

# Briefing Pack for Applicants Teacher of Psychology



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## Section 1: Post Advertisement

**Post: Teacher of Psychology**

**Pay scale: Teacher PayScale MPR/UPR**

**Contract: Full-time Permanent – 1.0(FTE)**

**Start date: 1<sup>st</sup> May 2021 or as soon as possible after**

**Suitable for NQTs: Yes**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Chapeltown Academy joined the Trust in September 2020.

The post is a full-time position, 5 days per week. The successful post holder will join a team of staff who are committed and enthusiastic in realising the vision of the academy and ensuring the best possible outcomes for our students.

Candidates are encouraged to have an informal discussion about the role with Dayle Coe, Headteacher. Arrangements for this can be made by contacting Zoe Maw, Business Support Manager. [zmaw@chapeltownacademy.com](mailto:zmaw@chapeltownacademy.com)

**The closing date is 09:00 am on Friday 26<sup>th</sup> March 2021 and interviews will take place the week commencing Monday 29<sup>th</sup> March 2021.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Zoe Maw via e-mail:  
[zmaw@chapeltownacademy.com](mailto:zmaw@chapeltownacademy.com)

The application form and information pack are available on the academy website [www.chapeltownacademy.com](http://www.chapeltownacademy.com) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills, and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.

Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate

Thank you for your interest in this role and in our academy. Chapeltown Academy is a purpose built Post 16 academy which is based at Hydra Business Park in the heart of the community between Ecclesfield and Chapeltown.

The Academy provides A-level education with a personalised and caring ethos. We are immensely proud of our students and their achievements which have placed us at the top of the academic progress tables for North Sheffield and well above the national average. Our Ofsted report in September 2018 grade us as Good.

We are seeking a full time Psychology teacher. He or she will be responsible for the teaching of A-Level AQA specification Psychology. The post will teach the Y12 and Y13 Psychology classes as per the academy timetable which will be released later in the academic year. We would want the successful candidate to start on 1<sup>st</sup> May 2021 or as soon as this date as possible.

We are committed to staff well-being, training and development and we are excited to have joined Minerva Learning Trust in September 2020, which will provide further opportunities for our staff and students.

I look forward to receiving your application.

Dayle Coe  
**Headteacher**

## **Section 4: About Chapeltown Academy**

### **OUR VISION**

Our vision has four key pillars. We will:

- Increase aspirations to attend the world's best universities, and boost attainment at A-level through the provision of high-quality academic courses taught by passionate and enthusiastic teachers.
- Deliver a first-class yet diverse programme of extra-curricular opportunities so that students are able to realise their potential outside of the classroom as well as within it.
- Prepare students to be professionals by equipping them with an advanced set of 'soft skills' which are highly sought after by leading employers and will enable success in the world of work.
- Provide a close-knit, considered pastoral support network within the framework of the Academy to assist and support the transition from GCSE to A-Level and then from A-Level to their destinations beyond.

### **ABOUT US**

Chapeltown Academy is situated on the business park between Chapeltown and Ecclesfield in the north of Sheffield. The academy was established in 2014 to provide academic study programmes for local people aged 16 to 19 and to foster progression to higher education and apprenticeships. The academy enrolls students from a wide geographical area, with the great majority coming from Chapeltown, Sheffield, Barnsley, Rotherham and surrounding villages.

Our students follow a range of A-Level subjects in English, Maths, the sciences, humanities, computing, modern foreign languages, law, business, sociology and psychology. Most of the students at the academy are aged 16 to 18, with a small number aged 19.

Extra-curricular activities are a fundamental pillar of the Chapeltown Academy experience. We believe these activities build character and fitness whilst giving students the opportunity to develop additional skills, meet new people and try new things.

Our students are able to access trips and visits which provide the opportunity to explore subjects in depth in different contexts. This includes adventurous residential trips in the UK and abroad.

There are 28 staff employed at the Academy and, in September 2020, we joined Minerva Learning Trust which is a multi-academy trust in Sheffield supporting students in Ecclesfield School, Handsworth Grange Community Sports College, High Storrs School and Stocksbridge High School. The Trust employs approximately 750 staff and has over 5500 students.

We look forward to your application and thank you for your interest in our academy.

