

April 2021

Dear Applicant

Thank you for your interest in the position of Head of Psychology and Health & Social Care at The Thomas Aveling School. Our application pack offers the following information, which we hope will assist you in deciding if you have the right qualities to be a teacher at our school and whether the school is the best place for you to further your development and career.

- Job Advertisement
- Psychology and Health & Social Care at Thomas Aveling
- Job description
- Background to the school
- Aims
- Our results
- School Prospectus
– **AVAILABLE ON SCHOOL WEBSITE – www.thomasaveling.co.uk**
[The Thomas Aveling School - Prospectus](#)
- How to apply
- Application Form
– **AVAILABLE ON SCHOOL WEBSITE – www.thomasaveling.co.uk**
[The Thomas Aveling School - Vacancies](#)

We look forward to receiving your completed application.

Yours sincerely



Paul Jackson
Headteacher

Arethusa Road, Rochester, Kent, ME1 2UW
Tel: 01634 844809 Email: office@thomasaveling.co.uk
Headteacher: Mr Paul Jackson Number on roll: 1205

HEAD OF PSYCHOLOGY AND HEALTH & SOCIAL CARE

Start Date: September 2021

Salary: Mainscale/Upper & TLR 2C

The Thomas Aveling School is a popular and over-subscribed school where you will join a motivated, supportive and friendly team who make a valuable contribution to the success of the school. In addition, both the Psychology and Health & Social Care Departments are fully resourced and enjoy excellent facilities.

Psychology is a popular course at A level, as is Health and Social Care, which is offered at both Key Stage 4 and Key Stage 5.

Career development is taken very seriously at Thomas Aveling and we have amazing success in helping colleagues achieve further promotion.

We seek:

- Someone who will be able to inspire our students to achieve their full potential;
- An ambitious professional with potential for fast progression towards senior leadership.

We offer:

- A comprehensive induction programme to teachers at all stages of their career
- A high performing and incredibly supportive group of colleagues and leaders
- Private health care cover
- Happy, motivated children to teach

Closing date for applications: 9am on Friday 30th April 2021

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found

Letters of application, together with completed application form (available on the school website) giving full details of qualifications and experience to date should be sent to:

Mr P Jackson, Headteacher, Thomas Aveling School,
Arethusa Road, Rochester, Kent, ME1 2UW
or emailed to jshelbourne@thomasaveling.co.uk

OFSTED – June 2016 said that “*Staff morale and relationships within the school are very positive.*”
And “*Pupils enjoy school, have a positive attitude to learning and behave well*”

97% of staff in a recent Staff Survey said

that they are made to feel welcome at Thomas Aveling and that behaviour in the school is good

The Thomas Aveling School is an Equal Opportunities Employer – committed to safeguarding and promoting the welfare of all students – any offer of appointment will be subject to satisfactory references and an enhanced DBS check will be required for all successful applicants.

THE PSYCHOLOGY AND HEALTH & SOCIAL CARE DEPARTMENTS AT THOMAS AVELING

Psychology

We offer Psychology to Key Stage 5 students only – delivering the AQA A Level Psychology Syllabus 7182. Students have 10 hours of contact time per fortnight and also have a supervised study session each fortnight to complete assessments under “exam” conditions.

Psychology is a popular course at A level, usually attracting about 20 students each year.

The department is well resourced with its own teaching base, access to computers and a significant library of Psychology textbooks and other resources.

Results in the subject have been a little mixed to date and we are seeking someone to improve and add consistency to these, whilst still maintaining the motivational and interactive nature of the subject.

Health and Social Care

Health and Social Care is offered at Key Stage 4 and Key Stage 5, with BTEC Tech Award offered at Key Stage 4 and the Extended Diploma offered at Key Stage 5.

The subject has grown in popularity at Key Stage 4 with some year groups having 2 option groups following the course. This popularity continues at Key Stage 5 where 20+ students opt for this course each year.

There are a number of teachers who contribute to the success of Health & Social Care across both key stages – using their own specialist knowledge of certain topics within the syllabus.

The subject is exceptionally well-resourced with assignment briefs already written and the practical as well as academic resources assigned. There is of course scope for these to change to suit the interests of those teaching it.

JOB DESCRIPTION

Designation:	Subject leader
Department:	Psychology and Health & Social Care
Relationships:	Liaising with: Dept, DOLs, ADOLs, SLs, Support Staff
Accountable to:	Head of Profession
Payscale:	MPS/UPS
TLR:	2C

This job description covers the framework of professional standards for teachers and specifically defines the characteristics of teachers at the following stage of their career:-

POST THRESHOLD TEACHERS who should meet the following post-threshold standards (P) and meet the core standards (C)

PROFESSIONAL ATTRIBUTES

Post Threshold Teachers should:

Relationships with children and young people:

- (C) Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- (C) Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks:

- (P) Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- (C) Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and Working with others:

- (C)
 - (a) Communicate effectively with children, young people and colleagues.
 - (b) Communicate effectively with parents and carers, conveying timely and relevant Information about attainment, objectives, progress and well-being.
 - (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- (C) Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- (C) Have a commitment to collaboration and co-operative working where appropriate.

