SERVICE BEFORE SELF

Carterton

COMMUNITY COLLEGE

# Teacher of Psychology, Child Development and Health & Social Care

Ofsted Good Provider

# Contents and Process

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# Teacher of Psychology, Child Development & Health and Social Care

**Carterton Community College**
**Full-time | Permanent**

**Start Date:** September 2026 (or earlier by negotiation)

**An exciting opportunity in a school on the rise**

Carterton Community College is entering an exciting new chapter under new Headship and a recently appointed Head of Faculty. With a renewed sense of purpose and ambition, we are on a journey of improvement and growth, placing **high-quality teaching, strong relationships and an enriching curriculum** at the heart of everything we do.

As part of this journey, we are redesigning our curriculum to ensure that all students engage in rich, meaningful learning experiences that inspire curiosity, deepen understanding and prepare them for future success. **Science and Social Sciences are central to this vision.**

**About the Faculty**

The Science and Technology Faculty at Carterton Community College is **successful, well-established and high-performing**. Despite this, we are very clear that improvements could be made and the student experience could be further enhanced, therefore we are seeking someone who is passionate about teaching these areas and impactful from the outset.

The team consists of **thirteen teachers and two full-time technicians**, delivering a broad curriculum from **KS3 to KS5**. We are proud of the breadth of course we offer at KS4 and KS5.

- **KS4:**
  - AQA Combined Science and AQA Separate Sciences (Biology, Chemistry and Physics).
  - Product Design
  - Hospitality and Catering
  - **Child Development**
  - **Psychology**
- **KS5:**
  - Biology
  - Chemistry
  - Physics
  - **Psychology**
  - Level 3 BTEC Applied Science
  - **Level 3 CTEC Health and Social Care**

Our post-16 courses are **popular and high performing**, with strong uptake and outcomes.

We place a strong emphasis on **staff wellbeing**, with faculty policies designed to minimise unnecessary workload. Our team culture is one of **support, collaboration and shared best practice**, with faculty meetings focused on planning, pedagogy and assessment rather than administration.

**Professional Development & Enrichment**

The faculty is deeply committed to **professional learning and evidence-informed practice**. We actively engage in educational research, including participation in the **EEF Teachers' Choice 'A Winning Start' trial**, and regularly explore current research, books and articles to inform faculty development.

We enjoy a strong partnership with **STEM Learning Oxfordshire**, benefiting from bespoke, bursary-funded CPD tailored to staff interests and development needs.

Beyond the classroom, we are passionate about enrichment. We look to run activities both in school and away to inspire students and raise the profile of the faculty.

**The Role**

We are seeking to appoint an **outstanding Teacher of Psychology, Child Development & Health and Social Care** to join our committed and forward-thinking team.

**This role will have a strong emphasis on:**

- **Psychology (KS5)**
- **BTEC Child Development (Level 2)**
- **CTEC Health and Social Care (Level 3)**

This is an excellent opportunity for an ambitious practitioner who is passionate about **Social Sciences** and keen to contribute to curriculum development and the strategic direction of the faculty.

**The Ideal Candidate Will:**

- Be an inspiring classroom practitioner with strong subject knowledge in **Psychology and vocational Social Science courses**
- Have experience of, or a willingness to teach, **BTEC and CTEC Level 3 qualifications**
- Be passionate about enriching learning beyond the classroom through trips, clubs and wider opportunities
- Be committed to inclusive practice, student wellbeing and high expectations for all
- Be eager to engage with professional development and evidence-informed teaching
- Be ready to play an active role in a collaborative and supportive faculty

**Why Join Carterton Community College?**

Our ambition is to **make school unmissable**. This calls for passionate, driven staff who believe in the power of education to transform lives.

While this role is both rewarding and challenging, it offers an exciting opportunity to join a school on a clear upward trajectory, where **new ideas are welcomed, staff are valued, and students are at the heart of every decision**.

Advert

**Start Date: 1st September 2026 or sooner if possible**

Carterton Community College is a rural college, with a real sense of community, bordering the Cotswolds and within easy commuting distance of Oxford, Cheltenham and Swindon.

We are seeking to appoint a qualified and dedicated Teacher of Psychology, Child Development and Health & Social Care to join our established science faculty. Passion, determination, and a focus to ensure every student has the opportunity to reach their full potential is essential.

You will play a pivotal role in supporting and enhancing the quality of teaching and learning across Key Stages 3, 4 and 5.

It is an exciting time to be at Carterton Community College – we are a good school and pride ourselves on embodying our values. In our recent Ofsted report inspectors found that our students make good progress and behave well, in a school where relationships matter and there is a strong focus on learning. They enjoy their lessons and fully invest in the school and happily rise to the challenge of our high aspirations.

We welcome applications from both ECT's and experienced teachers.

You will have a proven track record of improving progress and raising achievement at all levels and will strive to give students exciting and challenging curriculum opportunities.

The ideal candidate will be able to demonstrate:

- A thorough knowledge of Psychology, Child Development and Health & Social Care and wider curriculum developments.
- Excellent knowledge/experience of teaching this subject across Key Stages 4 and 5.
- Passion and dedication in delivering high standards.
- Experience in planning an appropriate and challenging curriculum.
- Ability to implement strategies to meet school development targets.
- Outstanding teaching and learning practice, with real enthusiasm for the subject.
- The ability to work as part of a team.
- The desire to have a positive impact on students' lives.

