



North Oxfordshire Academy

The best in everyone™

Part of United Learning

Welcome to North Oxfordshire Academy

APPLICATION PACK

Teacher of Psychology & Sociology

Salary: Competitive United Learning pay scale FTE £35,000 - £51,000 per annum

Hours: 22.5 hours a week (3 days a week)

Start date: September 2026

Closing Date: Sunday 23 November 2025



North Oxfordshire Academy is seeking to appoint a Teacher of Psychology & Sociology

North Oxfordshire Academy seeks a passionate teacher of Psychology & Sociology to join our dynamic team. Whether you are an experienced professional or just starting your teaching career after gaining your QTS, we welcome you to apply!

North Oxfordshire Academy is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people are able to make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as **you**.

North Oxfordshire Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Confidence, Ambition, Respect and Determination, and will have a working knowledge of how these will apply within a Secondary Academy context and within the role itself.



North Oxfordshire Academy is a caring and inclusive school. Staff know the pupils well and, as one parent described, “They always put the needs of the children at the heart of everything they do.”

(Ofsted, November 2022)

A Letter From The Principal

Thank you for interest in joining North Oxfordshire Academy. I am lucky enough to have worked at NOA since 2011 and have seen first-hand how our community has transformed lives. I am very proud of our school and, most importantly, of the students and staff with whom we have the pleasure of spending each day. At the North Oxfordshire academy, we talk a lot about us being a family; a place where we all belong; all feel respected and an academy that supports children to be the very best version of themselves.

North Oxfordshire Academy is a place where students work hard to achieve their dreams. We believe that high quality academic outcomes are important, but our young people are so much more than grades. We develop character so our students become respectful, ambitious, and determined members of our community. We expect every member of the NOA community to work hard to pursue their dreams; relentless hard work builds character. We have an ambitious vision of providing our students with a world class education in character and academics. The reason North Oxfordshire Academy exists is to provide the very best life chances for our students. Our vision and mission keep us moving forward; we never settle and always want better for our NOA families.

I am often asked what I am looking for when I appoint great colleagues. I think the starting point is that you must love children and that you have the highest of standards. NOA students and families deserve the very best and I look to employ people who work with integrity and truly believe in giving service to our community. In short, I appoint people who I would want to teach and inspire my own children.

Working in a school is deeply rewarding but also requires resilience. At NOA we look after staff with sensible and well thought out wellbeing and workload policies. We know that to flourish at work we all must be fulfilled in our home lives; we strive to listen and act on feedback. Staff are well supported by United Learning in providing a rich professional development offer for both teachers and support staff. Alongside this the United Learning curriculum is well developed so that teachers and leaders have a wealth of planning support. United Learning provide all staff with more time, more pay, and more support so we can deliver the very best learning experience for our students and families.

I hope you have read this short introduction, and you feel aligned with our vision. I encourage you to come and see the academy `in action`; our wonderful students and staff are the real selling point, and I think when you meet them you will want to be part of the North Oxfordshire Academy family.



Mrs Ellie Jacobs, Principal

Why Work For Us?

The leadership of the academy is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Teachers at the Academy speak of this as one of the major benefits of working here.

In addition to this, teachers can expect:

- No formal observations.
- No lesson grading.
- A whole class marking policy.
- 3 extra INSET days per year - 8 in total.
- Collaborative team planning.
- No emails (except safeguarding) after 5.30pm and at weekends.
- Access to Westfield Health cash plan and rewards.
- Access to a Blue Light card.
- Frequent opportunities to give your feedback.



“The school’s curriculum is ambitious. Leaders have considered it in the context of their pupils’ aspirations. Consequently, leaders have introduced carefully chosen vocational pathways in key stages 4 and 5, which complement the broad range of academic courses.”

(Ofsted, November 2022)

Our Vision

To be an academy where students receive a world class education in character and academics leading to happiness and fulfilment in life.

Our Mission

We exist to provide our students with the best life chances in Oxfordshire.

Our Ethos

We engender a positive emotional climate where everyone is welcomed and valued. We believe that there are no excuses and no limits to what our students can achieve, and we work hard to maintain a relentless focus on high standards.

We believe that the five core values that best define North Oxfordshire Academy are:

CONFIDENCE

Definition: A positive belief in one's own abilities, qualities, and worth.

