

Job title: Teacher of Psychology/Criminology

Accountable to: Head of Psychology

Main purpose of the role:

Purpose of the role: To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high-quality teaching and learning for which the teacher is accountable.

Responsibilities:

To assist the Head of Faculty in raising standards of teaching and learning across Psychology and Criminology by:

- **Planning** high quality lessons and delivering consistently good and outstanding learning opportunities for students
- **Identifying** and addressing areas for improvement within their own teaching and learning
- **Securing good outcomes** for all students as a result of good and increasingly outstanding teaching
- **Establishing** a culture that promotes excellence, equality and high expectations for all students
- **Carrying out the day-to-day duties of a classroom teacher on an exemplary basis in line with the School Teachers Pay and Conditions Document and Teachers Standards**

Teaching:

When directed by the Head of Psychology, support the monitoring and evaluation of the quality of teaching within the Faculty and contribute to the improvement quality of teaching by:

- Developing a high-quality ethos of learning amongst students based on high expectations and a shared vision
- To set challenging teaching and learning objectives which are relevant to all students' in their classes
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning
- To select and prepare resources, and plan for their safe and effective organisation, considering students' 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 implement and review the subject development plan in conjunction with line manager
- To deliver lessons via remote learning, as and when required

Monitoring, Assessment, Recording, Reporting, and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge
- Contribute towards the implementation of SEND provision plans as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets

- Assess students' work systematically and use the results to inform future planning, teaching and curricular development
- Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy

Professional Standards and Development

- Be a role model to students through personal presentation and professional conduct
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time
- Cover for absent colleagues as is reasonable, fair and equitable
- Be familiar with the School and Department handbooks and support all the school's policies, e.g. those on Health and Safety and Literacy/Reading
- Establish effective working relationships with professional colleagues and associate staff
- Be involved in extra-curricular activities such as making a contribution to afterschool clubs and visits
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
- Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare
- Be aware of the role of the Governing Body of the school and support it in performing its duties
- Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work
- Consider the needs of all students within lessons (and implement specialist advice) especially those who have SEND, PP or are High Prior Attainers

Health and Safety

- Undergo relevant First Aid training and update health and safety courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Professional development:

- To contribute to the maintenance and development of the school's ethos, values and overall purpose
- To use meetings to share good practice and cascade any training or new developments to the team

PERSON SPECIFICATION

Training Qualifications And Experience	
Essential	Desirable
<p>A good Honours Degree</p> <p>Qualified Teacher Status</p> <p>Experience of planning and monitoring the impact of Teaching and Learning and interventions</p> <p>Evidence of strong academic student achievement</p> <p>Evidence of ensuring high standards of teaching and learning</p> <p>Evidence of a sound knowledge of effective teaching and learning strategies</p>	<p>Evidence of further professional development/ Higher qualification e.g. MSc, PhD, NPQML, NPQSL, SLE status</p> <p>Experience of successfully developing aspects of teaching and learning strategies</p> <p>Experience of working in more than at least one school and improving students' outcomes</p> <p>Experience of exam board marking and assessment</p>
Professional Knowledge And Understanding	
Essential	Desirable
<p>Excellent Psychology/Criminology subject knowledge across Year 7-13</p> <p>An understanding of the importance of impactful teaching and learning</p> <p>Knowledge of the range of strategies which impact on students' progress and outcomes</p> <p>Evidence of excellent progress in own lessons</p> <p>To be able to evaluate good teaching and learning in other's lessons and provide supportive and constructive feedback to secure improved staff practice and student outcomes</p> <p>An understanding of the Ofsted framework.</p> <p>Knowledge of relevant associations and external bodies</p> <p>Knowledge of statutory responsibilities including safeguarding</p>	<p>Proven track record of improving the practice of other teachers outside of specialism.</p> <p>Membership of professional body e.g. Chartered College, CSciTeach, NATE</p>
Abilities And Skills	
Essential	Desirable
<p>Excellent teacher of Psychology/Criminology with consistently strong demonstrable student outcomes</p> <p>Ability to use assessment data to analyse students' progress to secure improved outcomes</p> <p>Ability to use comparative data to inform school improvement and intervention planning</p>	<p>Experience of working and leading on others beyond your own department</p>

<p>Show excellent time and management skills and analyse, prioritise and meet deadlines</p> <p>Ability to communicate effectively, both verbally and in writing, with a range of stakeholders, teachers; parents/carers and students</p> <p>Excellent interpersonal and organisational skills, ability to plan and prioritise time effectively</p> <p>Ability to hold others to account</p> <p>Ability to work collaboratively and effectively as part of the wider school team</p> <p>Ability to use IT effectively for teaching and leadership/management tasks</p>	
Personal Qualities	
Essential	Desirable
<p>A commitment to improving student outcomes</p> <p>Self- motivated and seizes the initiative</p> <p>Clear vision and moral purpose</p> <p>A commitment to own professional development and that of the whole staff</p> <p>A positive and resilient individual with drive, integrity and a cheerful disposition</p> <p>Ambitious and diligent professional who can motivate and inspire others</p> <p>Approachable, able to listen and reflect on the needs of the stakeholders</p> <p>Ability to actively 'live out' our school CARE values and ethos</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>The post holder will require an enhanced DBS</p>	<p>Desire for further career progression</p>