****

**Psychology Department**

**The Department**

The psychology department teaches psychology OCR GCSE at Key Stage 4 and OCR A Level at KS5. The subject is a very popular choice for students at both levels and the subject is well-respected across the school. Though our key aim is academic excellence within the subject, we also seek to inspire our students to become leaders and practitioners in health care, education, social care and business. Each subject leader in the economics and social sciences faculty is a valued expert; however, we work collaboratively in planning and delivering the best curriculum and learning experiences for our students.

**Facilities**

Our modern, spacious and purpose-built school is generously resourced. In our department, we have an ICT suite with 30 additional laptops and outstanding resources which enables us to deliver flexible and engaging lessons across all key stages. Our approach to the curriculum means that our resources, chiefly ‘student booklets’ are created and printed within the school. There are two classrooms that are dedicated to the teaching of psychology and a sizeable staff office that is shared with the sociology, health and social care and business departments.

**Staffing Structure**

There are currently 7 members of staff teaching across the economics and social sciences subjects.

**Psychology curriculum**

In key stage 4 we currently have 3 GCSE psychology groups (1 in year 10 and 2 in year 11) and students benefit from 6 hours teaching per fortnight. In A Level in psychology we have 4 A level groups (2 in year 12 and 2 in year 13). Each fortnight, our A level students have 9 hours of teaching.

**Extra-Curricular / Fieldwork**

The department offers a range of trips and visits as well as extra-curricular activities as part of our programmes. For example a visit to the “Bedlam museum” and the “Freud museum” takes place during the summer term.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. The CPD programme provided centrally within the school delivers regular and timely leadership and support for all subject leaders. It is a comprehensive programme that takes account of the needs of our students and teachers, as well as research informed approaches to teaching and learning. We work closely with the North Herts Teaching Alliance and are committed to supporting all teachers to improve their professional development.

****

**Person Specification**

**Head of Psychology**

|  |  |
| --- | --- |
| **Essential** | **Desirable** |
| **Qualifications** | |
| Psychology graduate with a good degree |  |
| Qualified Teacher Status |  |
| Ability to teach Psychology to KS4 and KS5. | Ability to teach either sociology or health and social care |
| Evidence of continuing professional development |  |
| **Professional Experience** | |
| Have ambition and vision for the performance of the faculty | Some experience of leading |
| Be an outstanding teacher of A level Psychology | Experience of teaching GCSE Psychology |
| Passionate about your subject |  |
| Enthusiastic and able to make teaching and learning in Psychology interesting and enjoyable |  |
| Good knowledge of and confidence in the use of student data to be able to get the best out of students at all levels of ability |  |
| Committed to comprehensive education and the entitlement of all students to succeed |  |
| Able to oversee and take the lead in developing the extra-curricular program of the faculty |  |
| Able to lead on devising suitable schemes of work |  |
| Motivate staff and build consistently high performing teams from both staff and students |  |
| Excited by opportunities to learn from colleagues, and also to share your expertise with them |  |
| Quality assure and evaluate faculty teaching practice |  |
| Committed to your own professional development |  |
| Committed to the important role of form tutor |  |
| **PERSONAL QUALITIES** | |
| Willingness to commit to extra-curricular life of the department |  |
| Willingness to actively support and contribute to the school’s ethos |  |
| Well organised and efficient |  |
| A good team player |  |
| Excellent communication and interpersonal skills |  |
| Approachable and flexible |  |
| Sense of humour |  |
| High personal standards – dress, conduct and presentation |  |
|  |  |

****

**Job Description**

|  |  |
| --- | --- |
| Job title | Curriculum Team Leader (Teacher) |
| Publication date | April 2021 |
| Postholder’s signature |  |
| Authorising officer’s signature |  |
| Reviewer |  |
| Review date |  |
| Status | Generic |
| Salary | MPS/UPS + TLR |

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **AREA** | **RESPONSIBILITIES** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher and SLT link |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject policies. * Undertake rigorous form tutoring, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject monitoring of student assessment and keep HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ Evenings, Review Days, Open Evenings, department meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and House systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager or Headteacher * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in Appendix B of the school’s Pay Policy. |
| **Specific TLR Responsibilities** | **Impact on educational progress beyond assigned students**   * Be responsible for leading and developing an ethos of improvement, team spirit and self-evaluation within the department. * Set and monitor subject targets, within whole school targets. Intervene and act as appropriate to ensure that subject and whole school targets are met. * Reflect on and evaluate the effectiveness of the department. * Monitor students’ behaviour, taking action as appropriate, and ensure that teachers adhere to procedures of the school’s behaviour policy. * Maintain an overview of parental contact, ensuring regular contact as needed. * Interrogate and use data to track individual student performance and progress, and that of specific groups of students, ensuring that students achieve at or beyond their target grades.   **Lead, develop and enhance the teaching practice of others**   * Ensure that schemes of learning are in place to ensure effective learning and teaching. * Use departmental meetings to share good practice, moderate and to cascade training. * Offer CPD to the subject team and across the school in an area of expertise. * Develop teaching strategies to engage all students and maximise their potential. * Embrace ICT as a resource for teaching, as a motivational tool for students’ learning and to facilitate the progress of each student. * Lead, coach and support colleagues (including NQTs, ITTs, GTPs, OTTs).   **Have accountability for leading, managing and developing a Subject**   * Lead, motivate, support and develop all colleagues * Undertake rigorous and effective performance appraisal for the departmental team, in line with school policy. * Undertake rigorous and effective subject self-evaluation within a planned cycle of regular observation/feedback to colleagues. * Update the Subject SEF as per school guidelines. * Identify subject development priorities and co-ordinate the writing and monitoring of the departmental action plan. * Be an agent for change, implementing whole school initiatives which support the raising of student attainment and achievement. * Lead innovation in learning by keeping abreast of subject developments, engaging with school-wide learning initiatives and leading these within the department. * Monitor subject and individual student targets and progress through assessment of planning, record keeping, marking, teaching progress, homework and assessment across the subject, maintaining a central record of baseline and subject assessment data and targets to monitor the progress of students and the effectiveness of the team. * Conduct an annual review of the curriculum offered at all levels. * Lead rigorous and effective subject meetings – identify the purpose, circulate an agenda and minutes. * Following each reporting cycle, check the standard of teachers’ reports, review assessment data and co-ordinate follow-up across the subject. * Following each student tracking session, review the outcomes and implement strategies as appropriate. * Manage the delegated budget for the subject in order to effectively resource the curriculum. * Participate in recruitment and retention of teaching staff for the subject. * Undertake any other subject responsibilities, as directed by the Headteacher/SLT. |