

# Head of Sociology

## Recruitment Pack



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## *Improving Outcomes Transforming Lives*



# WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

**Simon Garrill**

A handwritten signature in blue ink, appearing to read 'S Garrill', written over a light blue grid background.

**Chief Executive Officer**



# THE FOUR CRITICAL QUESTIONS

## WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



## HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



## WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



## HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.





# THE E21C BACKBONE

## MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

## CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

## ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

## SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

## QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

## CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

## WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

## TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

## BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

## SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

## PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

## OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



# OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

## SECONDARY SCHOOLS



11-19



11-19



11-19



11-16

## PRIMARY SCHOOLS



4-11



4-11



4-11



4-7



# CANDIATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

## OUR COMMITMENT TO YOU

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting** your privacy we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing talent** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

## WE WILL

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

## IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



# WELCOME FROM THE HEAD

Eden Park High School is an oversubscribed school in Beckenham. We were rated Good by Ofsted in 2021. Students were welcomed into our new, purpose-built premises in 2019 and we welcomed our first ever sixth form cohort in September 2022. I started as the Headteacher in the summer of 2022 alongside a new leadership team.



New schools are exciting places to work. Not only do they provide excellent facilities, but they also offer an opportunity to play an important role in creating something great. At Eden Park we are committed to *improving outcomes* and *transforming lives* and know that we can and will do this to an increasing extent in the coming years.

I continue to be impressed by the warmth, positivity, and professionalism of our staff. Our shared desire is to see our efforts translate into meaningful educational experiences that build confidence and purpose in all our students. Staff, students, parents and carers all recognise the recent progress we've made in achieving that aim and I endeavour to ensure we continue to do so.

As a staff team at Eden Park, we seek to nurture strong relationships with students and prioritise student wellbeing and personal development through an extensive enrichment programme. The environment here is about fostering students' thirst for knowledge and helping them develop into inquisitive young adults. There is an impressive array of specialist facilities, which supports a commitment to a broad curriculum. Eden Park offers a very broad range of courses at both key stage 4 and 5, and encourages students to find their spark, nurture their interests and aspire to become experts in their field.

Similarly, I expect for staff to make excellent progress and succeed whilst working with here. I prioritise professional growth and invest in opportunities for staff to enhance their knowledge and skills, as well as helping others to do so.

Working in schools can sometimes be tough but it's also hugely rewarding. With the support of kind, professional and respectful colleagues, Eden Park High School offers you the chance to join at an exciting phase in its young life. If you have the energy and drive to be part of something transformational, we'd love to hear from you.

**Stephen Butler**

A handwritten signature in black ink, appearing to read 'S Butler', written in a cursive style.

**Head Teacher**





# ABOUT THE SCHOOL

## Eden Park High School

Eden Park High School is a new school in Beckenham. We opened in 2017, moved into our purpose-built new premises in 2019, celebrated our first ever GCSE results in 2022 and have opened our new Sixth Form this September. With a new and expanded leadership team, this young school is starting an exciting new chapter as we build the culture, systems and teams that will see us expand further over the next two years and deliver an outstanding quality of education for the community.

We are currently recruiting exceptional teachers who want to be part of our journey of transformation. We want people who will share in our ethos and values and set a new standard of excellence and inspire young minds.

Much as we see our staff nurture the interests and talents of our students, we support the professional growth of our staff. You can expect the following unique benefits to enhance your working life:

1. Outer London Salary
2. State-of-the art facilities, including access to our new gym
3. Free onsite parking with electric charging points
4. Funded CPD courses including MAs and NPQs
5. Accredited training with recognised qualifications e.g. Outstanding Teachers Programme with Greenwich University
6. Staff CPD library and numerous opportunities to work across the Trust in one of our many working forums

This is an exciting opportunity for a diligent and self-motivated individual who can join our team as a high performing teacher. This post offers the opportunity to take a key role in the strategic direction of this new and growing school as well as being able to work with colleagues and shape provision across our Trust. The post holder will be making a strong contribution to promoting the school's high standards in all areas of school life.



# ABOUT THE ROLE

## Head of Sociology

Based at Eden Park High School

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative, and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

In joining Eden Park High School and the family of schools within E21C you will gain access to an unparalleled level of support and development in a forward-thinking school and trust.