# Job Description

Responsible to: Head of Faculty

Scale/Salary: TMS/UPS

DBS Disclosure Level: Enhanced

## Job Purpose

- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and progress.
- To promote and safeguard the safety and well-being of all students and young people.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and Form Tutor where appropriate.
- To share and support the school's responsibility to provide and monitor opportunities for the personal and academic development of children and young people.

## Responsibilities

- Plan, deliver and evaluate consistently high-quality lessons that engage all students and help them to make progress in their understanding of your subject.
- Plan well-structured lessons that meet the needs of all pupils through effective structuring of tasks, so they provide challenge or support as appropriate.
- Ensure that pupils' progress is regularly and accurately assessed and that feedback to pupils is used both summative and formative to enhance the attainment and progress of all pupils.
- Ensure that standards of behaviour in classes support effective learning and take action to manage behaviour in accordance with the school's Behaviour and Engagement Policy.
- Show commitment and responsibility for own professional development and ensuring best practice in classroom teaching and learning.
- Provide extra-curricular opportunities that are an essential part of subject provision.
- Keep subject knowledge up to date.
- Contribute to the development of schemes of work and department resources.
- Contribute to preparing for changes to GCSE, A level syllabuses.
- Contribute to the implementation of new courses within the subject area.
- Attend Department and Year Team meetings as part of directed time.

## Other Duties

- To be familiar with and adhere to all School Policies.
- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and school policies; including raising concerns with the appropriate manager.
- To support the aims and ethos of the school and promote good relationships with students, colleagues and parents.
- To participate in the school's arrangements for appraisal, professional development, meetings cycle, quality assurance and internal verification.
- The performance of all the duties and responsibilities shown above will be under the reasonable direction of the Headteacher. The Headteacher or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support carry out the duties of the post.

The job description will be reviewed at least annually, and any changes will be subject to consultation.

# Person Specification

| Qualifications & Experience: | Essential | Desirable | Evidence |
|---|---|---|---|
| Educated to degree level or equivalent | √ | | AP&CT |
| Qualified Teacher Status | √ | | AP&CT |
| Enhanced DBS, Clearance for Prohibition Check + Right to Work in the UK | √ | | DBS |
| Recent and Relevant CPD | | √ | AP&CT |
| Subject Specialism | √ | | AP&CT |
| Experience | Essential | Desirable | Evidence |
| Ability to use IT effectively | √ | | AP&IN |
| Using data to improve pupil performance | √ | | AP&IN |
| High quality teaching to students of all abilities | √ | | AP,IN & RF |
| Managing student behaviour confidently | √ | | AP,IN & RF |
| Demonstrable experience of improving student outcomes | √ | | AP,IN & RF |
| Experience as a Form Tutor and/or Pastoral work | | √ | AP&IN |
| Skills | | | |
| Excellent communication and organisational skills | √ | | AP,IN & RF |
| Ability to promote the school's aims positively | √ | | AP&IN |
| Good interpersonal skills and the ability to work collaboratively | √ | | AP,IN & RF |
| Ability to organise and prioritise workload and work on own initiative | √ | | AP&IN |
| Commitment to personal career development | √ | | AP&IN |
| Ability to create a happy, challenging and effective learning environment | √ | | AP&IN |
| Knowledge and Understanding | Essential | Desirable | Evidence |
| The theory and practice of providing effectively for the individual needs of all children e.g. classroom organisation and learning strategies, behaviour management | √ | | AP&IN |
| Effective teaching and learning styles | √ | | AP,IN & RF |
| Developing schemes of learning | √ | | AP&IN |
| Monitoring, assessment recording and reporting of students' progress | √ | | AP&IN |
| Statutory National Curriculum requirements at the appropriate Key Stage, GCSE and A Level syllabus requirements | √ | | AP&IN |
| Responsibilities with relation to safeguarding pupils and related policies | √ | | AP&IN |
| The positive links necessary within school and with all its stakeholders | √ | | AP&IN |
| Personal Qualities | Essential | Desirable | Evidence |
| Desire to make a real difference to the outcomes of all our students | √ | | AP,IN & RF |
| Ability and willingness to work to get the best from all students | √ | | AP,IN & RF |
| Commitment, enthusiasm and energy | √ | | AP,IN & RF |
| Patience | √ | | AP,IN & RF |
| Willingness to be involved in the wider life of the school community and to support extra-curricular activities | √ | | AP,IN & RF |
| Emotional intelligence and empathy | √ | | AP&IN |
| Set a personal example which embodies ambition, independence and creativity | √ | | AP,IN & RF |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | √ | | AP,IN & RF |
| AP=Application Form, IN=Interview, CT=Certificates, OB=Observation and RF=References | | | |

**This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All aspects of the person specification will be tested at some part of the recruitment process. Should the applicant be shortlisted any relevant issues arising from references will be taken up at interview.**

## The Application Process

**How to apply:**

Prospective candidates are welcome to visit the school. Further details and an application form can be found on the school's website, TES website or DfE Teaching Vacancies. Only applications completed on the school's OCC application form can be accepted. OCC application forms must be returned to recruitment@carterton.oxon.sch.uk.

**Closing Date**: Sunday 12th April 2026

**Interview Date:** TBC

**Safer Recruitment Statement**

*Oxfordshire Schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post involves the type of work with children and young people that requires applicants to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post. All users are considered confidentially and according to the nature of the role and information disclosed.*

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