



BROUGHTON

HIGH SCHOOL

Achieving Together

APPLICATION PACK

FOR

HEAD OF CPSHE & RSE

MPR/UPR

(TLR 2.2 £4,785)

PERMANENT, FULL-TIME POST

SEPTEMBER 2022



Head of CPSHE & RSE

Full Time, Permanent Post, September 2022

MPR/UPR (TLR 2.2 £4,785)

The Governors wish to appoint a well-qualified and dynamic teacher to join an experienced, successful and well-resourced team here at Broughton. The successful applicant will be required to teach CPSHE and RSE at KS3/KS4 and lead on one of the whole school priorities of achieving the Lancashire Equality Mark.

Broughton is a high achieving, heavily over-subscribed school. We are committed to high achievements for all our young people through innovation, creativity and personalisation. Our school is situated in a pleasant rural location north of Preston, within easy reach of the motorway network. At the last Ofsted inspection, Broughton was judged an outstanding school in every single category. It is a happy, friendly school in which to work and learn.

This is an ideal career opportunity for an enthusiastic, committed individual.

Please go to www.broughtonhigh.co.uk or phone 01772 863849 for further details and an application form.

Closing Date: Thursday 19th May 2022 (10.00am)

Interviews: Monday 23rd May 2022



May 2022

Dear Applicant,

Head of CPSHE & RSE

Permanent, Full Time post, from September 2022
MPR/UPR (TLR 2.2 £4,785)

Thank you for your interest in this post. There is a wonderful opportunity for us to appoint a **Head of CPSHE & RSE** to join our experienced, supportive and creative team at Broughton. The Humanities team here at Broughton have a wealth of experience and have repeatedly produced excellent outcomes in a variety of subjects for our pupils at both KS3 and KS4. The facilities in our Humanities department are exceptional.

Broughton is a successful, heavily oversubscribed school. We have a highly experienced staff, supportive parents and marvelous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high. Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

Please complete and return the application form, together with a supporting letter of application by **10.00am on Thursday 19th May 2022**. Interviews for the post will be held on **Monday 23rd May 2022**. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

If you wish to find out more about our school, or would like an informal visit, please contact: Miss Joanne Harris, Associate Assistant HT - Curriculum/Head of Humanities Department harrisj@broughtonhigh.co.uk. Alternatively, you can contact me at botesd@broughtonhigh.co.uk.

I look forward to receiving your application.

Yours faithfully

Mr D Botes
Headteacher

Headteacher: Mr David Botes



POST SPECIFICATION

POST TITLE: Head of CPSHE & RSE - 1st September 2022
SALARY SCALE: MPR/UPR (TLR 2.2 £4,785)

PURPOSES OF THE POST:

- To teach CPSHE and RSE KS3/KS4
- To lead on the attainment of the 6 badges of the Lancashire Equality Mark
- To promote the educational opportunities and achievements of all pupils through the development of effective teaching and learning.
- To work as an effective member of the Humanities department.

RESPONSIBLE TO:

Assistant Headteacher - SLT

AREAS OF RESPONSIBILITY:

Working in accordance with the school's aims and stated policies, procedures and practices:

- To teach CPSHE/RSE throughout the school as required.
- To have clear aims and objectives for all lessons and to identify learning needs and devise ways of meeting these.
- To ensure effective lesson preparation and resource development to meet the differing needs of pupils, including those with special educational needs.
- To ensure effective classroom management through efficient planning and delivery.
- To maintain accurate records of attainment and progress of all pupils, together with detailed records of lessons taught and homework set.
- To report details of pupils' progress and personal development in oral and written reports as required to parents, governors, other educational institutions, employers and support agencies.
- To promote, recognise and celebrate achievements.
- To assist in the development of appropriate curricular programmes of study.
- To take an active part in appropriate professional development activities, including staff induction, departmental and whole school in-service training and performance management.

- To act as a Form Tutor to a designated group of pupils.
- To contribute to the supervisory and disciplinary duties within the overall organisational framework and the school day.
- To contribute to the school's management of overall organisational development through staff meetings, departmental meetings, pastoral meetings and working groups.

TERMS AND CONDITIONS

The above responsibilities are subject to the general duties and responsibilities contained in the current Teachers' Pay and Conditions Document.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job description prepared by: David Botes, Headteacher

Date: May 2022



PERSON SPECIFICATION

POST TITLE: Head of CPSHE & RSE

We are looking to appoint a suitably qualified teacher whose career to date has shown that he/she has acquired the appropriate organisational, leadership and management skills for this exciting and demanding post.

