

Teacher of Psychology/ Social Sciences

Harris Clapham Sixth Form

MPS (Inner London) + £2,000 Harris Allowance
+ Performance and Loyalty Bonus + Harris Wellbeing Cash Plan
+ Pension Scheme (LGPS) + Additional Harris Benefits

How To Apply

Please visit www.harriscareers.org.uk to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders**.

About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation**. We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual

academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

From Our CEO

We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.

We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.

The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.

As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as ‘outstanding’, and all of us are committed to growing our expertise and sharing it with each other.

*Sir Dan Moynihan
Chief Executive*

Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives. [Visit our website](#) to discover more.

Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

Job Purpose

Come and work with an inspiring community of students and help shift the trajectory of their lives.

We are not your average Sixth Form. Our job is to provide our students with an education that combines academic rigor with character education and the cultural capital our students need to thrive in their next steps. Sixth Form encompasses the step from childhood to adulthood and Harris Clapham Sixth Form enables the young people of South London to make that step successfully by offering an excellent academic and general vocational education.

Our emblem is the eagle, and we invite students to come as they are, and we will help them to fly. At the heart of everything we do lie our values of courage, confidence and commitment (we call this the Clapham Character). As well as a first-class academic experience, we know that students need to develop character to go on to be successful. We help them to develop the courage to step into the unknown and face new challenges, the commitment to their own future which they show through hard work and consistency and the confidence to develop as a leader.

A love of learning and a commitment to the transformational power of education is at our core. We not only aim to empower students with the knowledge and skills that they need to realise their potential, but also help them to develop as leaders and exceptional communicators who have the confidence to challenge and think critically.

The curriculum offers a broad range of facilitating A-levels and a small but high-quality suite of vocational qualifications, taught by outstanding subject specialists combined with a weekly programme of outside speakers; lessons in Cultural Perspectives; sport and supported independent study. Our opportunities for leadership development ensure that our students can make their mark on the world and to have the confidence and integrity to stand up for what they believe in and our PRSHE curriculum supports our students to develop resilience and empathy, as well as building fantastic university and career skills for their brilliant futures.

Our students have a strong sense of pride and benefit not only from excellent subject teaching, but a wide range of extra-curricular opportunities, including high quality tutorials that teach them all aspects of personal development, as well as careers advice and guidance and UCAS preparation. They also benefit from exciting enrichment opportunities and our cultural perspectives sessions.

By the time our students leave at the end of Y13, they are ready to make their mark on the world. They are ready to take on the challenges and opportunities that adult life brings, including attending the best universities and securing high quality apprenticeships.

We want our students to be hugely ambitious, to dream bigger and to realise their aspirations, with the help of great teaching, a rigorous curriculum and a fantastic extra-curricular offer that broadens horizons and sparks curiosity. Above all, we really believe our students are capable of anything, and we are relentless in supporting them to pursue their ambitions.

We are looking for a teacher for whom Psychology and Social Sciences comes first:

Someone who can:

- Teach enthusiastically and infectiously
- Make sure all students develop a deep understanding of and love for the subject
- Assess and intervene so that students reach the top grades

- Share a passion for pedagogy with other teachers, both within and outside psychology and social sciences
- Develop and adapt the classroom curriculum to meet students' needs
- Encourage students' self-confidence and a commitment to their future so that they see and seize opportunities for personal, professional and academic growth
- Guide, lead, monitor and support a group of students as a form tutor
- Contribute to a wider passion for learning and the enrichment curriculum.

Main Areas of Responsibility

Curriculum provision: intent, implementation and impact

- To undertake an allocated programme of teaching (the timetable)
- To ensure the delivery of a curriculum that is well sequenced and implemented effectively
- To place subject-specific vocabulary, knowledge and skills at the heart of the classroom curriculum
- To ensure all students produce high-quality subject-specific work
- To give feedback and support to all students in line with academy policies
- To have the highest standards of behaviour and attitudes
- To contribute towards student's personal development and preparation for life after school
- To role model spoken and written English.

Operational/Strategic Planning

- To assist in the development of appropriate schemes of work, resources marking policies and teaching strategies in the subject
- To ensure that the classroom curriculum is well planned and sequenced to help students learn the subject in a coherent and logical way
- To contribute to the subject development plan and its implementation
- To attend all appropriate meetings
- To contribute to the whole academy's planning activities.

Staff Development

- To actively take part in their professional development – keeping fully up to date with research, subject knowledge and subject developments
- To want to be a world class teacher
- To engage actively in the Performance Management Review/probation process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance

- To contribute to the process of monitoring and evaluation of the subject
- To accept and implement advice and guidance in relation to the role
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Management of Information and resources

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning
- To contribute to the process of the ordering, allocating and managing equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources.

Communications

- To communicate effectively with all stakeholders involved with the academy
- To follow agreed policies for communications in the academy, including the use of technology

Pastoral System

- To be a form tutor to an assigned group of students
- To promote the general progress and well-being of individual students/tutor group
- To liaise with the Assistant Principal to ensure the implementation of the academy's pastoral system
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To alert the appropriate staff to problems experienced by students and help resolve them
- To contribute to PSHE and Citizenship according to academy policy.

Other Specific Duties

- To adhere to the academy's dress code
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. This includes open evening and academy events.
- To support the academy in meeting its legal requirements for worship.
- To promote actively the academy's corporate policies.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.

Academy Ethos

- To foster and oversee the application of leadership skills across the subject area
- To undertake such other duties as may be required, commensurate with the level of responsibility of the post and in-view of this being a start-up academy
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies

- To adhere to the academy's dress code
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the latest DfE Guidance 'Keeping Children Safe in Education' and the academy's Safeguarding policy
- To be aware of and comply with all academy and Federation policies and procedures, those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

Person Specification

Attributes	Description	Desirable
Knowledge and Experience	<ul style="list-style-type: none"> • Graduate in relevant subject and DfE recognised QTS • Successful teaching experience at A Level and / or Vocational courses. • Understanding of theory/practice of effective teaching and learning. • Thorough knowledge of the specification for their subject • Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement. • Understanding of inclusive practices which offer equality of access to the curriculum for all, including special educational needs, English as an additional language and high achievers. • Knowledge and experience of curriculum planning and developing schemes of work/lesson plans • Understanding the importance of being a tutor. 	<ul style="list-style-type: none"> • Experience in Multi-ethnic urban schools. • A 2:1 or first-class degree • Examiner experience • Experience of working in an 16-19 school.
Skills and Abilities	<ul style="list-style-type: none"> • The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff. • The ability to create a motivating and safe learning environment. • The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school. • Strong communication skills both writing and speaking. • Ability to lead and manage own work effectively and take responsibility for own professional development. • Ability to carry out the job description. • Excellent time management skills and the ability to prioritise and meet deadlines under pressure. • Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning 	<ul style="list-style-type: none"> • Ability to use ICT incl. interactive white board innovatively • Knowledge and experience of curriculum planning and developing schemes of work/lesson plans
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the academy's overall vision for success at all levels. • Commitment to contributing to academy life as a whole and willingness to be involved with clubs and community projects. • A positive approach to hard work. • A positive role model for students. • Passion for teaching own subject specialism. • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure. • Awareness of and commitment to equal opportunities and valuing diversity. 	

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

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