



TEACHER OF PSYCHOLOGY

RICHMOND SCHOOL

Application Pack



**Richmond School
& Sixth Form College**

Being the best we can be



**Northallerton School
& Sixth Form College**

Being the best we can be



**Stokesley School
& Sixth Form College**

Being the best we can be



Richmond School & Sixth Form College

Being the best we can be

May 2022

Dear Colleague

Thank you for your interest in joining our team at Richmond School and Sixth Form College. This is an exciting time in terms of our development and a fantastic opportunity for a keen and talented teacher to help shape our future.

Richmond School and Sixth Form College is an exciting, forward- thinking, inclusive and caring place to work and study.

On visiting, there's an immediate sense that it is more than just a school, it is a community within a community and students, visitors, parents and staff often comment on the special 'buzz' they feel when they are here. It's hard to pinpoint, but it's a combination of many factors that unite to make this such a special place. Dedicated teachers, fabulous facilities, a wonderful heritage, a sense of belonging and incredible students all combine to make the school the exceptional place that it is. Our broad, rich curriculum and extra-curricular provision mean there is a genuine culture of constant improvement and going over and above for the students we teach and anybody appointed to this role would need to be of a similar mindset.

Students work hard to demonstrate and develop the school's six values - Creativity, Excellence, Independence, Resilience, Respect and Teamwork. Our values are integral to each child's education, both academically and in extra-curricular activities and they underpin everything we do. We encourage our students to apply these values every day. As a result of a positive culture and the rigorous application of our policies, students learn well and behave well. There is a calm atmosphere in the school and students tell us they feel safe and well supported.

I do hope the above inspires you to apply for the post being advertised.

I look forward to reading your application and to welcoming a creative and dynamic colleague to Richmond School. If you would like to know more about the school, please visit our website richmondschool.net and our short video [Transition - Richmond School & Sixth Form College](#) which will give you a flavour of the school. Our recent Ofsted inspection [report](#) also reflects this. If you have any questions about the role then please contact admin@richmondschool.net and they will guide your query to the most appropriate person.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J Potter'.

Jenna Potter
Headteacher

Department Information

A-Level Psychology is a popular A Level choice. There is always at least one teaching group in each of Years 12 and 13, and more often two. Outcomes for students have been consistently in the top 10% as compared to national with regard to progress. Many of our students continue their psychological studies beyond A-level, either via Psychology or in subjects that are likely to have psychological content such as Criminology, Forensic Science, Cognitive Neuroscience, Primary Teaching, Nursing and Sports Science. As a Sixth Form, we are rightly proud of the achievements of the Psychology department.

Psychology is taught exclusively in the Sixth Form building and forms an important part of the Sixth Form offer. The department teaches a two-year AQA course which is assessed via three external examinations.

Paper 1 Introductory Topics in Psychology: social influence, memory, attachment and psychopathology.

- ☐ How do parents influence our adult relationships?
- ☐ Why do people obey authority, even if that order is to kill another human being?
- ☐ Paper 2 Psychology in context: approaches in psychology, biopsychology and research methods.
- ☐ Can we explain human behaviour through our Biology or is it a result of the environment that we are exposed to?
- ☐ What happens when we go to sleep?
- ☐ What happens if we sever the link between the two hemispheres of the brain?
- ☐ Paper 3 Issues and options in Psychology: issues and debates, relationships, schizophrenia and forensic Psychology.
- ☐ Are we in control of our behaviour?
- ☐ Do birds of a feather flock together or do opposites attract?
- ☐ How reliable is our current diagnosis of schizophrenia?
- ☐ Is there a gene for criminality?

Job description

Post Title: Teacher for Psychology
Grade: Main Professional Range (MPR)
Reporting To: Assistant Headteacher
Contract Type: 0.4 fixed term
Contract Term: 1 year (from September 2022)
Disclosure Level: Enhanced

Purpose: To secure high standards of learning outcomes for all students at all Key Stages.

Teaching and Learning Responsibilities

- To have the highest expectations for all students. Lessons are appropriately challenging and have a clear purpose.
- To cater for the needs of individual students that they all can participate in the lesson and achieve the best possible outcomes. Students feel cared for, known and supported in a teaching and learning environment that reflects the values of the Areté Learning Trust.
- To role model the values of the school, for example to encourage students to learn from their mistakes and see setbacks as part of the learning process and to strive for excellence.
- To manage student behaviour so that all students learn in a supportive environment that reflects the values of the Areté Learning Trust.
- To use the school feedback system of Aim Higher Time to give planned and timely feedback so that students can act upon the feedback to help them improve.
- To record and report on the attendance, progress, development and attainment of students and keep such records as are required.
- To work as part of the department team in developing programmes of learning, resources and assessments as required.
- To be a reflective practitioner who continues to develop excellent subject knowledge and teaching and learning techniques.
- Additional Responsibilities - to participate in duties at break, before and after school as required.

We also expect teachers to complete all administrative tasks in a professional manner and to meet all the Teachers' Standards (updated 2013) as contained in the DfE document found here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

School Values

The post holder will subscribe to the notion that we want all members of our School community to value: Respect, Teamwork, Creativity, Excellence, Resilience and Independence.

General Information

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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 to provide a welcoming environment to visitors and telephone callers. The School 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.

All job descriptions are current at the date shown but following consultation with you may be changed by the Senior Leadership Team to reflect or anticipate changes in the job and to meet the needs of the School.