ESSENTIAL CRITERIA

The successful candidate will:

- be well-qualified to teach **CPSHE and RSE at KS3 and KS4**.
- be committed to **raising standards** of achievement at all levels of ability.
- fulfil their responsibilities with **energy, enthusiasm** and **commitment**.
- have a sound **understanding of CPSHE and RSE** and the current expectations of both curriculums.
- be able to continue the excellent work of the current post holder in working to attain the 6 badges for the **Lancashire Equality Mark**.
- have **demonstrated high standards** in the necessary professional competencies required of teachers e.g. subject knowledge, subject application, classroom management, assessment, recording and reporting of pupil progress.
- have a positive and active interest in his/her own **professional development** and the professional development of colleagues.
- have excellent communication and organisational skills.
- work well as a **member of a team**.
- have an interest and expertise in the use of **ICT**.
- be willing to be involved in the **extra-curricular activities** of the department / school.
- be dependable, conscientious, patient, understanding, have a sense of humour and will respect the school's tradition for high professional standards in terms of personal appearance and dress.

JOB DESCRIPTION: FORM TUTOR

RESPONSIBLE TO: HEADTEACHER, HEAD OF YEAR



Rationale

The Form Tutor at Broughton High School is the key figure in a pupil's development. S(he) is the first point of contact for pupils and their parents. As such s(he) has an important role in the management of the personal, social and academic progress of each pupil within that Form Group. (S(he) has the responsibility of working with the Head of Year, relevant Pastoral Support Manager and Subject Teachers to ensure that each pupil feels secure and has a sense of pride, a positive attitude and the motivation to achieve all his/her goals. The following identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role. The Form Tutor is crucial in the pursuit of all issues linked to progress.

1. Management of Pupil Learning

- To have an overview of each pupil's performance across the curriculum.
- To monitor and mentor pupils within the framework of the School system of target setting, including attendance.
- To identify strengths and areas of difficulty or underachievement in learning.
- To liaise with the appropriate staff so that the necessary action can be taken.
- To manage and mentor a pupil's learning and support pupils in achieving targets and, if possible, achieving beyond.
- To respond to pupils who experience problems in their learning and to liaise with appropriate staff.
- To check and sign School Planners each week.
- To be responsible for the delivery of pastoral support and care as required.
- To prepare pupils in Tutor time for their part in reviews
- To provide an informed overview of performance for parents when requested to do so, but particularly in the context of School Reports and Parents' Evenings.
- To follow up, where appropriate, comments that parents may make on School Report reply slips.

2. Provision of Care and Support

- To be available to all pupils in the Form Group for support and guidance.
- To liaise with appropriate staff to provide support for pupils with specific problems.
- To contribute to the induction and support of pupils who are new to the Form Group.
- To oversee the contribution made by the Form Group to School Assembly and the daily Form time for reflection.
- To supervise the Form Group during School Assembly.
- To record, monitor, reward and celebrate pupils' achievements within the framework of the School system of Rewards in order to encourage positive motivation.
- To be aware of and support pupils in the Form Group with Behaviour Management Plans.
- To manage and support Pupil Council issues as appropriate.

3. Management of Pupil Behaviour

- To encourage high standards of manners and good behaviour at all times.
- To ensure that pupils know and understand the terms of the Home School Agreement.
- To encourage positive attitudes on the part of all pupils towards each other.
- To check daily that all pupils comply with the School uniform standards. To take action to reinforce those standards, liaising with parents as and when necessary. To refer persistent offenders to the relevant Pastoral Support Mentor with any notes of action taken and responses.

4. Maintaining Links between Home and School

- To be accessible, at appropriate times, either in person or on the telephone, to parents who have concerns about the progress or well being of their children.
- To monitor the Pupil Planner for communication between home and School in order to respond promptly to messages from parents.
- To liaise promptly with the Pastoral Support Mentor/Attendance Office(r) in response to messages concerning absenteeism.

5. Other duties and responsibilities

- To carry out the legal responsibility of marking the Register each morning and following the necessary procedures required by the DfE.
- To ensure that absences are followed up through the school's Attendance Office(r).
- To inform the Pastoral Support Mentor on a weekly basis about pupils with unauthorized absence or poor attendance records.
- To distribute Reports or other documentation which may be specific to particular Year groups.
- To ensure that all necessary Home School Communication is completed by pupils and forwarded to Admin staff for filing, including Data Sheets and Home School Agreements.
- To attend and contribute to Year Team Meetings.
- To carry out such other duties as may be necessary to ensure the smooth running of the School.
- To use 'Lesson Monitor' to record attendance, lateness, rewards and any consequences
- **To be committed to the safeguarding and protecting the welfare of young people.**

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Form Tutor. Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

Job Description prepared by: David Botes

Date: March 2022

Agreed by postholder: _____

Date: _____

Headteacher: _____

Date: _____



GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection, Broughton was judged to be an **outstanding school** in every respect:

Achievement	Outstanding
Quality of Teaching	Outstanding
Behaviour and Safety	Outstanding
Leadership and Management	Outstanding
Overall Effectiveness	Outstanding

There are currently 914 pupils on roll (6 form entry – standard number 180) with 56 teaching and 40 support staff, including 6 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2021, 89% of pupils gained at least a Grade 4 in GCSE English and Maths.

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Business Studies, Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we have moved away from strict setting (1-4 or 1-7) to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. Whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Progress Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Progress Leaders are responsible for the leadership and co-ordination of the work of Progress Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

David Botes, Headteacher
September 2021