



Alderbrook School
& Sixth Form
AMBITION | BRAVERY | KINDNESS

Alderbrook School Recruitment Information Pack





**Alderbrook School
& Sixth Form**
AMBITION | BRAVERY | KINDNESS

Teacher of Psychology and Sociology

***At Alderbrook, we exist so that every student can achieve,
belong and thrive – at school and beyond.***

This is a rare and exciting opportunity to join us as a Teacher of Psychology and Sociology from Sept 2026.

We are looking for a colleague who is passionate about inspiring and engaging our students, through their own love of Social Sciences. We would welcome applications from ECT's as well as more experienced teachers, who exemplify and share our Alderbrook values of Ambition, Bravery and Kindness. The ability to also teach Criminology is desirable.

Whilst our school is undeniably high achieving, we also pride ourselves as having built a renowned reputation locally for pastoral care and inclusivity. We are a truly comprehensive school in every sense of the word.

We are looking for a person who:

- is passionate about supporting and developing independent, confident learners
- is committed to inclusive education
- can sustain high quality teaching and learning
- is willing to actively contribute to all aspects of school life including our rich and diverse extra-curricular and enrichment programme
- holds the values of Ambition, Bravery and Kindness at the centre of everything they do

We are proud to offer:

- **hard working, engaging, enthusiastic** students who want to learn
- a **supportive and welcoming** staff and trustee board, who are familiar to staff and know our school well
- a highly **successful, ambitious** school - determined to build on the standards we currently achieve for all learners
- **consistently** high GCSE and A Level results, placed above local and national averages year on year
- a full commitment to - the professional development of colleagues
- a happy working environment where **staff wellbeing** is prioritised by school leaders
- a private **medical health plan** for staff (and their children who are in full-time education up to the age of 24)
- a **laptop** to members of teaching staff
- a **well-resourced** school with extensive grounds
- a **long established** record of low staff turnover.

As part of your application, please share the reasons why your application should be considered and why you wish to work with the students here at Alderbrook.

We will consider applications for both full time and part time hours.

Prospective candidates are welcome to visit the school or arrange a telephone call with us to have an informal chat. Please contact Mrs Anna Whittington on the email address below if you would like to book a visit or a call.

Applications are also available from the school website or from Mrs Anna Whittington at the school, by email or phone.

Tel: 0121 704 2146

E-mail: vacancy@alderbrook.solihull.sch.uk

Closing date: 9.00am Monday 12th January 2026

We can't wait to hear from you!

The School is committed to the safeguarding and welfare of young people. Pre-employment checks will be carried out in line with the Department for Education's Keeping Children Safe in Education Statutory Guidance.

Key Information Sheet

Visits to school

If any prospective candidates would like to visit Alderbrook, then we are offering tours on the following dates:

2.00pm or 3.30pm Wednesday 7th January 2026

2.00pm or 3.30pm Thursday 8 January 2026

The tours will offer the opportunity to have a look around our school and meet our pupils and staff.

To book a place on one of these tours, please email Mrs Anna Whittington at vacancy@alderbrook.solihull.sch.uk

Application process

Applicants must apply by no later than 9am on the closing date of Monday 12th January 2026. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Letter of application

Please include a letter of application with your application form outlining why you would be the best person to become a Teacher of Psychology and Sociology at Alderbrook. This should be addressed to Tom Beveridge, Headteacher, and should be no more than 2 sides of A4 and set to size 12 point font size. Applications should be emailed to vacancy@alderbrook.solihull.sch.uk

Selection process

Applications will be ranked against the person specification for the role and shortlisted applicants will be invited to interview. There may be a further shortlisting process on the interview day itself. Any job offer is subject to successful references, medical clearance and an enhanced DBS check.

Online check

In line with the Department for Education's Keeping Children Safe in Education 2025, an online search will be undertaken for applicants shortlisted for interview. This search will be carried out on publicly available online information and will not include social media searches. If any information is found it will be shared with the interviewee on the day of interview.

Pay

The salary range for the post is detailed on the job advert.

Alderbrook is committed to the principle of equal employment opportunity and as such we ensure that all applications are treated appropriately and fairly with decisions never made based on gender, sexual orientation, marital or civil partner status, gender reassignment, race, colour, nationality, national or ethnic origin, religion or belief, disability or age.