Personal professional development:

- (C) Evaluate their performance and be committed to improving their practice through appropriate professional development.
- (C) Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- (C) Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

All teachers should:

Teaching and Learning:

- (P) Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- (C) Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring:

- (P) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- (P) Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- (C) Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- (C) Know a range of approaches to assessment, including the importance of formative assessment.
- (C) Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- (C) Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum:

- (P) Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- (C) Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- (C) Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT:

- (C) Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and Diversity:

- (C) Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- (C) Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- (C) Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- (C) Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being:

- (P) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- (C) Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- (C) Know the local arrangements concerning the safeguarding of children and young people.
- (C) Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- (C) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

PROFESSIONAL SKILLS

Post Threshold Teachers should:

Planning:

- (P) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- (C) Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons and informed by secure subject/curriculum knowledge.
- (C) Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- (C) Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching:

- (P) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- (C) Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - (b) build on prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
 - (b) develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
 - (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- (C) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback:

- (C) Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- (C) Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- (C) Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- (C) Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning:

- (C) Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- (C) Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment:

- (C)
 - (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
 - (b) Make use of the local arrangements concerning the safeguarding of children and young people.
 - (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of school contexts.
- (C)
 - (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
 - (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- (C) Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.

Team working and collaboration:

- (P) Promote collaboration and work effectively as a team member.
- (P) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- (C) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- (C) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

OUR BACKGROUND

Thomas Aveling is a great place to work and develop yourself further. The support you receive from colleagues is amazing, both formally and informally. There is a great atmosphere in school where everyone shares in the success of others, wants the very best for our students and really does leave no stone unturned in our support for our students and each other. Please see our last two OFSTED inspections for an independent view of what we do at this marvellous school.

The Thomas Aveling School is one of seven secondary-modern schools in the Medway area. We were the first High School in Medway to be allowed to convert to an Academy as a single establishment; this enabled us to spend additional funds on the needs of our school and hence improve achievement faster. We have since merged with another local Academy Trust and are now one of 5 schools in the FPTA Academies Trust. This provides all staff with additional opportunities to mix with colleagues from other schools and take part in cross-Trust initiatives – providing an extra dimension to your development.

Through the selective system, the top 30 percent of potential students are admitted to local Grammar schools through Medway's selective process rather than to the secondary modern schools. Due to our excellent local reputation, we are regularly oversubscribed by a factor of 3 to 4 applications for every place in Year 7.

Our increasing success at Key Stage 4 (Progress 8 always in the top 20% of ALL schools nationally) has resulted in our Sixth Form expanding. Students are able to choose to study over 25 subjects, combining academic and vocational qualifications, this is further extended by our collaboration with the grammar school in our Trust.

Success in Level 3 courses has risen dramatically to 100% pass rate and average grade has risen from a U(!) to a C grade within the last 5 years, though we are now ambitious to crack into the B average! We have our first students applying to Cambridge this year with a very good prospect of being accepted.

The school draws its students from across the whole of the Medway area. The majority live in rented accommodation and the proportion from advantaged backgrounds is much lower than average. This is a school where you really do feel that you make a difference every day!

Please visit our website for a flavour of the soul of Thomas Aveling

OUR AIMS

- To embrace students of all abilities, enabling each one to achieve their very best
- To provide inspirational teaching and learning for the young people at our school within a caring environment
- To reward all achievements
- To offer challenging experiences
- To develop qualities of self-discipline, integrity, respect, honesty, trust and compassion
- To develop an effective partnership with all parents
- To encourage links with, and an understanding of, industry and commerce
- To prepare students for the responsibilities, opportunities and experiences of adult life

OUR RESULTS

Key Stage 4

Students achieving a Grade 4 or above in English and Maths = 73%
 Students making expected progress or better in Maths = 73% based on 3+ levels
 Students making expected progress or better in English = 75% based on 3+ levels

Key Stage 4 Results	2020	2019	2018	2017	2016	2015
No. of students entered for exams	182	182	176	183	168	180
% gaining 5+ 9-4 grades (A*-C)	75.8%	62.1%	61%	61.4%	73.2%	68%
% gaining 5+ 9-4 grades incl En & Ma (A*-C)	70.9%	52.8%	53%	50%	61.3%	57.7%
% gaining 5+ 9-1 grades (A*-G)	97.8%	98.9%	98.3%	98.9%	100%	98.2%
% gaining 1 9-1 grade (A*-G)	100%	100%	100%	100%	100%	99.8%

Key Stage 5

YEAR 13 ATTAINMENT	2020	2019	2018	2017
A*-B	36%	25%	25%	63%
A*-C	73%	60%	60%	83%
A*-E	99%	98%	99%	100%
APS – Academic	C+ 33.25	C- 27.74	C 29	C- 27
APS - Vocational	D 35.12	D 34.5	D- 33	D* 47

HOW TO APPLY

To apply, please complete and forward a School Application Form, together with a supporting statement of no more than two sides of A4, outlining your suitability for the role and stating how your qualifications and previous experience have prepared you for this position.

Your completed application should be returned to:

Mr P Jackson
Headteacher
The Thomas Aveling School
Arethusa Road
ROCHESTER Kent ME1 2UW

Or by e-mail to: jshelbourne@thomasaveling.co.uk

no later than:

9am on Friday 30th April 2021

Early applications are encouraged. We reserve the right to close the vacancy early if a suitable candidate is found

Interviews will take place shortly after the deadline