



Recruitment Pack

Leader of Learning Personal Development/ PSCE/RSHE



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Compassion □ **Achievement** □ **Respect** □ **Endeavour**

The cornerstones of our learning community

Headteacher Letter



Thank you for your interest in the above post. We are seeking to appoint an enthusiastic Leader of Learning for Personal Development/PSCE/RSHE.

Imberhome is a truly comprehensive school, providing an extensive academic curriculum from Years 7 to 13, alongside an enviable range of extra-curricular activities designed to appeal to the widest interests. Students in Years 7 to 9 are educated on the site of the former East Grinstead Grammar School on Windmill Lane, which provides a nurturing environment for their first three years with us. Years 10 and 11 and our large Sixth Form are based at our Imberhome Lane site, which has all the specialist facilities and teaching spaces needed for the wide range of examination courses we offer. The majority of staff teach across both sites. We currently have 1630 students on roll, including 270 in our Sixth Form. We are keen for our students to develop into well-rounded young people, with the academic knowledge, character and interpersonal skills they need to take their place as active citizens in society. We value all learning and subjects, meaning our curriculum is extremely wide-ranging, designed to be knowledge-rich and to inspire and motivate in equal measure. As a school we are inclusive and believe in justice, taking an anti-discrimination approach.

The school has a strong academic record in Key Stage 3, Key Stage 4 and the Sixth Form. We are proud of our achievements and aspire to challenge all learners with high standards to further build on this success. We seek to appoint an evidence-informed teacher with a passion for their subject, a commitment to all young people and the personal drive to continually develop their own pedagogy, skills and knowledge. We believe in nurturing relationships and connections; students at the school are well behaved, extremely cooperative and very friendly. Both parents/carers and students are overwhelmingly positive about the school. We work hard to develop these relationships and value the way parents engage with us.

We are a founding member of the Mid Sussex Federation of Schools, a strong, collaborative group of four local secondary schools. Membership of the federation brings many more opportunities for personal and professional development than would normally be available in a stand-alone school. You can read more about this on [our website](#). We believe in nurturing our staff and opening opportunities to them in the same way we do our students. Professional learning is at the heart of our offer for staff, and we will support you to develop your own knowledge and skills within our extensive and varied training programme. We provide a full induction programme for all staff new to the school.

I hope that we have provided the information you need as you consider your application. Please do not hesitate to contact Mr Glyn Crees gcrees@imberhome.co.uk if you want to discuss the post further. Completed application forms should be returned to Mrs Angela Nicholls either by post or by email to anicholls@imberhome.co.uk. The deadline for all applications is **9am on Wednesday 4th December 2024** however we reserve the right to hold interviews before this time if we receive enough applications from suitably qualified candidates.

Matthew Whatford, Headteacher

All recruitment is undertaken in accordance with Safer Recruitment requirements. As part of our due diligence, we can only accept a curriculum vitae (CV) alongside a full application form. In accordance with the latest guidance we may also conduct on-line searches as part of our recruitment process. The stated aim of this approach is that it may help to identify any incidents or issues that have happened, and are publicly available on-line, and we may want to explore with individual applicants at the interview.

Please note that this post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding-over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.



Information about Imberhorne School



Imberhorne is a warm, successful and happy school where staff are committed to fully developing the potential of all students that they leave us empowered to make their own decisions about their lives. We are proud of the achievements of students across the school and are equally proud of what hard working, respectful and compassionate individuals they are as well. Our excellent academic record along with the great emphasis we place on personal development creates a thriving and vibrant school community.

We are continually looking to the future as we endeavour to prepare our students for life in the 21st Century. We are committed to high standards and academic excellence whilst equally valuing interpersonal skills that prepare them for workplace and to positively engage with wider society. We want our students to leave us feeling proud of their achievements in all aspects of school life. This comes from a love of learning, where we aim to build their knowledge, nurture their skills and grow their confidence. This must be coupled with enriching experiences as a necessary part of their educational journey.