- The ability to interact with others positively and effectively.
- The ability to express oneself expressively and with fluency.
- The belief in your ability to succeed in a particular task or goal

AMBITION

Definition: a strong desire to achieve something.

- Aiming to achieve the highest possible outcome.
- Aspiring to achieve the best possible jobs, college, and university place.
- Offering leadership opportunities for all.

RESPECT

Definition: a quality shown through thinking and acting in a positive way.

- Respect for ourselves.
- Respect for others.
- Respect for the environment.

DETERMINATION

Definition: the ability to continue to do something, although it may be difficult.

- Embracing the challenges of learning at a high level.
- Not giving up during adversity.
- Supporting each other to achieve.

I have been working at North Oxfordshire Academy for over 10 years and I love working here; I feel greatly valued as a member of the team. There has been investment in me personally, I am praised for my achievements and motivated in my role and other roles by way of growth, the opportunities are vast!

Part of United Learning

North Oxfordshire Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum, and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.



"The school's culture is highly inclusive. All pupils are considered part of the 'NOA family'. Staff care that all pupils are happy and successful in all aspects of school life. Pupils understand that bullying, discrimination, and harassment are not acceptable."

(Ofsted, November 2022)

About Banbury

About Oxfordshire

Banbury's location offers the best of both worlds, with proximity to London and Oxford while still providing a peaceful country lifestyle. This balance of convenience and tranquillity makes it an appealing choice for those seeking a charming and well-connected community to call home.

Banbury Cross

The history of Banbury Cross is fascinating, with both the original High Cross and the current monument playing important roles in the town's heritage. The unique story behind the current Banbury Cross being commissioned for a royal wedding adds an extra layer of significance to this iconic landmark. It serves as a reminder of Banbury's rich history and the changes it has gone through over the years.



Castle Quay Waterfront

The Castle Quay Waterfront is an exciting new addition to the town's landscape, with its focus on creating a vibrant canal-side leisure destination. The development includes a cinema, supermarket, hotel, restaurants, and parking facilities. As Castle Quay Waterfront promises to bring a fresh dynamic to Banbury's entertainment and dining scene, attracting more people to enjoy this modern amenity.



Spiceball Country Park & reservoir

Spiceball Country Park offers a range of recreational activities and amenities for visitors of all ages, making it an ideal spot for families and nature enthusiasts alike. From leisurely strolls by the canal and river to engaging in outdoor play or enjoying a picnic in the serene surroundings, the park caters to various interests, ensuring a delightful experience for all who visit.

The Banbury Museum & Gallery

The Banbury Museum & Gallery offers visitors a comprehensive exploration of the town's history through its diverse exhibits and collections, spanning from the origins of the town to the present day. Situated conveniently next to the Oxford Canal and Tooley's historic boatyard, it provides an immersive experience for families

and history enthusiasts alike. With a variety of special exhibitions, events, and activities, there's always something engaging happening at the museum for all visitors to enjoy.

Broughton Castle

Broughton Castle located about 2 miles from Banbury, is a truly historic and picturesque estate with its moated fortified manor house, strong ties to the English Civil War, and its continued occupation by the Fiennes family. The combination of history and natural beauty, as seen in the formal gardens and park, likely makes it a fascinating place to visit and learn about.

Job Description and Person Specification

Post Title:	TEACHER OF PSYCHOLOGY & SOCIOLOGY
Purpose:	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students. To monitor and support the overall progress and development of students as a teacher & tutor. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To use the NOA assessment cycle to collect and report accurate student data and to share with all parties (including parents & carers). To implement appropriate interventions to enable all students to achieve their very best. To contribute to raising standards of student attainment. To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to:	Head of Sixth Form
Responsible for:	The provision of a full learning experience and support for students
Salary/Grade:	Competitive United Learning pay scale £35,000 - £51,000 per annum, based on experience
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
Teaching Responsibilities	<ul style="list-style-type: none"> To teach students according to their educational needs, including the setting and marking of work completed by the students. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. To assess record and report on the attendance, progress, development, and attainment of students and to keep accurate records as required. To ensure students develop strong analytical, evaluative, and research skills To provide, or contribute to, oral and written assessments, reports and to target set and provide references relating to individual students and groups of students. To ensure that ICT, Literacy, Numeracy, and the academy subject specialism are reflected in the teaching/learning experience of students. To maintain up-to-date knowledge of developments in Psychology and Sociology, integrating contemporary research and issues into teaching. To undertake a designated programme of teaching, plan, structure, and resource teaching and learning effectively. To ensure a high-quality learning experience for all students. To use a variety of delivery methods which will stimulate learning appropriate to meet all student needs and demands of the syllabus. To maintain discipline in accordance with the academy's Behaviour Policy, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. To undertake assessment of students as requested by external examination bodies, departmental and academy policies and to mark, grade and give written/verbal and diagnostic feedback as required. To implement the academy policies re: Homework. Be aware of and adhere to the teacher standards at all times.