Job Description

Alderbrook School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	Teacher of Psychology and Sociology
Salary grade & hours	MPR Full-Time
Accountability	All staff work under the reasonable direction of the Headteacher or Deputy Headteacher with delegated responsibility. Accountable to: Head of Social Sciences

You are required to carry out the duties of a School teacher as set out in the Educational (School Teachers' Pay and Conditions of Employment) Order 2015 and as subsequently modified.

www.gov.uk/government/publications/teachers-standards

Within the School:

- i) to commit to the safeguarding of all students.
- ii) be an efficient and effective Form Tutor (if required) under the guidance and direction of the appropriate DOC and to teach aspects of the personal, social and health education programme.
- iii) to be a member of a duty team, when assigned, and carry out such duties punctually and efficiently.
- iv) to uphold school discipline and regulations as appropriate and to foster and promote equal opportunities in practice.
- v) to attend staff/parents' meetings as the Headteacher may reasonably require within the total directed time limit of 1265 hours per annum.
- vi) to participate in the appraisal process as laid down in the guidelines issued by the school, and to carry out those duties in a discreet and confidential manner and to commit continuing your own continuing professional development.
- vii) to support school policies and priorities as led by SLT.

Within the Curriculum Area:

- i) to teach high quality lessons across the age and ability range under the direction and guidance of the Head of Dept and to teach classes as designed within an agreed framework of syllabus and procedure including:
 - preparing lessons thoroughly and keeping accurate and current records of work set.
 - marking students' work promptly, thoroughly, carefully and in line with school policy.
 - keeping adequate records of students' progress and completing reports to parents\carers within agreed time scales and according to departmental/school policy.
- ii) to keep facilities, resources and equipment in good order promoting an atmosphere conducive to learning
- iii) to undertake some reasonable and specific responsibilities within the organisation/administration of the department. These to be dependent on interest/experience and to be agreed with the Head of Dept.
- iv) to give other such assistance as the Head of Dept / Headteacher might reasonably require from time to time and to foster close, collaborative and cooperative contacts with colleagues within the department and with colleagues engaged in cross curricular activities.

General:

- i) to perform any other related duty, the Headteacher may allocate within a reasonable work schedule.
- ii) to adhere to school policies & procedures

All jobs are subject to change and this job description may be reviewed annually or at any other mutually convenient time

Signed: _____ **Teacher of Psychology and Sociology**

Signed: _____ **Tom Beveridge (Headteacher)** **Date:** _____

Person Specification

Alderbrook School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	Teacher of Psychology and Sociology
Salary grade & hours	MPR Full-Time
Responsible to	Head of Social Sciences

	Essential	Desirable	Measured by
Education & Qualifications	<p>A degree level and post-graduate qualification in either Psychology, Sociology or a related subject.</p> <p>Be qualified to teach at KS5 in Psychology and Sociology.</p>	<p>Further Study</p> <p>Ability to teach Criminology.</p>	<p>Application, References</p>
Skills & Abilities	<p>Ability to demonstrate excellent classroom practice - to deliver consistently high quality lessons, well matched to the needs of different groups.</p> <p>Evidence of using creative and imaginative approaches in teaching.</p> <p>Willingness to keep abreast of new developments both within subject and within teaching and learning.</p> <p>Good interpersonal skills with high professional standards in all communications with students, staff, parents/carers and other stakeholders.</p> <p>Highly organised with effective time-management skills; able to prioritise appropriately, meet deadlines and pay attention to detail.</p> <p>IT literate</p>	<p>Enthusiasm for initiating enrichment and enhancement activities and events, which capture the interests of staff and students.</p> <p>Ability to contribute to the department's development plans.</p>	<p>References, Interview</p>

Experience & Knowledge	<p>Relevant classroom experience of teaching Psychology and/or Sociology.</p> <p>Up to date knowledge of the curriculum for subjects taught.</p> <p>Experience of planning and delivering innovative lessons</p> <p>Knowledge of a wide range of AfL and differentiation strategies for use with both SEND and Able, Gifted and Talented students.</p> <p>Awareness of current pedagogical issues.</p> <p>Pastoral experience of working with students.</p>	<p>Evidence of relevant in-service training.</p> <p>Subject / teaching and learning interests which complement and extend the expertise within the department.</p>	<p>Application, References</p>
Core Qualities	<p>Role model for students in terms of positive attitude, high levels of commitment, constructive communication, high standards of behaviour, appropriate dress.</p> <p>High expectations of all students and commitment to promote positive behaviour.</p>		<p>Interview, References</p>
Other Requirements	<p>Candidate will be appointed subject to an enhanced DBS check.</p>		
<div>Compiled by: Mrs G Hobbs, Deputy Headteacher</div> <div>Date: December 2025</div>			