Academic Achievement

In 2024 results in the Sixth Form continued to build on a strong upward trajectory established in previous years. Results were as follows:

- **33% of A level grades at A/A***
- **52% of A level grades at A*-B**
- **81% of A level grades at A*-C**

We are extremely proud of our students and believe that these results reflect very well on the culture and ethos in the Sixth Form. Progress in the Sixth Form is strong. We use ALPs as our measure of progress and have seen year on year increases, placing us in the top 25% of Sixth Forms for progress in 2024. We have a large Sixth Form which is predominantly focused on A-level programmes of study. Our academic curriculum is supported by a range of applied and vocational qualifications. We run 38 different courses in the Sixth Form along with two 'level 2' courses for those that have not met our A level (or equivalent) entry requirement.

In **Key Stage 4** strong academic performance in the core subjects of Mathematics, English and Science is complemented by high levels of attainment in all other areas of the curriculum. We are proud of our academic traditions but also keenly aware that we must be inclusive and adaptive to meet the needs of all our learners.

Performance in summer 2024 was as follows:

- **71% of all grades were grade 4 or higher (4+)**
- **51% of all grades were 5+**
- **18% of grades were 7+**

We offer a broad curriculum for our students which we believe provides appropriate levels of challenge and support. Subjects overwhelmingly follow GCSE programmes of study and we encourage the majority of students to study a modern foreign language. We also have significant numbers choosing to study individual sciences. We have high standards for our whole community and are always striving to ensure that students are challenged to meet their potential.



Information about Imberhorne School



Professional Development

We believe that a commitment to professional development and growing capacity from within is central to our identity as a school. Our expectation is that all staff continually strive to improve their practice and do this through a sustained focus on evidence-informed pedagogy and high quality CPD for all. This is best supported through collaboration with others. Engaging in coaching, co-planning and peer-to-peer support encourages productive critical reflection.

Most of our professional development takes place after school on Mondays. We provide cross-curricular forums, voluntary additional CPD, targeted pedagogy-driver and behaviour input, as well as work with the Mid-Sussex Federation schools and more bespoke programmes to meet individual needs.

Culture and ethos

We believe the school is a compassionate and caring community, placing the strong relationships that exist between students and staff at the heart of the school. The school has a well-developed and resourced pastoral system and we pride ourselves on the level of care we provide for all our students.

Heads of Year and Pastoral Support Assistants exist in all Key Stages (from Year 7 to Year 13). They work closely with Assistant Heads of Year for Key Stages 3 and 4, who have a focus on both the academic and the pastoral. Pastoral teams are supported by form staff who provide a daily point of contact for students and are the first line of communication between home and school.

A key factor in the character of the school comes from the split site we inhabit. Students start Year 7 at our Windmill Lane site which also houses students in Year 8 and Year 9. This site has a particularly friendly and intimate feel to it and serves our younger students well, combining the high challenge of a secondary curriculum with a strong sense of nurturing and support. At the end of Year 9 students then transfer to our Imberhorne Lane site marking the transition into Key Stage 4 and the study of examined courses. We operate on a one-school model and believe that challenge should be in place across the Key Stages so that the strong curriculum foundation established at Windmill Lane naturally progresses at Imberhorne Lane.

The arts have a very high profile in the school, numerous events and activities occur throughout the year providing students with a multitude of exciting opportunities to express themselves through singing, dancing, performing, acting and exhibiting. Sports have an equally high profile; we are proud of our very many achievements reflected in the numerous tournaments and competitions our students participate in at local and national level.

The Duke of Edinburgh Award is thriving in the school with significant numbers of students participating in the scheme, starting in Key Stage 4 and leading on into the Sixth Form. We are committed to these wider opportunities outside of the classroom and the way in which they enrich the school community. We know that these are critical experiences that will become core memories, helping our students learn how to express themselves, work with and support others, show responsibility and become increasingly self-assured members of our community.

Collaboration and Partnerships

We believe in the value of partnerships and collaborative practice. Being outward looking and engaging in shared activities with other teachers and other schools is important to us. Our work with the Mid-Sussex Federation of schools provides opportunities for our staff to build connections with colleagues outside of our school walls. This opens up our collaborative capital and potential, supporting the exchange of knowledge, skill and resource that we would not have as a standalone school.