Faculty Responsibilities	<ul style="list-style-type: none"> To develop appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in Psychology and Sociology. To contribute as a team member to the Curriculum Area and department's improvement plan and its implementation To plan lessons (and schemes of work) that allow all students to make outstanding progress using a wide range of pedagogical strategies To assist the Faculty/Subject Leader to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives and to the development of effective subject links with external agencies. To contribute to internal moderation, standardisation, and sharing of best practice within the department and across the trust.
Whole School responsibilities	<ul style="list-style-type: none"> To take part in the academy's CPD programme by participating in arrangements for further training and professional development including your own personal development. To engage actively in the Performance Management Review processes. To attend team and whole academy meetings in accordance with the academy calendar as required. To maintain up to date and appropriate records and tracking for students within your area of responsibility. To communicate effectively with the parents/carers of students as appropriate and where appropriate, communicate and co-operate with persons or bodies outside the academy. To be a Tutor to an assigned group of students, to register students and support students and to escort tutor group and attend academy assemblies To promote the general progress and wellbeing of individual students and of the Tutor Group as a whole. To support North Oxfordshire Academy's Wellbeing Strategy, by promoting & participating in activities, encouraging colleagues to access relevant health and wellbeing opportunities, and supporting the Wellbeing ethos of the school.
Other Specific Duties:	
<ul style="list-style-type: none"> To play a full part in the life of the academy's community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. To promote actively the academy's Policies & Procedures. To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate. To comply with the academy's procedures concerning safeguarding and to ensure concerns are reported in accordance with policy. To always comply with GDPR regulations. To undertake any other duty as specified not mentioned in the above. 	
<ul style="list-style-type: none"> 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 provide a welcoming environment to visitors and telephone callers. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students. 	
<p>This job description is current at the date shown, but following consultation with you, may be changed by the Principal to reflect or anticipate changes in the job which are commensurate with the salary and job title</p>	



"It should feel daunting starting a new job but my time at NOA has been positive from the start. Apart from the welcoming atmosphere from your colleagues, it is apparent that support is in place for you to do well. I have been thoroughly lucky to receive such support and mentoring within my job role."



Person Specification – Teacher of Psychology & Sociology

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
Qualified to at least degree level 2:1	E	A
Qualified to teach in the UK (QTS)	E	A
Right to work in the UK	E	A
Evidence of further in-service training	D	A
Further professional education qualifications	D	A
EXPERIENCE		
Experience of teaching in a school or education setting (secondary)	E	A/I
Knowledge of current educational developments in teaching and learning, particularly in relation to pupils with special educational needs	E	A/I
Knowledge of Planning, Assessment, Recording, and Reporting for pupils	E	A/I
To have knowledge and experience of working in a successful team	E	A/I
Knowledge and understanding of behaviour management skills and strategies	E	A/I
Good understanding of Safeguarding practice in schools.	E	A/I
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	E	A/I
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications	E	A/I

SKILLS, BEHAVIOUR AND PERSONAL QUALITIES		
Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge	E	A/I
Ability to manage and organise work effectively. This will include an ability to prioritise and manage time, work under pressure, and meet deadlines.	E	A/I
Good interpersonal skills including the ability to work as a member of a team.	E	A/I
Ability to use ICT both as a tool for children's learning and as a support to teachers' preparation and recording.	E	A/I
Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment	E	A/I
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress	E	A/I

Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement, and become successful independent learners	E	A/I
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	E	A/I
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally	E	A/I
PERSONAL QUALITIES		
Flexibility & Resilience	E	A/I
Calm under pressure	E	A/I
Accuracy and attention to detail	E	A/I
Ability to manage workload effectively	E	A/I
Willingness to share expertise and knowledge with others	E	A/I
Have a sense of humour, warmth, energy, stamina, and resilience	E	A/I



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