



# THE ADEYFIELD ACADEMY

## JOB DESCRIPTION

### Teacher with Responsibility for Personal Development, Enrichment and Student Leadership

Line Manager: **Senior Leader responsible for Personal Development (or Headteacher)**

#### 1. Job Purpose

To carry out the professional duties and statutory responsibilities of a school teacher as specified in the current Teachers' Pay and Conditions Document, including the delivery of high-quality teaching and learning. In addition, the post holder will provide strategic and operational leadership for key aspects of the school's Personal Development provision, ensuring that all students benefit from high-quality enrichment, strong student voice, inclusive opportunities and effective tutor time experiences. The post holder will undertake any reasonable direction from the Headteacher or designated senior leaders.

#### 2. Key responsibilities

The duties listed below are not exhaustive.

##### Teaching and Learning

- Be responsible for the quality of teaching and learning of all students assigned to the post holder.
- Plan and prepare lessons and schemes of learning appropriate to students' needs.
- Teach students according to their educational needs, including setting, marking and assessing work.
- Assess, record and report on the progress and achievement of students.  
Promote high standards of behaviour, engagement and achievement in the classroom.
- Contribute positively to departmental and whole-school improvement.

##### Lead of Personal Development

The post holder will provide leadership across the school for the following areas:

##### Tutor Time

- Oversee the planning and delivery of a high-quality tutor time programme that supports students' personal development, wellbeing, behaviour and attitudes.
- Ensure consistency, quality and impact of tutor time provision across year groups.
- Develop and review tutor time resources in line with statutory guidance (including SMSC, British Values and Careers).
- Monitor and evaluate tutor time through quality assurance activities, learning walks, staff and student feedback, with the support of Heads of Year and the Senior Leadership Team.
- Provide guidance, training and support for tutors to ensure effective delivery and engagement.
- Use evidence and data to inform improvements to tutor time provision

##### Extra-curricular

- Lead and coordinate the school's extra-curricular and enrichment programme.
- Ensure a broad, inclusive and engaging range of opportunities that meet the needs and interests of all students.
- Promote high levels of student participation, including targeted strategies to engage disadvantaged and underrepresented groups.





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- Work with staff and external providers to develop high-quality enrichment activities.
- Monitor participation, attendance and impact, using data and student voice to inform development and improvement.
- Evaluate the contribution of enrichment to students' personal development, wellbeing and school engagement.

## House System

- Lead the development, organisation and effective running of the House system.
- Promote positive competition, teamwork, pride and a strong sense of belonging across the school community.
- Coordinate House events, competitions and activities in line with the school calendar.
- Support House staff and student leaders to ensure consistent implementation and high engagement.
- Monitor and review the impact of the House system on student behaviour, attendance and engagement.

## Student Leadership and Student Voice

- Develop and embed meaningful student leadership opportunities across all year groups.
- Coordinate student leadership roles, including recruitment, training and ongoing support.
- Lead student voice activities, ensuring student feedback is gathered regularly and informs school improvement.
- Work with staff and senior leaders to ensure student voice contributes to decision-making processes
- Support students to take responsibility, develop leadership skills, confidence and resilience, and contribute positively to school life.

## Adeyfield Allies and Inclusive Student Groups

- Lead and support the Adeyfield Allies student group and equality initiatives that promote respect and diversity across the school community.
- Ensure Adeyfield Allies has a clear purpose, structured programme and a meaningful impact on school life.
- Provide guidance, training and ongoing support to staff and students involved in the Adeyfield Allies a
- Promote an inclusive school culture where all students feel safe, valued, respected and represented.
- Work collaboratively with pastoral leaders and senior staff to ensure inclusive groups align with whole-school priorities.
- Monitor and evaluate the impact of the Adeyfield Allies on student wellbeing, engagement and the wider school culture.

## Monitoring, Evaluation and Data

- Analyse and report on extra-curricular and student leadership data, including participation and impact.
- Use evidence to evaluate effectiveness and drive continuous improvement.
- Contribute to school self-evaluation and improvement planning.

## Wider Professional Responsibilities

- Promote the general progress, wellbeing and safeguarding of students at all times.





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- Provide guidance and advice to students regarding their personal development, education and future aspirations.
- Participate in meetings, training, performance management and professional development.
- Maintain good order and discipline and uphold the school's safeguarding and health and safety policies.
- Act as a positive role model and uphold the values and ethos of the school.

### 3. Job context

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise. All teachers make a valuable contribution to the school's development and, therefore, to the progress of all students. All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager. For newly qualified teachers, subject leadership is by the line manager for the first year.

### 4. Review of duties

The specific duties attached to any individual teacher are subject to annual review and may, after discussion with the teacher, be changed.

### 5. Line Management Duties

There are no direct line management responsibilities, although the post holder will work closely with tutors, staff and student leaders across the school.

### 6. Knowledge, Experience and Competencies

- Successful experience of teaching in a secondary school.
- Strong understanding of Personal Development, enrichment and student leadership.
- Ability to lead initiatives and influence practice beyond own classroom.
- Strong organisational, communication and interpersonal skills.
- Ability to use data effectively to monitor impact and inform improvement.
- Commitment to inclusion, equality and student wellbeing.

### 7. Qualifications

Qualified Teacher Status essential

### 8. Physical Effort

The job may involve moving resources when necessary. Therefore the post holder must be able to complete this.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the Principal to undertake work of a similar level that is not specified in their job description. This job description is subject to regular review.

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