



TRC
THOMAS ROTHERHAM COLLEGE

Teacher of Psychology

Closing Date: 12 noon, Wednesday 8th February

Interview Date: Tuesday 21st February

Responsible to:	Head of Faculty Social and Earth Sciences
Responsible for:	Delivering effective teaching, learning and assessment
Salary:	Annual salary is on a 9-point scale starting at £28,000 to £43,685 (dependent on experience)
Working hours:	32.5 HPW (full-time)

Thomas Rotherham College is the only sixth form college in Rotherham, and the largest provider of academic level 3 qualifications in South Yorkshire. We have a tradition of achievement and aim to provide a future of opportunity to all our students.

An opportunity has arisen for us to recruit an enthusiastic and high-quality teacher to the Faculty of Social and Earth Sciences, capable of teaching both A Level and BTEC Psychology. Based at our Thomas Rotherham College site, the successful candidate will be student focused and will contribute to the continuing development of high-quality provision that requires an individual approach to each student's support needs and individual learning plan.

Candidates must be educated to degree level and hold a PGCE/PGCE Post 16 with QTS or another appropriate and equivalent teaching qualification. Candidates must also be able to evidence successful teaching experience with 16-18 learners and/or the ability to teach A Level and BTEC Psychology (L3).

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. We offer a positive working environment, we care about our students, and we care about our staff, all of whom know that and appreciate that.

The successful candidate will have the opportunity to be part of this, contribute to this culture and develop it further.

Closing date for receipt of applications is Wednesday 8th February at 12 noon. Interviews will be held on Tuesday 21 February. Applications are via our online application portal on our website at <https://www.inspiretrust.uk/thomas-rotherham-college-vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments. All candidates must complete our online application form in full.

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment. The Trust is an equal opportunities employer and operates a no smoking policy in all its workplaces. We undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.



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**Inspire Trust is committed to...
Educational Social Responsibility
We are committed to a value led
educational provision.**



Inspire Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School
- Inspired to achieve - Oakwood High School
- A tradition of achievement - a future of opportunity - Thomas Rotherham College

Underpinning this ethos, Inspire Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***



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Job Description and Person Specification

Main Purpose of Job

To deliver effective teaching, learning and assessment to students to ensure that they make good progress.

This post is based in the Social and Earth Science Faculty. All staff work in the interests of students and collaborate with each other to ensure the best possible outcomes for students. Duties are in line with the Professional Standards for qualified teachers and these form the basis of the job description below.

All teachers have a wider duty to develop the literacy, numeracy, employability and progression skills as part of our 16-19 study programmes.

We are looking to appoint an outstanding Teacher of Psychology to deliver effective teaching, learning and assessment to students in both A level and BTEC Psychology, to ensure that they reach their full potential.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities	A	L	O
To establish a safe and stimulating environment for students, rooted in mutual respect.	✓	✓	✓
To set goals and learning objectives both for individual lessons and for progress over time that stretch and challenge students of all backgrounds, abilities.	✓	✓	✓
To demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	✓	✓	✓
To be accountable for students' attainment, progress and outcomes and to set realistic targets for your performance based on these outcomes.	✓	✓	✓
To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.	✓	✓	✓
To guide students to reflect on the progress they have made and use feedback to develop strategies to improve.	✓	✓	✓
To demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	✓	✓
To have a full understanding of how to assess a student's needs and develop appropriate support strategies.	✓	✓	✓
To devise tasks and activities which encourage students to take a responsible and conscientious attitude to their own work and study.	✓	✓	✓
To have a secure knowledge of the relevant specialist subject(s) and curriculum areas and develop appropriate strategies that enhance the underpinning skills of their chosen subjects.	✓	✓	✓
To demonstrate a critical understanding of developments used in all subjects across the curriculum	✓	✓	✓
To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	✓	✓	✓



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To impart knowledge and develop understanding through effective use of lesson time, making every lesson count.	✓	✓	✓
To promote a love of learning and to develop students' intellectual curiosity.	✓	✓	✓
To reflect systematically on the effectiveness of lessons and approaches to teaching through the annual programme of action research.	✓	✓	✓
To develop a thorough and meaningful learning plan, for each student, that supports the student's needs and meets subject requirements.	✓	✓	✓
To have a secure understanding of how a range of factors can inhibit students' ability to learn, and to employ effective strategies to overcome these.	✓	✓	✓
To demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.	✓	✓	✓
To have a clear understanding of the needs of all students, 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 have a full understanding of how to assess the subject(s) taught, including requirements for final exams, coursework and other statutory assessment requirements.	✓	✓	✓
To make use of formative and summative assessment to enhance support and ensure relevance to subject.	✓	✓	✓
To use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	✓	✓
To have clear rules and routines for behaviour in teaching areas and take responsibility for promoting good and courteous behaviour both in teaching areas and around the college, in accordance with the college's behaviour policy.	✓	✓	✓
To have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	✓	✓	✓



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To manage groups effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

✓	✓	✓
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To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

✓	✓	✓
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2. Generic Duties and Responsibilities

Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).

Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.

All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

Establish constructive relationships and communicate with others (inside and external to the Trust).

Organise and support Academy and Trust events as requested.

Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications/Training/experience	Essential	MoA
PGCE/PGCE Post 16 / QTS or another appropriate and equivalent teaching qualification.	✓	AF/CQ
Degree level qualification.	✓	AF/CQ
Successful teaching experience with 16-18 learners, including the ability to teach A Level and BTEC Psychology (L3).	✓	AF/I
Awareness of current developments in the sector.	✓	AF/I
Evidence of continuing professional development.	✓	AF/I
Strong IT and Systems Skills. An ability to interpret and act on information from student data.	✓	AF/CQ/I
Evidence of success in leading improvement in student outcomes.	✓	AF/I
Record of successful dealings with staff, parents and students.	✓	AF/I
2. Skills and Aptitudes	Essential	MoA
Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs of a multi-cultural population.	✓	AF/I/R
Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✓	AF/I
Team-working skills – the ability to contribute to and implement decisions taken by the team to support and guide students to outstanding results.	✓	AF/I
Self-management – the ability to plan time effectively and to organise oneself well.	✓	AF/I
Effective problem-solving skills.	✓	AF/I
Positive attitude to working with students, staff and parents.	✓	AF/I
Approachable, enthusiastic and well organised.	✓	AF/I/R
Conscientious, honest and reliable and a sense of humour	✓	AF/I/R
A commitment to the Trust and Trust improvement.	✓	AF/I/R



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3. Mandatory Requirements	Essential	MoA
A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
4. Physical Requirements	Essential	MoA
Health and physical capacity for the role.	✓	I / R
A good attendance record in current employment, (not including absences resulting from disability).	✓	I / R
5. Effective Behaviours		
<p>Seeing the Big Picture: Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.</p>		
<p>Changing and Improving: Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.</p>		
<p>Making Effective Decisions: Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications</p>		



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Leadership: Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.

Communicating and Influencing: Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.

Working Together: Develop relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.

Developing Staff and Others: Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.

Managing a Quality Service: Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.

Delivering at Pace: Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.



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Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.

AF/I/R

Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.

AF/I/R

Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.

AF/I/R

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. Our Staff Wellbeing survey in February 2020 shows that we are in the top 10% of educational providers in the country in respect of how our staff view their wellbeing experience at work (all ratings are out of 5). We will continue to work with our staff body to improve and ensure that we remain a really good place to work; in line with this ethos the Trust became an Accredited Living Wage employer in September 2022.