



**APPLICATION PACK:**

**HEAD OF RELATIONSHIPS, SEX  
AND HEALTH EDUCATION  
(RSHE)**



## Head of RSHE

**Start date:** September 2024

The Cowplain School is seeking to appoint a skilled and inspirational Head of RSHE who forms effective relationships with students, parents and colleagues and has the skills and drive to ensure our students receive the best possible learning opportunities. You must be creative, enthusiastic and resilient and have a strong desire to achieve the best possible outcomes for the students of The Cowplain School. This would be a fantastic opportunity for an ambitious teacher of RSHE or indeed another subject to take a major step into leadership.

We require you to lead the provision of RSHE at Cowplain, working with teachers to deliver constantly excellent lessons. Applications are welcome from colleagues from any subject area, however the successful applicant will be expected to be flexible in subjects that they may teach in addition to RSHE.

We are extremely ambitious for our 1000 students and have a strong vision to ensure that the life-chances of every young person are enhanced by quality teaching, leading to excellent outcomes.

We have placed thinking hard, developing character and understanding diversity at the heart of our curriculum and are committed to ensuring every student develops in those areas. All students receive an hour of RSHE/Careers per fortnight, and the provision is supported through Reflection Time and assemblies (25 minutes a day), and 'drop-down' days as required.

As a leader at The Cowplain School, we would invest in you to ensure that you develop the skills and expertise needed to ensure those that you teach acquire the positive attitudes, knowledge and understanding of RSHE vital to their future. In addition, we would develop your leadership potential and start you on a journey to senior leadership. All teachers teach in their own rooms, equipped with projector and screen, and every teacher receives a laptop. We offer all members of staff a full induction programme and significant opportunities to develop their expertise. Colleagues at the school work together to support each other and we have an active wellbeing committee.

To request an application pack please email Mrs Amanda Simmons via [a.simmons@cowplainschool.co.uk](mailto:a.simmons@cowplainschool.co.uk) or access via our website [www.cowplainschool.co.uk/about-us/vacancies](http://www.cowplainschool.co.uk/about-us/vacancies). If you wish to apply for this post you will need to return a fully completed Cowplain School application form to Mrs Amanda Simmons, PA to the Principal, via email or post to The Cowplain School, Hart Plain Avenue, Cowplain, Waterlooville, Hants, PO8 8RY.

**The closing date for receipt of applications is midday on Monday 29<sup>th</sup> April 2024.**

*The Academy reserves the right to interview earlier should suitable candidates apply.*

*The Cowplain School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.*



## **Join us on our journey to excellence!**

Thank you for your interest in the post of Head of RSHE at The Cowplain School. I sincerely hope that you will continue your application and wanted to share with you a few words that I hope will convince you to apply.

This is an exciting time to be joining the school; I took up the post of Headteacher on May 1<sup>st</sup> 2013 and am looking for an outstanding Head of RSHE to join myself; a superb leadership team; a committed staff and a knowledgeable governing body to take the school forward.

I know that applying for a new position is a big decision so I thought it would be useful to explain why I think The Cowplain School is the right choice for your career. Firstly, the school is part of a community that values it and parents and students enjoy attending Cowplain and are very proud of it.

Secondly, we have an exciting challenge ahead of us to raise the standards of attainment and achievement in the school.

Thirdly, the school provides a caring and inclusive environment that values each child. Staff are committed to ensuring the best outcomes for those that they teach or work with and there is a very positive feeling and ethos in the school which I am determined to maintain.

As a school, we have a curriculum which focusses on three key strands: working hard; developing character; and understanding diversity. We believe it is vital to educate the whole child, so we have a strong commitment to the personal development of students at Cowplain. We have an absolute commitment to tackling prejudicial behaviour in school, and are honest about the need to educate children to understand the potential for sexual harm which exists in society. Outstanding provision of RSHE is a key driver for these priorities, and I am looking for a Head of RSHE committed to supporting every student who attends the school to leave as a confident and well-informed person. I am extremely ambitious for the school and its students and require staff who share this ambition. I hope you are confident in your ability and I need you to have the ambition to be an outstanding leader of RSHE in a school on its journey to excellence. Many colleagues who have joined us as middle leaders have gained promotion and assumed senior leadership positions within The Cowplain School or elsewhere.

The desire to accept the challenge should, I trust, be one that inspires and motivates you to apply; if you are successful I can offer you the chance to play a big part in the continued and future success of The Cowplain School, not just in leading and teaching RSHE within the school, but also through the chance to enhance the whole school experience for each child.

For more information about the school, please consult our website [www.cowplainschool.co.uk](http://www.cowplainschool.co.uk). To receive more information, arrange a visit or ask any questions that may inform your application, please contact Mrs Amanda Simmons, PA to the Principal:

[a.simmons@cowplainschool.co.uk](mailto:a.simmons@cowplainschool.co.uk)

Once again, thank you for your interest in the post.

