

<b>Group Member:</b>		Luminate	
<b>Job Title:</b>		PSHE Lead	
<b>Reports to:</b>		Head of Student Engagement	
<b>Job Grade</b>	E	<b>Department</b>	Student Engagement

**SPECIFIC ROLE RESPONSIBILITIES:**

1. Work with Head of Student Engagement to achieve the strategic objectives of the directorate
2. Lead, develop, support, and monitor the implementation of student led models for high quality, contemporary and contextualised tutorial delivery across college departments linking to campaigns and themes and aligned to the Education Information Framework
3. Formulate a strategic roadmap for tutorial delivery, overseeing CPD sessions and cross-college meetings to share best practices, emphasising quality and innovation; this includes establishing a robust tutorial network to drive our tutorial strategy, fostering collaboration across departments for more engaging and effective student experiences
4. Ability to participate in evening/weekend work as required

**CORE RESPONSIBILITIES:**

5. Curate, catalogue and maintain PSHE online resources, monitor usage through online platforms, and coordinate PSHE-related communications, meetings, and discussion forums across PSHE teams in each department
6. Lead on cross college communication opportunities bringing together the tutorial leads in each department/campus, including coordinating the development of contextualised schemes of learning and co-ordinating training and development activities for wider pastoral support
7. Lead in designing and executing innovative PSHE resources, leveraging digital technologies, and incorporating student feedback to enhance knowledge and skills relating to Citizenship, Health and Wellbeing, and EDI within the PSHE framework
8. Lead on the development and implementation of a comprehensive induction programme ensuring OFSTED-readiness, fostering a sense of belonging, and reflecting best practices in the sector
9. Lead on developing themes for PDBA and embed into tutorial to achieve outstanding and support cross-college PSHE teams with embedding outstanding Personal Development and Behaviour and Attitude themes

10. Strengthen the integration of essential skills (digital, STEM-focused) into PSHE tutorials, implementing effective signposting initiatives and strategies for skill development
11. Lead the evolution of tutorial models, directing efforts to develop differentiated resources for diverse learner groups (SEND, ESOL, Apprentices, etc.) within the PSHE framework
12. Collaborate with the TLA team to develop a framework for delivering quality tutorial sessions delivering PSHE.
13. Advocate for PSHE as essential for holistic student development, emphasising its crucial role in fostering well-rounded individuals who are prepared for life in modern Britain; this encompasses the development of strategies to position tutorial sessions with equal importance to vocational courses, highlighting the fundamental life skills imparted within tutorials, ensuring students are equipped not only with vocational expertise but also with essential life skills crucial for success in the broader world
14. Updating of college information systems and/or equivalent Google documentation
15. Represent the Head as required with PSHE-related issues
16. Any other duties that are specific to the department
17. Assistance in the preparation, support and participation of examinations and invigilation across the Group

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminare Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

#### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

#### **Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

#### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

#### **Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*



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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the personal statement section of the application form. Each criteria is marked with whether it is an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,  
C= Certificate, MT = Micro Teach, R = Reference

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Appropriate professional qualification or portfolio demonstrating experience of tutorial delivery.	A/C
E	Q2. Appropriate degree level qualification which can be applied to the role	A/C
E	Q3. English and maths at Level 2 or above	A /C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Knowledge of and competence of tutorials in an educational context	A / I / P
E	EK2 Experience of Digital platforms Microsoft applications including Excel, Outlook and experience with Google	A / I / P

	applications e.g. Docs, Sheets, Forms, Slides	
E	EK3 Ability to coordinate multiple projects in parallel and to deliver projects within tight deadlines and experience of using matrix management methodologies	A / I / P
E	EK4 Ability to think outside the box and experience of leading change and a solutions based approach to embedding new ways of working	A / I / P
E	EK5 Using management information systems, reporting and analysis of data to inform planning and improvement	A / I
D	EK 6 Experience of delivering tutorial content in an educational environment	A / I
D	EK7 Experience of implementing quality improvement withing a Teaching environment	A / I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Strong communication skills with excellent presentation skills and attention to details Criteria	A / I / P
E	SC2. Ability to communicate with students and staff verbally and using social media, digital and written communications	A / I
E	SC3. Demonstrate a creative flair and innovative approach	A / I / P
E	SC4. Ability to liaise with a broad range of stakeholders to develop provision that increases capacity and supports student progress and development	A / I
E	SC5. Competent with online / digital tools, and Microsoft packages	A / I

E	SC6. Ability to analyse and interpret data, producing reports on progress against outcomes	A / I
E	SC7. Understanding of the technical skills required to deliver web/ mobile projects, and work with the right people to deliver each stage of a project	A / I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I