We are seeking to appoint a well-qualified and inspirational Head of Sociology. The successful candidate will have an abundance of enthusiasm, skills and motivational attributes to nurture a passion for studying the Social Sciences at all levels of ability. The successful candidate will also have very high expectations of attainment for all and capable of encouraging all students to realise their aspirations through outstanding learning, teaching and support

The ideal candidate will maintain rigorous high expectations for staff and students alike. They will also be similarly passionate about their own learning and engagement with continuous professional development, recognising that meaningful learning is much more than what happens in the classroom alone and the importance of enriching the curriculum through meaningful contributions towards our broad extra-curricular provision.

You will have the opportunity to work with a talented team of like-minded leaders, teachers and a strong central team, all working together to build sustainable excellence in our schools

The successful candidate will:

- Join a forward-looking, high achieving school
- A school that offers a genuine opportunity for meaningful career development.
- A positive and supportive department of enthusiastic and motivated teachers, including TLR holders.
- Contribute to wider improvement of the school and trust
- Excellent career opportunities within the trust
- Be driven and committed to your students
- An excellent practitioner who is willing to challenge and be challenged





# JOB DESCRIPTION

JOB TITLE:	<b>Head of Sociology</b>
CLOSING DATE:	<b>9.00 am Friday 21 April 2023</b>
SALARY:	MPS/UPS (Plus TLR)
CONTRACT TYPE:	Permanent
LOCATION:	Eden Park High School
REPORTING TO:	Deputy Head Teacher / Head of Social Sciences

## JOB PURPOSE

All teachers at Eden Park High School are viewed as both leaders and managers of the academic and pastoral curriculum.

Definition of leadership is defined as: "Identifying and articulating the shared values of the school. Leaders then implement these values and the organisations' vision for the future through planning. At this school, leadership is not solely located behind one person's door. It is a shared, collective responsibility to lead the school in the formulation and implementation of its values. The school will seek opinions and canvass for involvement on strategic issues. It is expected that at this level of responsibility, the postholder is aware of the nature of leadership and contributes as much as possible."

Definition of Management is defined as: "Working with individuals and teams to achieve tasks. It is a means to an end. At the most fundamental level, every time we enter a classroom, we are managers of the learning process. Others have additional management roles. The point is simple: we are all managers of the education process."

## Head of Department

- To be accountable for leading, managing and developing the subject area.
- To raise standards of student attainment and achievement within the whole subject/curriculum area and to monitor and support student progress.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Principal.
- To teach the relevant subject across the age and ability range.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To effectively manage and deploy staff, financial and physical resources within the department
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.





## KEY RESPONSIBILITIES

### Operational/Strategic Planning

- To formulate, in conjunction with the subject team, an annual subject improvement plan that supports the school improvement plan and is based on rigorous review of subject performance data.
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the subject area, within the designated area.
- To contribute to the formulation of and subsequently the monitoring, evaluation and review of the faculty improvement plan.
- To ensure that health and safety policies and practices, including risk assessments are in line with national, local and school requirements.
- Curriculum
- To ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum that has high expectations of achievement for all students.
- To lead development of the subject and its delivery, reviewing it regularly in the light of school and national policies, as well the impact on achievement.
- People Management and Staff Development
- To build and recruit where required an effective team of motivated staff who share the school vision of high achievement for all students.
- To induct, guide and support all staff in the subject area, ensuring training needs are met, in liaison with Senior Leader responsible for CPD.
- To be responsible for the day-to-day management of all teaching and support staff in the subject area, including performance management in line with the school performance management policy.

### Teaching and Learning

- To be an outstanding role model for teaching, showing evidence that lessons are both planned and prepared.
- Marking, assessing, recording and reporting on student achievement in lessons.
- Using resources to ensure the development of each student in all aspects of the subject(s).
- Teaching in a manner according to students' educational needs, appropriate to our core values and ensuring the safety of students and others.
- Taking responsibility for a teaching area and providing up-to-date displays of students' work.
- A commitment to continued professional development.
- To maintain discipline at all times in accordance with the School's procedures.
- Student Outcomes
- To ensure the effective operation of target setting, monitoring and evaluation systems.
- To ensure the input and maintenance of accurate student data, making use of analysis and evaluating performance data, taking appropriate action to secure improvement.

### Pastoral

- To act as a Form Tutor and to carry out the duties associated with that role, including contribution to specific pastoral programmes of study, monitoring of attendance and punctuality, liaison with parents, internal and external agencies as appropriate.
- To ensure the behaviour management systems are implemented consistently in the subject area, so that effective learning can take place.





