Passion for teaching	E
Energy, enthusiasm and flexibility	E
Outstanding personal presentation (a professional style of dress is expected)	E
Excellent attendance and punctuality	E

How to Apply

How to complete your application form

In order for you to be considered for the position, it is important that you complete the application form fully. This ensures that all applicants are providing us with the same type of information.

Please use the job description and your knowledge of the role to assist you in completing the application form. Incomplete application forms will delay our recruitment process. CV's will not be accepted in substitution.

Your application is the first step in the process we use to choose employees. It plays an important part in deciding whether or not we invite you to the next stage of the process. Our decision on who to invite will be based on the information you give in your application. Please use your application and personal statement as an opportunity to reflect your personality, experience, strengths and creativity. We receive many applications; make yours stand out.

Personal Information

Enter your personal details in this section. During the recruitment process, we will contact you by email. Some spam filters may re-direct our emails to the spam folder within your email account. Please check your account regularly to minimise the risk of missing an email from us.

Employment History

Current Employer - Enter information about your current employer. If this is your first job after school or college, please give details of weekend, evening jobs, or work placements.

Previous employers - Please provide information about all of your previous employers including permanent, temporary or interim roles. To do this, simply add more sections. You must give a full history in chronological order since leaving secondary education, including periods of any post-secondary education / training, part-time and voluntary work. If you have any gaps in your employment, please indicate the reasons for this. Include full time employment, with start and end dates.

Provide explanations for periods not in employment or education / training and reason.

Formal Education

Enter all of your educational qualifications such as NVQs, GCSEs, O-Levels, A-Levels, AS Levels, Highers, and Degrees. **Include all subjects and grades/scores.**

References

Hounslow School is committed to safeguarding children and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. All our recruitment and selection practices reflect this commitment.

For roles working with children and children's data, we comply with the "Safer Recruitment" national guidelines. Ideally, we will take up references before the interview for these roles; however, we do understand that with some positions this is not always possible. We will always be discrete, and if the role that you are applying for allows, you will have the option to let us know if you do not want us to contact your current employer.

Employment references for Safer Recruitment roles should not be from a colleague. They should be from your manager, supervisor or someone who is in a position of authority. It is our preference that referees are provided from different schools if you have worked in school environments previously.

If you are not currently working with children or adults but have done so in the past, it is important that you provide a reference from this employer.

We are committed to providing the best possible care and education to our students and expect all staff and volunteers to share this commitment. All staff have a role to play in safeguarding children and have a responsibility to provide a safe environment in which children can learn. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions or cautions and bind-overs, including those regarded as 'spent' must be declared. Failure to declare any convictions or cautions may result in an offer of employment being withdrawn. A criminal record will not necessarily be a bar to obtaining a position.

Help us to speed up the references process:

- Ensure the email addresses and phone numbers you have provided for your referees are correct
- Do not put two referees from the same place of work
- Let your referees know when you are offered the role
- Tell them that they will shortly be contacted for a reference
- Ask them to complete the reference as soon as possible

Interviews

If you are selected to attend an interview or an assessment day we will notify you via email or phone and let you know the date and time. It is very difficult for us to change the date of the interview once it has been agreed internally. Remember to check your spam folder when accessing your emails.

- Invitations to interview are usually made via email
- If you are invited to interview, please inform us if you require any particular arrangements, specific access or other support to be made.
- Where lunch is provided as part of the interview process (this will be made clear in the interview schedule), please inform us of any dietary requirements
- We will seek references on short-listed candidates prior to interview (where permission has been given)
- Candidates that have submitted their application form electronically will be asked to sign a hard copy (this will be provided) before being interviewed, to declare that it is true and accurate
- You will need to bring three items of identification with you to enable us to validate your identity. Details of appropriate documents will be included in your invitation to interview letter
- You will need to provide original qualification certificates specified as essential to your post in the Person Specification
- Depending on the nature of the post, you may also be required to undertake appropriate tasks/presentation/teaching observation as part of the interview process. If this is the case, full details will be provided in the interview schedule.

“Pupils are keen to excel, ambitious for their own futures, and value the school’s support to help them to achieve their goals. There are excellent programmes to raise aspirations.” Ofsted 2017

Headteacher: **Mr D Veal B.Sc (Hons), M.A.Ed.**

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