About our School

Alderbrook is a thriving, successful and welcoming community demonstrating a common purpose – to ensure the very best for all of our students. The name is often abbreviated to ‘ABK’, and this affectionate nickname also demonstrates our school core values of Ambition, Bravery and Kindness. These three words really do exemplify what our school is all about, as all members of our community – students, staff, parents and trustees – embody these values. Our aim is to be ambitious, brave and kind in everything that we do, and we are proud to be a truly comprehensive school providing an education of a high quality for all our students.

We are committed to enabling all our young people to develop into happy, well prepared and confident adults, secure in the knowledge of the role they can play in their own development. We offer an extensive range of opportunities to stimulate and enhance the growth of our students into mature and responsible adults with a sense of purpose. At Alderbrook, we exist so that every student can achieve, belong and thrive – at school and beyond.

In the last Ofsted inspection in April 2023, the inspectors reported that *“Alderbrook school leaders and pupils share the same high aspirations”*, and that *“Pupils’ well-being is at the forefront of leaders’ vision, including pupils’ mental health”*.

We deliver a broad and challenging curriculum to enable students to gain a deep knowledge and understanding of the world around them. We are proud of our inclusive approach, which is informed by the principle that a stimulating and personalised education is an entitlement for every child. This is consistently reflected in our examination results which, year-on-year, are above national averages at GCSE and A Level and place us as one of the highest performing schools in the Borough.

However, Alderbrook is about so much more than academic success. We are passionate about our students becoming well-rounded young people who are prepared for life beyond school. We are incredibly proud of our comprehensive enrichment programme and recognise the importance of sport and creativity.

We couldn’t achieve any of this without our wonderful staff, so their happiness and well-being is essential. We have a well-established Staff Wellbeing Group, led by a senior member of staff, and we offer staff a number of different options and services to support their wellbeing. Furthermore, our Talent Management Framework supports the professional development of staff in all roles in school. Later in this pack you can read what our staff say about what it’s like to work here at Alderbrook.



What our staff say about working at Alderbrook ...

"Alderbrook is an amazing place to work because of the staff that work here! It feels like my second home where everyone supports each other. I love that Alderbrook puts its heart and soul into every single student; their growth & resilience, encouraging individuality and success. Staff welfare and camaraderie is also a core value of all staff and that's why I don't want to work anywhere else." Sally, Support Staff

"Alderbrook continues to be a place with a genuine heart and soul! The sense of camaraderie and support is incredible. As a professional, one can grow and develop here, with plenty of opportunities to try new things and take on new challenges. Most importantly, it's amazing to see how much our students appreciate the hard work that goes into teaching them, it's a real privilege to see them thrive and know that I have played a part in that." Raluca, Teaching Staff

"I thoroughly enjoy working at Alderbrook, because it is truly like a family. Every staff member is thoughtful and supportive throughout the whole school. The staff events are a great chance to get to know everyone and there are multiple throughout the year! I truly can't imagine myself working elsewhere because once you join, you are truly part of the Alderbrook family." Amber, Teaching Staff

"Alderbrook is an amazing place and I feel it is an incredible privilege to work here. What makes this school so special are the people- the staff and the students." Stu, Support Staff

"I am proud to have spent my entire teaching career at this school. Despite so many changes over time, we have always remained quintessentially Alderbrook because teachers have always been supported to teach in whatever way is stylistically suited to them. We are uniquely defined by an inordinate amount of personal investment and loyalty on the part of staff and a ceaseless commitment to building the strongest possible relationships with the young people we teach and care about dearly. Alderbrook remains a wonderful place to spend my working days." Richard, Teaching Staff

"I love working at Alderbrook because everyone is genuinely friendly and I can teach my subject properly as students want to learn. Alderbrook gives me a great sense of job satisfaction as I have been given professional development opportunities that I have never had anywhere else" Vanessa, Teaching Staff