- School Ethos
- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the school.
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend school events such as Open Evening.
- To promote actively the school's policies.
- To adhere to the school's Dress Code.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the school's Safeguarding/Child Protection policies.
- To be aware of and comply with all school policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



## PERSONAL SPECIFICATION

	Essential	Desirable	Method of assessment
<b>Relevant Experience</b>	Evidence of successful involvement in teaching at KS3, KS4 or post 16, including recent developments in the teaching and learning of curriculum areas.	Involvement in key departmental development.  Strong involvement in whole school and extra-curricular activities.	Application form
<b>Qualifications</b>	Teaching Qualification Degree level in related subject	Evidence of other professional studies  Proven track record of achieving good results	Production of the Applicant's certificates  Discussion at interview  Independent verification of qualifications
<b>Experience</b>	Successful teaching experience at either school(s) or on main teaching practice  Track record of good or outstanding Lessons  Good understanding of effective and engaging teaching methods  Use of ICT for curriculum and administration purposes	Leading and managing a team  working in an all-ability school across the 11 to 19 age range  Raising levels of achievement, in value added terms, as demonstrated by results at the end of courses  Organising and delivering INSET	Contents of the application form  Interview  Professional references
<b>Skills</b>	Strong and methodical administrative skills  Positive student behaviour management skills  Excellent communication and interpersonal skills. Being able to communicate effectively, orally and in writing, with the leadership Group, other staff, students,	Willingness to take personal responsibility for further training and development  Excellent planning and organisational skills  Proven ability to make decisions and solve problems  Proven ability to lead and manage others to work towards common goals	Contents of the application form  Interview  Professional references



	<p>parents, governors, external agencies, and the wider community, including business and industry</p> <p>Chair meetings effectively</p> <p>Strong ICT competence</p> <p>Analytical and problem-solving skills</p>		
<b>Knowledge</b>	<p>Strong public presence Good communicator Ambitious and self-confident</p> <p>Student focused commitment Ability to inspire</p> <p>Knowledge of recent developments in the teaching and learning of the subject</p> <p>A clear educational vision</p> <p>Strong motivation and sense of initiative</p> <p>Open transparent work ethic Flexibility</p> <p>Role model for students and staff</p> <p>Seek support and advice when needed</p>		<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
<b>Personal competencies and qualities</b>	<p>Personal impact and presence</p> <p>Adaptability to changing circumstances and new ideas</p> <p>Genuine passion and belief in the potential of every student which is demonstrated by upholding a student-centred approach</p>	<p>Ability to act on own initiative and to work without supervision</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



	<p>Ability to work effectively supported by a member of the school team and to work as part of a team</p> <p>Holds high aspirations for children and young people and is passionate about providing learning opportunities for them which prepare them well for an adulthood which includes employment, independent living, good health, and community contributions</p> <p>Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people</p> <p>Be flexible to changing demands of the post</p> <p>Reflective thinking, learn from mistakes and focus on key points during time of challenge</p> <p>Confident and effective presentation skills</p> <p>Take pride in a job well done.</p> <p>A willingness to work flexible</p> <p>Excellent attendance and punctuality</p>		
<b>Equal Opportunities</b>	An understanding of and commitment to equality of opportunity		<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



<b>Additional Factors</b>	Ability to form and maintain appropriate relationships and personal boundaries with children and young people  Commitment to quality and diversity  Commitment to Health & Safety  Commitment to sustaining regular attendance at work		Contents of the application form Interview Professional references
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# HOW TO APPLY

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To apply please complete the application and equal opportunities monitoring forms [here](#) and send to [jobs@eph.e21c.co.uk](mailto:jobs@eph.e21c.co.uk).

## PROCESS TIMELINE

**Closing Date and Time:** 9.00 am Friday 21 April 2023\*

**Interviews:** w/c 1 May 2023

**Start date:** September 2023

[E21C benefits brochure 2022 October.indd](#)

[E21C Education for the 21st Century Trust - Working for Us](#)

**Completed applications and enquiries should be emailed to [jobs@eph.e21c.co.uk](mailto:jobs@eph.e21c.co.uk)**

For more information or to arrange a visit to the School, please contact the Head Teachers PA, Mrs Christine Drury, [chdrury@eph.e21c.co.uk](mailto:chdrury@eph.e21c.co.uk)

We look forward to hearing from you.

***Education for the 21<sup>st</sup> Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21<sup>st</sup> Century is fully committed to equality and to valuing diversity as an employer and a provider of education.***

\*We reserve the right to close this vacancy early should we receive an overwhelming response.





**Education for the 21st Century**  
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