

JOB PROFILE

TEACHER OF LIFE SKILLS (PSHE/RSE)

Required for September 2024



Luckley
HOUSE SCHOOL



TEACHER OF LIFE SKILLS (PSHE/RSE)

OVERVIEW

We are looking to appoint a teacher of PSHE to deliver PSHE/RSE that is taught in a programme at Luckley House School called 'Life Skills'.

This is a new dedicated role that has been created to allow a Life Skills Teacher to play a crucial part in delivering a comprehensive Personal, Social, Health and Economic education programme to empower students with essential life skills.

This position is ideal for individuals passionate about promoting the holistic well-being of students and fostering a positive and supportive learning environment.

Key responsibilities will include the following:

- A requirement to follow a robust PSHE curriculum that addresses key areas such as mental health, relationships, personal finance and well-being.
- The ability to facilitate engaging and interactive classroom discussions to encourage students' critical thinking and self-reflection
- The ability to create a positive rapport with students, offering guidance and support as they navigate personal and social challenges.
- The ability to create and foster a safe and inclusive learning environment that respects diverse perspectives and backgrounds.
- The need to stay informed about current trends, research and best practices in PSHE education

Teaching will primarily take place in a classroom setting and it is essential that the teacher is able to adapt their teaching methods to suit individual and group needs.

The Life Skills teacher will need to work collaboratively with the Head of Life Skills to integrate PSHE/RSE concepts into various subject areas and develop an enriching curriculum based on student needs and Government guidelines.

TERMS & CONDITIONS

Start Date: September 2024

Terms: Permanent, full time

Salary: A competitive salary will be offered depending on qualifications and experience.
Further details are available on request.

NON-CONTRACTUAL BENEFITS

- School's Pension scheme, with a generous employer's contribution, as well as a death in service benefit
- Staff at Luckley House School are eligible for a staff discount on basic tuition fees subject to their child(ren) meeting the entrance requirements
- All staff may park in the school car park
- Employee Assistance Programme (EAP)
- Free lunches during term time
- Use of the School gym.

HOW TO APPLY

For further details, please contact HR on 0118 974 3207 or 0118 974 3223 or via email Recruitment@luckleyhouseschool.org

Alternatively, an application can be downloaded and submitted via the TES website at:

www.tes.com/jobs/employer/-1002273

Closing date: Friday 2 February 2024 (noon)

(We reserve the right to interview and appoint before the closing date so early applications are advised).

JOB DESCRIPTION

Job Title:	Teacher of Life Skills (PSHE/RSE) and Form Tutor
Job Purpose:	To assist the Head of Department with the teaching and development of your subject(s). To promote the happiness and well-being of students in your form.
Accountability:	To your Head of Department for your work in the Department. To the Senior Deputy Head and Head of Section for your work as form tutor and any extra-curricular activity which you participate in and/or organise.

MAIN RESPONSIBILITIES

General Teaching Duties

Teaching and Learning

1. Manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
5. Work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Work effectively as a member of the Department team to improve the quality of teaching and learning.
7. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. Be familiar with statutory assessment and reporting procedures at Luckley House School and provide informative, helpful and accurate reporting to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study,



level descriptors and specifications for examination courses.

2. Keep up-to-date with research and developments in pedagogy and the subject area.
3. To assist with the development and organisation of your subject.
4. To participate in the departmental programme of activities, e.g. field trips, trips abroad, outside lectures and visits, lunch-time clubs, national competitions, as appropriate, to support the teaching and learning within the department.

Professional Standards and Development

1. Be a role model to pupils through personal presentation and professional conduct.
2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Safeguarding, Staff Behaviour and Acceptable use of ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extra-curricular activities in particular the school Enrichment Programme.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
8. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
9. Be aware of the role of the Board of Governors of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
11. Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.
12. To undertake other such specific duties appropriate to the general purpose of a teaching post which may from time to time be reasonably assigned by the Headmistress or other members of the Leadership Team.

Health and Safety

1. Be prepared to undergo Basic First Aid training and update courses.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.
4. Undertake supervisory duties as part of the general teaching staff rota.

Continuing Professional Development

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Development Plan and the Staff Appraisal process, taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Contribute to the professional development of colleagues, especially NQTs and ECTs.



Tutor Responsibilities

1. Take an interest in each tutee, encouraging and challenging as necessary.
2. Complete attendance registers as per the statutory and regulatory requirements (refer to Admissions and Attendance Policy); monitor and follow up absence.
3. Monitor pupil homework and planners.
4. Monitor behaviour, progress and achievement and support pupils as required.
5. Communicate effectively with parents including termly tutor reports.
6. Communicate effectively with senior and other staff; ensure that information with regard to tutees is passed on to the relevant staff.
7. Support the Social and Emotional Aspects of Learning (self-awareness; managing feelings; empathy; motivation and social skills) and spiritual, social, moral and cultural education. This is done through the 4U (PSHE Programme) as guided by the Head of PSHE and Heads of section.
8. Organise form assemblies.
9. Ensure all communications are recorded and BCC'd into Pupil records and to monitor rewards and sanctions of the tutor groups.
10. Attend all school assemblies and to sit with the Form.

Sixth Form Academic Tutor

The Sixth Form tutors are placed with their own designated Tutor groups for the registrations of both Year 12 and 13, for the morning registration session. These will take place in either the study room or one of the classrooms. The Sixth Form attend assembly on Monday every week. Every 3rd Wednesday Sixth Form will have their own assembly and sometimes more, at the discretion of the Head of Sixth Form. Tuesday, Thursday and Friday mornings are to be utilised for tutorials or enrichment however, tutors may use non-contact time as well to meet with their students.