"I'm proud to work at Alderbrook and be part of the Alderbrook school community. At Alderbrook, staff wellbeing is a priority and is at the heart of everything. All staff have access to regular training, comprehensive professional support and hybrid/flexible working initiatives which support and promote work life balance. I feel valued and empowered to thrive and succeed professionally whilst being supported by colleagues that care, making Alderbrook a great place to work." Claire, Support Staff

"I've been at Alderbrook for over twenty years because this is a school that truly invests in its people. At every stage of my career, I've been supported, challenged and encouraged to grow. Our leaders spot potential and help you realise it. Our ECT community is exceptional, and the opportunities to refine your craft are endless. It's the kind of place you join...and want to stay for the next twenty years!" Sita, Teaching Staff

"I like working at ABK because you are immediately welcomed into the school community and are part of a team that works extremely hard for all its pupils and its staff. You help, support and laugh with each other." Margaret, Support Staff

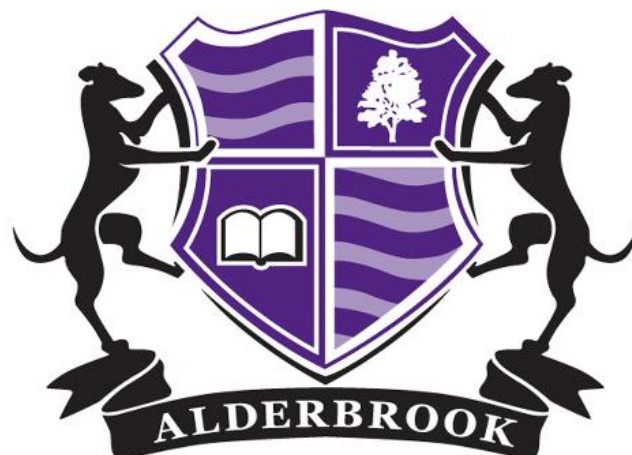
"Alderbrook restored my love for teaching. Staff and students are so proud to be part of the Alderbrook community, we have such a strong identity, and it really feels like being part of a big family. At Alderbrook you are really looked after and cared for." Megan, Teaching Staff

Our Commitment

- 1** Relationships are positive and transformational
- 2** A culture of wellbeing and development for all
- 3** A broad and ambitious curriculum for all students
- 4** Students, and particularly our most vulnerable, are at the heart of all we do
- 5** We work in collaboration with many schools serving one community
- 6** We work to eliminate discrimination and ensure equality of opportunity

Our shared vision is underpinned by a commitment to our values of ambition, bravery and kindness.

Ambition	Bravery	Kindness
<ul style="list-style-type: none"> We hold ourselves, colleagues, and students to the highest expectations. We deliver lessons that enable every student to succeed, never giving up on anyone. We show ambition through professionalism, high standards, and commitment to growth. We learn continuously, support one another, and engage fully in school life. We act with reliability, positivity, and a shared belief that together we achieve more. 	<ul style="list-style-type: none"> We take responsibility to become better, every day. We act with honesty, integrity, and courage, even when it's hard. We embrace challenges, step beyond comfort zones, and inspire others to do the same. We show resilience by learning from mistakes and encouraging others to take risks. We welcome feedback, seek help when needed, and work together to overcome obstacles. 	<ul style="list-style-type: none"> We treat everyone with respect, empathy, and warmth. We celebrate every success and recognise the value in every student and colleague. We act kindly each day, knowing our behaviour sets the example for students. We embrace diversity, show tolerance, and respect all cultures, backgrounds, and perspectives. We support one another by sharing, checking in, and going above and beyond to meet needs.



Additional Guidance for Applicants

Thank you for your interest in this vacancy at Alderbrook School. Please read these notes carefully before you complete your application.

Completing the Form

It is important that you fully complete the application form as it will be used by the recruitment panel to decide whether you will be invited to the interview/assessment process. The panel will compare your application form against the criteria listed on the person specification to see if you have all the essential skills, experience, qualifications and knowledge for the role. Where there are a lot of candidates who meet the essential criteria, the desirable criteria will be used to reduce further the number of candidates taken forward to the interview/assessment process.