Person Specification – Teacher of Psychology

Qualities and Attributes	
Qualifications	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> A good quality degree in a related subject area <input checked="" type="checkbox"/> Qualified Teacher status or pending PGCE/QTS	<input checked="" type="checkbox"/> Evidence of recent CPD
Experience	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> A good first degree in Psychology or related subject – a 2:1 or 1 st class honours preferably.	
Knowledge and Skills	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Strong subject knowledge <input checked="" type="checkbox"/> An understanding of what makes excellent teaching and learning and the willingness to strive for this on a daily basis <input checked="" type="checkbox"/> Effective and imaginative use of resources, including new technologies <input checked="" type="checkbox"/> Good understanding of assessment and the ability to put this into practice <input checked="" type="checkbox"/> The ability to challenge students effectively so that the needs of all are met <input checked="" type="checkbox"/> The ability to develop students' literacy and numeracy skills through the subject area <input checked="" type="checkbox"/> An ability to forge good working relationships with staff and students <input checked="" type="checkbox"/> Efficient organisational skills, including the ability to meet deadlines <input checked="" type="checkbox"/> Knowledge and understanding of current developments in teaching within the subject area <input checked="" type="checkbox"/> Ensure that whole school policies are implemented consistently	
Personal	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Ability to work hard under pressure <input checked="" type="checkbox"/> Ability to manage time and prioritise <input checked="" type="checkbox"/> Ability to relate to and build relationships with students, parents and other members of the school community <input checked="" type="checkbox"/> Commitment to continued professional development <input checked="" type="checkbox"/> Commitment to contribute to extra-curricular activities and educational visits <input checked="" type="checkbox"/> Good attendance and punctuality record	
UPS Teachers - Qualities and Attributes	
ESSENTIAL	DESIRABLE
<input checked="" type="checkbox"/> Provide a role model for teaching and learning and make a distinctive contribution to the raising of student standards <input checked="" type="checkbox"/> Contribute effectively to the work of a wider network of colleagues Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning	

Support for Early Career Teachers (ECTs)

Areté Learning Trust have set up a comprehensive and supportive programme designed to support you with your transition both into teaching and into the Arété Learning Trust. Our superb ECT Programme is overseen by the Trust Lead Practitioner for Early Careers.

Our programme is run in conjunction with Red Kite Teaching Hub and in turn Teach First. From September 2021, all Early Career Teachers have a statutory entitlement to a two-year programme of support and development based on the Early Career Framework.

What we offer

- A wealth of experience in supporting early careers teachers
- A dedicated Early Career Leader to support you with the ECF
- Networking events with similar schools
- Flexible online and face to face training modules
- A dedicated and well trained specialist mentor who will take you through the ECF material and support your pedagogical skills development
- A subject buddy who will help with subject related aspects
- Pedagogical coaching opportunities
- An Arété Learning Trust community of year 1 and year 2 ECTs to share ideas and practices with
- An online tracker, aligned with the Teacher Standards, which you can use with your mentor for recording evidence and tracking areas/activities for development throughout the year

• Year 1 ECF programme (Teach First)

Rooted in research and our expertise, and backed-up by a range of tailored resources, Year 1 of the programme consists of six modules:

- Creating powerful learning environments.
- How pupils learn.
- How to plan and teach lessons.
- Supporting every pupil to succeed.
- Assessment and feedback.
- Planning a coherent curriculum.

• Year 2 ECF programme (Teach First)

In Year 2, teachers will:

- engage in subject/phase-specific learning and development
- develop their autonomy of learning
- choose from a range of career development modules; (including implementing research in the classroom, understanding the role of a career leader, understanding the role of a mentor and understanding the role of a middle leader).
- continue to benefit from instructional coaching sessions with their mentor

What our ECTs say:

"As a fully-supported ECT in a thriving, mainstream school, I have been given many opportunities to develop my subject knowledge as well as my teaching and learning practice. The level of support has been exemplary from my supportive, weekly mentor meetings and mini observations to liaising with and observing colleagues from a range of subjects. I have been given a broad range of opportunities to contribute to wider school life such as leading extracurricular and educational visits and mentoring students."

"As an early career teacher at Richmond School the level of support and guidance I have received has been outstanding. It has nurtured and provided me with the opportunity to develop into a multifaceted teacher who is able to draw upon a range of experiences and opportunities, such as: running extra-curricular activities, developing schemes of work and taking part in additional training. This has culminated in making me feel like I am a valued member of staff who is going to be consistently supported in my career at Richmond School."

APPLYING FOR A JOB WITH ARETÉ LEARNING TRUST

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Rehabilitation of Offenders

If the post you are applying for requires you to have a Disclosure and Barring Service (DBS) check you will be required to disclose full details of your criminal history prior to your interview. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants where the post involves access to children and/or vulnerable adults. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the authority. Any information given will be completely confidential and will be considered only in relation to this application.

Canvassing

You must not try to influence any staff members, governors or directors of Areté Learning Trust to act in your favour, as this will disqualify you. If you are related to a trust member, director, employee or governor you must indicate this in the relevant section of the application form.

How to apply

Please forward your completed application form to recruitment@aretelearningtrust.org stating the title of the post you are applying for in the subject box.

The closing date for receipt of applications is 9am on Monday 16th May 2022 with interviews taking place early the following week.