Each tutor must maintain their students' profiles for their group. This will include recording rewards, sanctions and comments on behaviour in the school tracking platform (SIMS). A tutor will be allocated a selection of Year 12 students whom they follow for two years through to the end of Year 13. On rare occasions a tutor may pick up a Tutor group in Year 13. Throughout this time, they are encouraged to organise themselves and their tutees to have academic tutorial meetings and discussion as a minimum of once a fortnight. During these meetings they are to discuss academic progress, monitor celebratory work as well as any cause for concerns from subject staff, as well as offer pastoral care and guidance for the next stage of their lives after Luckley. Sometimes this quota will not be met due to the needs of others in the group. Support from the Head and Assistant Head of Sixth Form is available if this is the case.

Each Tutor will prepare and write an academic reference for each student to support an application to UCAS, Apprenticeships schemes and/or employment. Tutors will also support students with Personal Statements. Each Tutor should be pro-active in contacting parents and subject teachers in order to further support students and keep parents informed of progress, pastoral and academic support. This is to help forge a partnership between parents and tutors. The Head and Assistant Head of Sixth Form will also help identify students who would benefit from weekly mentoring sessions and will liaise with tutors to provide this provision.

The Head Assistant Head of Sixth Form can be accessed by the tutors and tutees if needed, to offer support to particularly challenging situations. Tutors will be expected to attend a tutor group meeting once per half term during the Monday assembly slot or at the discretion of the Head of Sixth Form. Tutors are expected where possible to attend all Sixth Form, initiatives and residential trips.



PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS		
A good honours degree in a subject relevant to the teaching aspects of the role.	✓	
PGCE or equivalent that gives QTS.		✓
KNOWLEDGE/SKILLS		
An excellent knowledge and understanding of subject area.	✓	
Well-organised and able to plan creatively and effectively.	✓	
Skilled at fostering both independent and collaborative student-led learning.	✓	
Able to follow a robust PSHE curriculum that addresses key areas such as mental health, relationships, personal finance and well-being.	✓	
Able to facilitate engaging and interactive classroom discussions to encourage students critical thinking and self-reflection.	✓	
Able to create a positive rapport with students, offering guidance and support as they navigate personal and social challenges.	✓	
Able to create and foster a safe and inclusive learning environment that respects diverse perspectives and backgrounds.	✓	
Able to stay informed about current trends, research and best practices in PHSE education.	✓	
PERSONAL QUALITIES/DISPOSITION		
Passionate about promoting the holistic well-being of students and fostering a positive and supportive learning environment.	✓	
Committed to delivering high quality teaching and learning	✓	
Able to embrace change and new initiatives in teaching	✓	
Able to work collaboratively with the Head of Life Skills to integrate PSHE/RSE concepts into various subject areas and develop an enriching curriculum based on student needs and Government guidelines.	✓	
BACKGROUND/EXPERIENCE		
Experience of teaching PHSE/RSE at Key Stage 3, 4 and 5	✓	
OTHER		
A commitment to safeguarding and promoting the welfare of children and young people	✓	
A strong commitment to the principles of equality, diversity, and inclusion.	✓	
Empathy with the Christian ethos of the School.	✓	

WHAT OUR STAFF SAY.....

"When thinking of Luckley House School, there is one word in particular that comes to mind – community. This struck me when I first read the website, and was reinforced when I first visited the school. Suffice to say, that sense of community, and sense of belonging, was not unique to those two moments. I feel blessed to work with such an extraordinary group of students and staff, within an environment that fosters a sense of family and mutual respect.

As a school, Luckley really lives by its ethos – a set of pillars that very closely align to my own values. It is fantastic to experience and work within an organisation that is prepared to 'walk the walk' – and model attributes such as kindness, integrity and inclusivity. The students are fantastic, and are core to what the school stands for. I feel very privileged to work at Luckley House School, and would encourage any prospective staff member to consider applying. There is no school quite like Luckley!"

James, Head of Science

"I have just completed my first year at Luckley House School, which is also my first school after becoming a teacher.

Since starting at Luckley, I have had an incredibly positive and fulfilling experience. The friendly and welcoming staff created a supportive environment that made me feel valued and appreciated from day one.

It was important to me, that my first school was a place where I would be able to enjoy teaching and have the support around me to be the best I can be and Luckley has absolutely been that place.

I look forward to the future, knowing that I am part of a school that values and supports its teachers."

Niall, Teacher of PE



"I have been at Luckley for just over a year now and have enjoyed every minute of my time here. The School has such a warm, friendly atmosphere which nurtures an environment where everyone (pupils and staff) have a real opportunity to succeed, with total support from the Leadership Team. Not only do they want what is best for the School, they also want to support individuals to achieve their own personal goals."

Clare, PA to the Head

"As Housemaster of our boarding provision, and having come from boarding schools previously, I can honestly say that boarding at Luckley House is something unique and special with a robust flexible provision that allows our day students to be part of the boarding community alongside our weekly and full boarders. With a mix of UK and international students in boarding, we have a small but dynamic community that is fully integrated into school life in all aspects.

My first year at Luckley has without question been a fantastic experience due in every way to the students and staff all of whom it is a real pleasure to work with."

Adam, Housemaster

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