

# Teacher of Psychology

## Trinity Academy

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### Teacher of Psychology

Responsible to:	AHT for Teaching and Learning or Head of Faculty
Salary:	CST pay scale
Start date:	1st September 2025
Hours:	Part-time (0.5 - 0.7 taught across three days) or up to full time with the potential for teaching a second subject.
Post:	Permanent

#### Purpose of the role

To embrace the mission and values of Trinity Academy, ensuring that **every** child achieves their absolute best by delivering outstanding teaching of Psychology.

#### Details of the role

Our mission at Trinity is to create a world class school. As such, we expect that all members of our community seek to become the best version of themselves, developing Head, Heart and Soul, so that our students will ultimately be successfully and happily employed in a career with prospects, as well as being citizens with a burning passion to serve their communities.

Our goal is to be a +1 school for progress - our approach to intent and implementation is with this continually in mind.

We believe that education has the power to change lives and communities and we constantly strive to improve our practice to allow our students to have the best outcomes, academically, pastorally and in their character.

In September 2021 we moved into our £24 million new building with state of the art

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classrooms and workrooms. You will join an outstanding team of teachers, committed to creating an inspiring curriculum delivered through exceptional teaching.

This is a critical moment for us as we continue to develop our 6th form provision and sit A levels for the first time. Co-planning, coaching and weekly professional development are all timetabled to ensure that you have the opportunity to be an exceptional practitioner in a world class department.

This is a unique opportunity to set up an A level curriculum. As such, we are looking for candidates who relish the challenge and opportunities of establishing a new A level provision.

This job description is based on the three foci of our school:

Head: a place of learning

The role requires you to

- plan and deliver highly academic lessons which implement curriculum intent and deliver excellent outcomes (both academic and pastoral) for all learners.
- treat time as precious, ensuring that all tasks and activities are clearly linked to intended learning – everything with a purpose, empowering those most in need.
- work collaboratively within your department and the wider team to ensure that underachievement is addressed quickly and effectively
- prepare appropriately for, and contribute to, all co-planning sessions and curriculum development discussions.
- regularly mark student work in line with your department making policy and give feedback that stimulates improved learning.
- engage fully in our culture of continual professional development and coaching, in which we encourage and challenge each other to be the best we can be.

Heart: A place of care and respect

The role requires you to

- care deeply for our young people and for everyone who makes up the Trinity community.
- be mindful of your own wellbeing and that of your colleagues.
- be a pastoral leader in any and every school context.
- be an agent of character development for all our young people.
- follow, support and model the implementation of the school's behaviour policy, including systems, routines and duties.
- care for our environments.

Soul: A place of engagement

The role requires you to-

- commit to the vision for the school and be proactive in contributing to our team in building a world class organisation for students, staff and our community.
- be involved in the co-curricular offer at Trinity by either leading or supporting after school clubs that offer breadth and depth
- be active in pursuing personal and professional development beyond your immediate role, seeking breadth of knowledge and experience, as well as depth.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.