



Sidcot School

Job Description and Person Specification

Lead Teacher of Psychology, (Part-time: approximately 70-85% FTE)

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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| Job Title | Lead Teacher of Psychology (Part-time 70-85% FTE) |
| Summary of the role | To implement and deliver high quality teaching which provides students with the opportunity to achieve their individual potential whilst guaranteeing internal and external quality standards. |
| Line management responsibility | N/A |
| Duties and Responsibilities | |
| Teaching | <ul style="list-style-type: none">• Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.• To teach A level and IB Psychology• Identify and adopt the most effective teaching methods which will stimulate learning appropriate to student needs and the demands of the syllabus.• Work with colleagues to promote the stretch and challenge of all students, including the most able.• Ensure a high-quality learning experience for students which meets internal and external quality standards.• Regularly analyse student performance data: assess, record and report on the attendance, progress, development and attainment of students and keep such records as are required; collate and co-ordinate the tracking of student data, identifying key groups of students and co-ordinate the intervention for under-achieving students to include regular monitoring, tracking and reporting of student outcomes.• Support the monitoring and evaluation of curriculum provision and the work and performance of the Faculty.• Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.• Take direct responsibility for monitoring the quality of marking, planning and classroom learning within the context of |

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| | <p>the School's internal monitoring and evaluation procedures.</p> <ul style="list-style-type: none"> • Undertake assessment of students as requested by external bodies, departmental, faculty and school procedures. • Prepare and update subject materials. Review and develop appropriate schemes of work, resources and teaching and learning strategies that can shared electronically and implemented in everyday classroom practice. • Ensure homework is being set and regularly marked. Ensure a record is kept of homework set. • Maintain discipline in accordance with the School's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework. • Ensure adherence to the procedures and policies relating to the health and safety of students and undertake risk assessments as appropriate. • Provide extra-curricular opportunities throughout the School to allow students to gain self-improvement at all ability levels. Lead and support extra-curricular activities that relate to Psychology. • Meet the Teachers' Standards as appropriate. • Undertake such other comparable duties as the Head requires from time to time. |
| Communication | <ul style="list-style-type: none"> • Communicate effectively with members of SLT and SMT as appropriate. • Communicate effectively with the parents/guardians of students as appropriate including attendance at parent consultations. • Where appropriate, communicate and co-operate with persons or bodies outside the School. • Communicate effectively with colleagues regarding exam entries. |
| Operational and strategic planning | <ul style="list-style-type: none"> • Manage the process of curriculum review, development and change to ensure the delivery of appropriate, relevant, high-quality courses that meet the needs of students, examining and awarding bodies and the School's strategic objectives. • Work with colleagues to ensure that the curriculum area provides a range of teaching which complements the School's strategic objectives. • Oversee the monitoring of students' progress and review of methods of teaching and schemes of work to ensure the effectiveness of the teaching and the efficiency of learning and regulatory compliance. • Maintain a system of assessment that accords with the School's policy. • Implement the strategic development of all aspects of Psychology education in the School. • Take part in, and lead when required, whole school staff development programmes. • Contribute to the co-ordination of the timetables, assessments and examinations as required by SLT. • Lead on the Psychology development plan and its implementation. • Attend Academic Board. • Manage the process of the ordering and allocation of equipment and materials and ensure spending is kept within |

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| | <p>budget.</p> <ul style="list-style-type: none"> • Manage the supply of relevant curriculum resources and maintain the efficient and effective use of resources. • Present at SLT and/or Governors' meetings when requested. • Ensure compliance with all School policies and procedures including with regard to child protection; health and safety and security; and confidentiality and data protection. |
| Marketing | <ul style="list-style-type: none"> • Take part in marketing activities such as open days, options evenings and taster days. • Contribute to the development of effective subject links with external agencies. • Co-ordinate relevant events to celebrate and promote Psychology to students and the wider community. |
| Staff Development | <ul style="list-style-type: none"> • Act as a role model for staff and students. • Participate in the School's further training and professional development. • Continue personal development in relevant areas including subject knowledge and teaching methods. • Engage actively in the School's professional development review system, (PDR). |
| General duties | <p>A general contribution to the work of the rest of the school across the ability and age range is expected. There is considerable emphasis on "extra-curricular" activities at Sidcot, and some day, evening and weekend duties are required from all main professional grade teachers. All staff are expected to offer at least one extra-curricular club, society or activity, and to undertake some evening duties, as well as a share of the weekend duty and activity responsibilities (currently the equivalent of nine blocks of four hours per year each for full time staff, subject to review). Main professional grade teachers will have a tutorial group and a share of cover arrangements for absent colleagues. These duties are included in the Sidcot salary scale and they are carried out pro rata by part time staff.</p> |
| Line management duties and responsibilities | N/A |
| Remuneration | <p>A competitive salary is offered on the Sidcot scale and is dependent on relevant qualifications and teaching experience. Remuneration is paid pro-rata to part time teachers. The children of staff may be educated in Sidcot Junior School and Sidcot School at reduced rates, subject to satisfying our standard Admissions criteria.</p> <p>In addition, this role attracts 1 Management Allowance Point totaling £2,450 per annum.</p> |

You may also be required to undertake such other comparable duties as the Head or your line manager requires from time to time. For the avoidance of doubt, the duties and responsibilities contained within this job description may change from time to time according to the requirements of the role and it is not intended to have contractual effect.

Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

| | Essential | Desirable | Method of assessment |
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| | These are qualities without which the Applicant could not be appointed | These are extra qualities which can be used to choose between applicants who meet all of the essential criteria | |
| Qualifications | <p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • Graduate in a relevant discipline • Qualified Teacher Status (or equivalent qualification/experience) | <p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • Qualified Teacher Status • Other professional qualifications as relevant to the post | <ul style="list-style-type: none"> • Applicant's certificates • Discussion at interview • Independent verification of qualifications |
| Experience | <p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Teaching experience, either in post or during training. • Experience of teaching A-Level Psychology. • Experience of teaching or willingness to teach IB Psychology to Sixth Form students [IB training will be provided as necessary]. | <p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> • Experience of teaching IB Psychology to Sixth Form students. • Experience of the pastoral care of students • Experience of leading students in extra-curricular activities • Teaching in other subjects outside their specialist area. | <ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references |

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| Skills | <p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Excellent teaching skills • Able to work well in a team • Highly organised and motivated • Willing to engage fully in the extra-curricular life of the School • Good motivator and able to generate enthusiasm for their subject • Able and willing to meet deadlines and targets set by managers • Ability to apply ICT in order to enhance teaching and learning | <p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> | <ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references |
| Knowledge | <p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Excellent subject knowledge • Knowledge of effective teaching strategies and pedagogy. | <p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Other relevant training, for example in safeguarding, careers education, etc | <ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references |

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| <p>Personal competencies and qualities</p> | <p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> • Strong interpersonal skills and self-awareness adapting to situations with particular reference to children • Appreciation and understanding of the core Quaker values of peace, truth, integrity and equality • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline • A willingness to engage fully in the extra-curricular life of the School • A willingness to collaborate on projects, departmentally and whole school | <p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Extra-curricular interests and a willingness to share them | <ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references |
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