We also have established close working relationships with the East Grinstead primary schools, particularly those that tend to feed into Imberhorne. Well established joint literacy and numeracy projects run prior to transition facilitated by staff and students at Imberhorne. We encourage staff to join local subject networks and professional bodies, and as a part of a teaching school alliance we participate in many of their network meetings



Job Description



Personal Development Curriculum/PSCE/RSHE Leader of Learning Job Description

Responsibility point – TLR 1A with whole school responsibility for assemblies and tutoring
Non contact time – five periods per fortnight

Summary

The role primarily involves:

- Leadership and management of Personal Development teachers to ensure that all students receive a high quality learning experience.
- Leading the intent, implementation and impact of the whole-school Personal Development/PSCE (Personal, Social and Citizenship Education)/RSHE (Relationships, Sex and Health Education) curriculum.
- Leading a curriculum in line with the seven year strategic plan for whole-school Personal Development.
- Preparing, updating and distributing schemes of work and associated resources across Key Stages 3-5, ensuring that all statutory requirements and specific contextual issues are covered within this, as well as best evidence-informed practice around the Personal Development/PSCE/RSHE curriculum.
- Developing a comprehensive assessment framework and sequence that fits with the curriculum sequence and is deliberately delivered through effective teaching and learning within the curriculum.
- Preparing and updating assessment information to support Personal Development/PSCE/RSHE reporting, ensuring that there is a clear benchmark that fits with whole-school assessment policy and practice.
- Quality assurance of the curriculum delivery for Personal Development/PSCE/RSHE across the whole school.
- Leading the Year Group tutoring and assembly programme in liaison with the Heads of Year and Senior Assistant Headteachers for each Key Stage, as well as preparing and distributing appropriate resources to support this programme.
- Planning and coordinating specialist immersion days for students across KS3-5 as appropriate for their needs and local contextual issues. Current examples of these are: a disability awareness day for students in Y8, Sex and relationships day for students in Y9.
- Maintaining close working relationships with the Careers Coordinator and Careers Advisor in order to best ensure continuity and progression within the Personal Development Curriculum, the Tutoring Agenda, through Assemblies and extra-curricular activities.
- Leading whole-school CPD on Personal Development, departmental CPD and co-planning to ensure the consistent delivery and assessment of the curriculum, as well as ensuring the appropriate level of knowledge and skill is in place across the whole-school teaching community.
- Maintaining close working relationships with appropriate teams to best ensure inclusive and coherent approaches to student welfare. These will include the Safeguarding Team, Pastoral teams and external agencies such as the Police Liaison Officer and the School Nurse (with regards to their contributions to the existing curriculum).
- Leadership of whole-school and year-group targeted Personal Development events, trips and activities outside of normal curriculum time and delivery.
- Collaborative working across the Mid-Sussex Federation Schools to ensure that best practice is shared in the interests of learners across all Federation schools.



Job Description



General duties involve

a) Strategic Direction and Development of Personal Development/PSCE/RSHE in that Key Stages 3-5 (with the support of, and under the direction of, Assistant Headteacher with responsibility for the Key Stage, the Headteacher and Senior Leadership Team)

- taking the role of the lead professional, keep abreast of best practice and provide a vision for the development of Personal Development/PSCE/RSHE which reflects the vision, values and ethos of the school.
- develop and implement policies and practices which reflect the school's commitment to high achievement through effective curriculum sequencing, delivery and teaching & learning.
- develop plans for Personal Development/PSCE/RSHE which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school improvement plan.

b) Teaching and Learning

- ensure continuity and progression in teaching by supporting colleagues in delivering the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed learning journey, curriculum sequence and individual schemes of work, developed in line with the school improvement plan.
- monitor student progress and evaluate the effects of teaching and learning by working alongside colleagues, analysing work and outcomes to inform improvement planning.
- completion of learning walks across Personal Development/PSCE/RSHE teaching to quality assure the delivery and assessment of the curriculum, feeding back as appropriate to individuals and the team as a whole.
- evaluate teaching by the monitoring of teacher planning and, through discussion, moderation/standardisation and work analysis, share effective practice and areas for improvement and take appropriate action to further improve the quality of teaching.
- ensure that best use is made of available resources including the capitation allowance and the learning environment.