Ian Gates  
Principal



## **Information for applicants**

**Salary:** Commensurate with experience

**TLR2:** £6497pa

**Start date:** September 2024

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Mrs A Simmons  
PA to the Principal  
The Cowplain School  
Hart Plain Avenue  
Cowplain  
Waterlooville  
Hants  
PO8 8RY

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## RSHE Details

RSHE is taught by a team of teachers from a variety of departments. Schemes of work, lesson plans and resources are in place, and staff are able to deliver them to a high standard, and are keen to access professional development to improve their knowledge and understanding of the RSHE curriculum. The delivery team is encouraged to provide regular and constructive feedback on the content and delivery of the RSHE curriculum. However, it is our aim for the person who is successful in assuming the role of Leader of RSHE to teach the majority of RSHE lessons.

RSHE is supported by the Senior Leadership Team of the school. An Assistant Headteacher line manages the provision and currently provides the strategic direction. The Assistant Headteacher (Student Voice) works on issues relating to diversity, sexual harm and prejudicial behaviour and provides strong and principled leadership of this work. The school also has a member of support staff who is our Diversity Lead.

Curriculum time is shared with Careers provision, which is coordinated by the school's Careers Leader who works in conjunction with Hampshire Futures. There are also close links with the PE Department and the Ethics and Philosophy department and any crossover of these subject areas is seen as a positive to be enhanced and promoted.

The school has a very strong commitment to the mental health and wellbeing of students and staff at the school. We have a Mental Health Lead who is also our own dedicated School Psychologist. The highly effective Pastoral Team, and the school's Safeguarding Team, are fully supportive of the RSHE curriculum and work closely on issues that may arise for individual students, and for groups of students whose views are used to shape the curriculum.

Assemblies and the 25 minutes a day of Reflection Time are used to promote RSHE and the school values of grit, self-control, self-assurance, curiosity, mindfulness, kindness, optimism and gratitude. Drop down days are used to enrich the RSHE curriculum, for example with a day of workshops on RSHE related themes delivered by the charity Prison Me, No Way.

The aim of the RSHE provision at The Cowplain School is to encourage **all** students to become confident, successful and self-aware young adults who can navigate life safely and make a positive impact on their school, their family and friends and the wider community.



## HEAD OF RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

The teacher is responsible to the Principal in all matters.

### Professional Duties

The School Teacher's Pay and Conditions set out the professional responsibilities of the Head of RSHE.

In addition, the Head of RSHE is expected and required to:

- Lead and develop the provision for RSHE
- Lead and manage staff within the RSHE team, whilst holding them accountable for their performance
- Play a key role in ensuring quality learning, behaviour and engagement of students in RSHE lessons
- Lead the professional development of staff within, but not restricted to, the RSHE department
- In conjunction with the Deputy Headteacher, review the school's RSHE policy and report to the Governing Body annually
- In conjunction with the Assistant Headteacher responsible for student voice ensure that the development of the RSHE provision reflects the feedback and needs of the students at The Cowplain School
- Liaise with the school's Careers Leader to ensure that designated curriculum time is shared appropriately between RSHE and Careers
- Lead assemblies and coordinate drop down days where it is agreed these are the most appropriate ways of delivering key RSHE understanding
- Develop strong links with external agencies, professional bodies and expert partners to enhance RSHE provision
- Ensure that parents receive timely information about statutory RSHE lessons
- Promote the RSHE curriculum and the school's commitment to developing the understanding of students in RSHE matters via emails, school social media and the school newsletter
- Liaise with the school Safeguarding Team to address any developing issues relating to safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline
- Use RSHE to support and promote the school's commitment to tackling Prejudicial Behaviour, and for addressing sexual harassment, online abuse and sexual violence
- Support accountability processes throughout the department
- Manage resources as appropriate
- Undertake any professional duty reasonably assigned by the Principal

## **SPECIFIC TEACHING RESPONSIBILITIES (STPCD) INCLUDE:**

### **1. Set high expectations which inspire, motivate and challenge students**

- a) establish a safe and stimulating environment for students, rooted in mutual respect
- b) set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected for students

### **2. Promote good progress and outcomes by students**

- a) be accountable for students' progress and outcomes
- b) be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- c) guide students to reflect on the progress they have made and their emerging needs
- d) demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- e) encourage students to take a responsible and conscientious attitude to their own understanding and behaviour

### **3. Demonstrate good subject and curriculum knowledge**

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject

### **4. Plan and teach well-structured lessons**

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) plan other out-of-class activities to consolidate and extend knowledge and understanding students have acquired
- d) reflect systematically on the effectiveness of lessons and approaches to teaching
- e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

### **5. Adapt teaching to respond to the strengths and needs of all students**

- a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- d) have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them

### **6. Make accurate and productive use of assessment**

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory requirements
- b) make use of formative and summative assessment to secure students' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- d) maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

## **8. Fulfil wider professional responsibilities**

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to students' progress, understanding and well being

## **9. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- a) treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b) having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- c) showing tolerance of and respect for the rights of others
- d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e) ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

## **10. Demonstrate proper and professional regard for ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality**

## **11. Demonstrate an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**

### **GENERAL RESPONSIBILITIES INCLUDE:**

- a) Being a Tutor to an assigned Tutor Group and to carry out related duties in accordance with the general job description of Form Tutor.
- b) Carrying out a share of supervisory duties in accordance with published schedules.
- c) Participating in appropriate meetings with colleagues and parents relative to the above duties.