



John Kyrle High School & Sixth Form Centre

CANDIDATE INFORMATION PACK TEACHER OF PSYCHOLOGY



*New Style Academy
Specialist Technology College
Modern Foreign Languages College
Applied Learning College*

Headteacher's Welcome

Thank you for your interest in our school and the advertised post of teacher of psychology. I hope you find the information you require. You will get a flavour of our successful, popular and unique school which I am immensely proud to lead.

The school gained excellent examination results which have ranked amongst the best in its history at both GCSE and A Level. Outcomes are, once again, above local and national averages for attainment. Student progress remains strong for all groups of learners.

My mantra, shared with students, is that I want them to be 'Happy, Healthy and Successful'. The school's moto, Carpe Diem—Seize the Day—means that we do all we can to ensure students and staff enjoy their time in school. I believe that students have one chance at education and it is our job to ensure they have every opportunity to fulfil their potential



The school is fortunate with hugely committed staff keen to provide extra-curricular activities in a multitude of areas. These include music, drama, sport and opportunities to travel. We run regular skiing trips and biennial sports tour to Canada or South Africa. We liaise with partner schools in France and Germany. The sixth form undertake an annual visit to another partner school, Kisiki College, Namatumba, Uganda.

Additionally the school is involved in system leadership nationally. In my capacity as a National Leader of Education, and supported by colleagues in school who are qualified Specialist Leaders of Education, we work formally with schools, academy trusts and local authorities across the West Midlands and Gloucestershire.

I look forward to receiving your application.

A handwritten signature in black ink, appearing to read 'N. Griffiths'.

NIGEL GRIFFITHS

Headteacher



Our Heritage



John Kyrle High School and Sixth Form Centre is situated in the historic town of Ross-on-Wye, Herefordshire, which overlooks the beautiful Wye Valley. It gained technology-college status in 2002 with additional specialisms in MFL and applied learning. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure, yet challenged. John Kyrle converted to new-style Academy status on 1st January 2011.

The school takes its names from the great local benefactor, John Kyrle (1637-1724). He introduced a public water supply to the town, built a causeway to Wilton Bridge and reconstructed the unsafe 14th century spire of St. Mary's Church. He was praised by the poet Alexander Pope as the 'Man of Rioss' a title he has been known by ever since.

John Kyrle is a popular high school with an 8-form entry and caters for 1400 students, including 300 in the sixth form. Students are drawn from the town of Ross and the surrounding rural area. The school was formed in 1979 from the amalgamation of the existing Grammar and County Secondary schools. The school is located on the Ledbury Road about half a mile from the Market House and adjoining the dual carriageway.

The school is organized on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. Form tutors stay with their tutor groups from Years 7 to 11. Years 7/8 are overseen by lower-school heads of year but from Year 9 a new head of year moves through the upper school with his or her year group. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and a superb ICT facilities. Admission to sixth form courses is open but preferance is given to those students who achieve two grade 5s in subjects including English and maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of AS and A2 levels. The school is consistently in the top quintile for progress at KS4, and with 60% A*-B grades at A2, in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.



The school has excellent facilities, including sports fields, an all-weather sports surface, tennic courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a recently-opened music-technology suite and practice rooms, computer and business rooms, languages and scientific data logging laboratories, a gymnasium and an on-site sports hall, which are used extensively. There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. In 2015, a brand new £1.2m Maths Centre of Excellence was opened with 10 specialist maths classrooms and a shared study facility for A-level students and staff.

In it's latest 'Short' Ofsted inspection in March 2017, the school's grading of *Good* overall with *Outstanding* Leadership & Management, Pupil Behaviour and Safeguarding and Sixth Form from September 2012 were endorsed. The March 2017 inspeciation feedback letter commended 'strong senior leaders and an effective board of trustees'. It also notes:

- *Staff are proud to work at the school*
- *Pupils are well behaved, polite and friendly*
- *Because of excellent attitudes to learning and strong academic results, pupils are well prepared for life after school.*

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential. Our school motto is 'Carpe Diem' - sieze the day! We try to live up this motto every school day.

The Role

For the period 1st September 2021 to 31st August 2022, we are looking to appoint a full-time, graduate teacher of psychology. The successful candidate will join a forward-thinking department of teachers who are fully committed to innovative teaching methods, which motivate and engage all students.

Applicants must be able to teach across the whole ability range and should bring with them enthusiasm and expertise in the teaching of psychology up to KS5. The ability to teach a second subject in humanities, music or drama up to KS3 would be advantageous, but is not essential.

Applications from well-qualified NQTs are encouraged.

Candidates should complete the application form in full (black or typewritten please).