This form may be typed or written by hand. If you wish to send your information in a different format this must be laid out in an identical format to the original application form. We do not accept curriculum vitae in place of an application form.

If you are completing the application form by hand please write as clearly as possible using black ink to enable the form to be photocopied.

Before you fill in the form:

- Read the job description and person specification carefully.
- Read any instructions carefully.

Relevant qualifications and training

When identifying qualifications, training and membership it is only necessary to provide details of those which are relevant to the position for which you are applying. The Person Specification will identify any qualifications required for the post so please use this as a guide to which qualifications you should include.

The job description should also be read in conjunction with this section as you may have had training which is relevant to the tasks identified for the role.

If invited for interview/assessment you will be asked to bring the original copies of your certificates with you.

Relevant Skills & Experience

This is the section where you must 'sell' yourself. All information provided within the application form is important to the selection panel but particularly the information you provide in this section. It will help to form the basis on whether or not you are selected to attend for interview/assessment.

Read the person specification and relate any experience to it. Ensure you mention any experience you have that is relevant to the job – whether from school or college, at home, in voluntary work, on work experience, through paid employment, or through your interests. If you do not have much work experience in an area, think about how you can tell an employer that you have the skills to do the job. For example, if you require report writing skills, you could explain how you researched a topic for your exam course work and had to write up a report of your findings. Also mention any skills you have which are required for this post. Again, use the person specification and job description to assist with this.

References

All applications require a minimum of two referees to cover the last 3 years of your employment and/or training, one of whom must be your current or most recent employer.

Personal references are only acceptable where applicants have never been employed.

Please note pre-prepared references are not acceptable.

As part of our commitment to safeguarding and the Department for Education's Keeping children safe in education statutory guidance, references may be taken up for shortlisted candidates prior to interview.

Ensure people are happy to provide a reference for you before including them as referees on the form.

Rehabilitation of Offenders Act 1974

Please declare any unspent criminal convictions or cases pending against you. Please note if you declare any unspent criminal convictions this will not automatically disbar your application.

What is a Spent Conviction?

1. Sentences of more than 2½ years can never become spent. Other sentences become spent after fixed periods from the date of conviction. For a custodial sentence, the length of time actually served is irrelevant, the rehabilitation period is decided by the original sentence and begins on the date of conviction.
2. The length of a rehabilitation period depends on the sentence as outlined overleaf.

SENTENCE	REHABILITATION PERIOD	
	People aged 18+ when convicted	People under 18 when convicted
Prison (immediate or suspended sentence) or youth custody of more than 6 months and not exceeding 2½ years	10 years	5 years
Prison (immediate or suspended sentence) or youth custody 6 months or less	7 years	3½ years
Fire/Community Service Order/Supervised Attendance Order	5 years	2½ years
Absolute discharge/Admonished	6 months	6 months
Probation after 5 February 1995	5 years	2½ years
There are 2 sentences for people under 21 for which there is no variation in the rehabilitation period according to age when convicted. These are:		
Borstal (replaced by youth custody in May 1983)	7 years	
Detention of 6 months to 2½ years	5 years	
Detention of under 6 months	3 years	
SENTENCE	REHABILITATION PERIOD	

Probation before 5 February 1995, Supervision Order, Conditional Discharge, Bind-over or Hospital Order under the Mental Health Act	1 year, or until the order expires (whichever is longer)
Attendance Centre Orders	1 year after the order expires
Orders imposing a disqualification, disability or prohibition	Until the Order expires

If the post you are applying for is exempt from the Rehabilitation of Offenders Act 1974 (i.e. requires a DBS check) you are required to declare any criminal convictions whether spent or unspent. If your application is successful, a provisional job offer will be made to you subject to an enhanced DBS check.

Monitoring Form

This information is requested for the monitoring of equal opportunities only. The information will be treated as confidential and will be used purely for monitoring purposes. It will not be passed to any third party outside of the organization, or the selection panel during the selection process, and no individual will be able to be identified by the information he/she provides.

Submitting the Application Form

Read through your application carefully to ensure you have completed it correctly and have included all the information required.

Be mindful of the closing date so that you ensure you submit your application before the vacancy closes.

If you have any queries regarding completing your application form please contact the School.

Please return the form to

Alderbrook School
Blossomfield Road
Solihull
B91 1SN

Email: vacancy@alderbrook.solihull.sch.uk