c) Leading and Managing Staff

- responsibility for day to day management of all aspects of Personal Development/PSCE/RSHE curriculum.
- line management of key individuals within the Personal Development/PSCE/RSHE team and of key support staff as appropriate and directed by the Headteacher.
- enable all teachers in the team to develop expertise in planning and teaching through example, support and by leading and/or providing professional development opportunities.
- provide appropriate feedback, support and professional advice to others.
- provide examples, coaching and training to help others become more effective in their teaching.
- help others to evaluate the impact of their teaching on raising pupils' achievement;
- contribute to the performance reviews of teachers in the team.

d) Wider responsibilities

- as a member of the relevant Teaching and Learning Committee contribute to strategic developments across the school.
- ensure that the Senior Assistant Headteacher with responsibility for the Key Stage and the Senior Assistant Headteacher with responsibility for whole-school Personal Development is well informed about the team's policies, plans, priorities and targets and that these are properly incorporated into the school improvement plan.
- additional responsibilities commensurate with the role of Leader of Learning as defined by the Headteacher.



Job Description



CLARIFICATION NOTES ON THE EXERCISE OF PROFESSIONAL DUTIES FOR ALL TEACHERS, OTHER THAN HEADTEACHERS

These notes should be read with the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the headteacher, and carry out the particular duties assigned to them.

All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. They will receive 10% release time against their timetabled teaching commitment, for planning preparation and assessment, and this time may not be taken by the school to use for any other purpose. They must co-operate with the headteacher and other teachers in the school on all aspects of education.

All teachers must participate in arrangements for appraisal of their own and others' performance, and have a responsibility to participate in arrangements for further training and professional development. Supervising students at the beginning and end of the day as well as at break time come time. A rota will make 'reasonable' use of all teachers to provide appropriate supervision of students at these times.



Person Specification



Leader of Learning – Personal Development/ PSCE/RSHE

Qualities	Requirements
Qualifications and experience	
Qualified to degree level or above in a subject closely related to Citizenship, Personal Development, RSHE.	Essential
Qualified to teach in UK	Essential
Significant experience of successful teaching and the raising of attainment in a secondary school	Essential
Evidence of engagement with evidence-informed approaches and CPD relevant to the role	Desirable
Experience of leadership of a department or providing support for leadership of a department	Desirable
Knowledge, skills and attributes	
Fully aligned with our school vision, values and ethos	Essential
Evidence of sustained impact in the classroom	Essential
Secure knowledge of the characteristics of effective learning and teaching	Essential
Good understanding of what makes an effective 11-18 curriculum in Personal Development/PSCE/RSHE	Essential
Good understanding and knowledge of current exam specifications for the subject area of Citizenship and linked Level 3 qualifications.	Essential
Understanding of the statutory requirements in Personal Development/PSCE/RSHE curriculum	Essential
Understanding of the most recent and relevant evidence-informed approaches to planning, sequencing and delivery of the the Personal Development/PSCE/RSHE curriculum	Essential
Experience of planning, implementing and evaluating assessment frameworks and strategies.	Essential
Understanding of intervention strategies to support student progress.	Essential
Able to demonstrate a clear vision and intent for the development of Personal Development/PSCE/RSHE at Imberhorne School	Essential
Ability to use data to effectively analyse and evaluate student and departmental performance	Desirable
Ability to plan and deliver clear strategies for improvement	Desirable
Evidence of leading and developing innovative ideas and implementing new concepts	Desirable
Experience as a marker working for an exam board	Desirable
Good track record of delivering effective CPD for colleagues	Desirable



Person Specification



Leader of Learning – Personal Development

Personal Qualities

Desire and drive to work effectively to achieve professional goals with an ability to use own initiative as appropriate.	Essential
A positive role model demonstrating a 'can do' attitude and a determination to succeed with energy and enthusiasm	Essential
Excellent interpersonal, communication and team-building skills	Essential
Actively seeks out and makes use of professional development opportunities	Essential
Excellent organisational skills with an ability to plan and organise time effectively	Essential
Ability to build and maintain excellent working relationships with students, staff and parents	Essential
Ability to lead ethically, with integrity and confidence in order to gain the confidence of colleagues.	Essential