Your letter of application should include the following points:

1. How your expertise fits you for the post
2. Your views and beliefs on what makes a good classroom teacher
3. Your views and beliefs on the teaching of psychology

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Monday, 19th April 2021 (12.00 noon)**.

Shortlisted candidates will be invited to attend interview , dates yet to be confirmed.

The school is unable to directly inform candidates if they have been unsuccessful.

Department Profile

The social sciences department has three experienced graduate teachers, 2 psychology specialists and one sociology specialist. The department is overseen by one of the psychology teachers. We are a supportive team who work hard to share pedagogy and resources.

The department is split between three classrooms all along the same corridor of the sixth form area with good access to printing and photocopying facilities. All social science teaching rooms have a projector.

A-level psychology follows the OCR specification. We currently have three groups in Year 12 and three in Year 13. Psychology is a consistently high-performing A-level subject with 100% pass rate and 60%+ A*-B for the past five years running.

The department is a very enthusiastic and hard-working team, with a wide range of experience and strength. Every member of the team is committed to sharing, collaborating and planning the development of new ideas. We consistently strive for the success of our students every year.

Job Description

Responsible to: head of department (as teacher)/head of year (as form tutor)

Responsible for: the provision of a full and rich learning experience and support for students

Main Purpose of the role:

- to fulfil the “Teachers’ Standards”, as a teacher of psychology, working as part of a departmental and a pastoral team
- to inspire, motivate and challenge students through the development and delivery of an appropriately broad, balanced, relevant and differentiated curriculum
- to promote, monitor and support good student progress and development, academically and pastorally
- to ensure a learning experience which provides students with the opportunity to achieve their individual potential.

Principal Responsibilities:

A teacher of psychology at John Kyrle High School and Sixth Form Centre is responsible for meeting all the requirements as appropriate of the “Teachers’ Standards” and our career-stage expectations.

Teaching and Learning:

- to set high expectations which inspire, motivate and challenge all learners, within a safe, respectful and stimulating environment
- to promote and be accountable for good progress and outcomes by students, building upon prior learning and supporting students in reflecting upon their own learning
- to demonstrate good subject and curriculum knowledge, and a critical understanding of developments in these areas
- to demonstrate an understanding of and take responsibility for promoting high standards of articulacy and the correct use of standard English
- to plan and teach well-structured lessons, which make effective use of time and which promote a love of learning and intellectual understanding, and to reflect upon their effectiveness
- to set homework and plan other out-of-class activities to consolidate and extend the learning of students
- to adapt teaching to respond to the strengths, needs and stages of development of all students, using approaches which enable students to learn effectively
- to have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these
- to have a clear understanding of the needs of all students, including those with special educational needs, those with English as an additional language and those with disabilities, and to use and evaluate distinctive teaching approaches to engage and support them
- to make accurate and productive use of assessment, including the effective use of assessment for learning strategies and of data to monitor progress, set targets and plan subsequent lessons
- to manage behaviour effectively to ensure a good and safe learning environment.

Care, Guidance and Support:

- to be a form tutor and to promote the general progress and well-being of individual students and of the tutor group
- to monitor and evaluate the progress of students, and to liaise effectively with the head of year and parents/carers
- to register students, accompany them to assemblies, encourage their full attendance and their full participation in all aspects of school life
- to ensure that any concern of a safeguarding nature is dealt with immediately and in line with school policy.

Wider Professional Duties:

- to make a positive contribution to the wider life and ethos of the school
- to develop professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- to deploy support staff effectively
- to take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- to work effectively as a member of a team(s) and to contribute positively to effective working relations within the school
- where appropriate, to communicate with bodies outside the school
- to communicate effectively with parents/carers with regard to students' achievements and well-being
- to assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school development plan
- to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document, and/or any subsequent legislation
- to be a member of a duty team, when assigned, and carry out such duties punctually and efficiently.

General Information

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking or vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented efficiently within his/her areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

Person Specification

Post Title: Teacher of Psychology	
Essential	Evidence
Experience Ability to undertake teaching of psychology to all levels of ability up to KS5 Ability to teach a second subject in humanities, music or drama up to KS3 would be advantageous	Application Interview
Qualifications Good honours degree Qualified teacher status achieved by July 2021 Willingness to undertake INSET and continuing professional development	Application
Skills & Abilities Able to motivate students and raise achievement Able to work as a member of a team Organisational skills Interpersonal skills Communication skills Administration skills Ability to use a variety of teaching/learning styles Ability to fulfil the “Teachers’ Standards” Good classroom management/appropriate attitudes to use of authority and maintaining discipline.	Application Reference Interview
Other Ability to form and maintain appropriate relationships and personal boundaries with children and young people Willingness to participate in extra-curricular activities Knowledge of wider educational issues Clear understanding of equal opportunities Initiative Flexibility Enhanced DBS clearance	



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