Further information about the academy including access to the full Ofsted Report can be found on our website: [www.chapeltownacademy.com](http://www.chapeltownacademy.com)

## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Teacher of Psychology
<b>GRADE/SALARY</b>	Teacher MPR/UPR
<b>HOURS/WEEKS</b>	Fulltime 1.0 FTE
<b>LOCATION</b>	Chapeltown Academy
<b>RESPONSIBLE TO</b>	Headteacher
<b>RESPONSIBLE FOR</b>	Not applicable
<b>PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"><li>• Carrying out the professional duties of a teacher as circumstances may require and in accordance with Academy policies, under the direction of the Headteacher.</li><li>• Ensuring the vision and values of the Academy are met.</li><li>• Receiving and acting on feedback to build on strengths and improve personal performance.</li><li>• Furtherance of the Academy's desire to provide high-quality, academic A-Level courses to students in an area not traditionally characterised by such provision to enable success at the highest level</li></ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>• First Aid trained (training will be provided).</li><li>• Relevant degree in Psychology</li><li>• Qualified Teacher Status</li></ul>

## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **MAIN DUTIES**

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

#### **Planning, Development and Co-ordination**

- To set challenging teaching and learning objectives which are relevant to all pupils' in their classes in line with departmental policy.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to pupils' learning.
- To plan opportunities for pupils to learn in out of school contexts.
- To produce long and short-term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of Psychology within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Psychology to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for Psychology and make recommendations in order to maintain and develop curriculum provision.

#### **Monitoring and assessment**

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn.
- To involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.



- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for pupils' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate.

### **Teaching and Class Management**

- To have high expectations of pupils' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

To be a Form Tutor when required to an assigned group of students, promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

## **SAFEGUARDING**

- To be aware of and work in accordance with the academy's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the academy community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the academy and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and academy policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Teacher of Psychology**

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND TRAINING</b>	
A good honours degree in a relevant subject	AF
A postgraduate degree in a relevant subject	AF
A recognised teaching qualification or willingness to acquire one in post	AF
<b>KNOWLEDGE AND EXPERIENCE</b>	
Awareness of strategies available for improving the learning and achievement of all students	AF/I
A good understanding of curriculum developments in the specific subject area	AF/I
Able to use a range of teaching and learning strategies	AF/I
An understanding of how Assessment for Learning can improve student performance	AF/I
Confidence in the use of ICT and how this can be used to enhance student learning	AF/I
Able to use student level data to raise standards	AF/I
Awareness of the importance of Safeguarding in education	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to actively participate in professional learning	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
<b>SKILLS</b>	
Able to work independently and collaboratively as a member of a team	AF/I
Creative in problem solving together with willingness to take on and try new approaches and ideas	AF/I
Ability to relate to students in a pleasant and sympathetic manner and to recognise potential Safeguarding issues	AF/I
Able to communicate both orally and in writing to students and their parents	AF/I
Able to contribute to the wider life of the school, including supporting events at evening and weekends	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I

A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice	AF/I

**Key:** AA = Assessed activity  
 AF = Application form  
 I = Interview  
 R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to spend a day visiting academy during which time they will have the opportunity to meet staff and students and see the academy at work. Interviews are likely to take place in the afternoon. \* Due to Covid-19 Restrictions Interview arrangements may vary from the normal process.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [zmaw@chapeltownacademy.com](mailto:zmaw@chapeltownacademy.com) by the closing date.

## **Section 8: Visitors to Chapeltown Academy**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapeltown towards Chapeltown. Take the exit onto Cowley Hill/A629 and turn left onto Nether Lane/B6087. At the roundabout take the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you drive through the site.

#### ***By Train***

Chapeltown station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you walk through the site. The Academy is just over a mile from the station.

### **Approaching from Sheffield**

#### ***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left-hand side. Continue for approximately 600 meters until reaching the T-junction with Chapeltown Road. Turn right then left at the traffic lights onto Nether Lane. Hydra Business Park is situated on the right-hand side as you travel up Nether Lane and you will see the entrance to the Academy as you drive through site.

#### ***By Train***

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left hand-side and you will see the entrance to the Academy as you walk through the site. The Academy is just over a mile from the station.