

Welcome to Woodlands, a wonderful place to be.

**Application pack for the post of
Teacher of Sociology - Full Time/Permanent**

Application closing date
9:00am Friday 1st March 2024



ALLESTREE
WOODLANDS
SCHOOL

Courage | Optimism | Regard | Endeavour

"The curriculum in the sixth form allows students to study courses that meet their interests and aspirations. Teachers have good subject knowledge and provide supportive and timely feedback. Students enjoy positive relationships with their teachers."

"Students receive effective pastoral support during tutor time and personal development sessions. A carefully planned tutor programme is effective in developing students' understanding about themes including personal safety, healthy relationships and how they can stay healthy."

Ofsted March 2022

29 January 2024

Appointment of: Teacher of Sociology - Full time/Permanent
Start date September 2024

Thank you for your interest in the position of Teacher of Sociology at Allestree Woodlands School.

The successful candidate will join us at a very exciting time. We are at a highly developmental phase as we continue to raise standards further and ensure that we provide an excellent curriculum and learning experience for all of our students.

Our school is a very special place to work and be; staff universally refer to the warmth and supportive nature of the school and their colleagues. The importance of this is not to be underestimated. Working in schools presents many challenges and knowing that you are part of a team and that others are with you is vital.

We are an oversubscribed school with an increasing PAN, a very broad curriculum offer at all key stages and a thriving 6th form. We value sports, creative and performing arts and technologies alongside an academic core; our key objective is to ensure that all students can benefit from a knowledge-rich learning experience that develops qualities of courage, optimism, regard and endeavour. We are fortunate to have excellent facilities at our disposal and make good use of these for curriculum and enrichment.

If what you see and read appeals to you and you would like to play a part, we would love to hear from you. In return for commitment to us, the successful candidate will join a friendly staff, will receive excellent professional learning and training opportunities and will be able to feel that they do something important that changes lives for the better.

If you think that we sound like a school you want to be part of, please apply using the application form (CVs are not accepted), Please include a letter of up to 1200 words (arial font, size 12, outlining):

- a) How your experience to date has prepared you for this role.
- b) What you would bring to the team.

We look forward to receiving your application; by email to k.challands@woodlands.derby.sch.uk by 9:00am Friday 1st March 2024

Yours sincerely
Gemma Penny
Headteacher

Our Vision: Aspire & Achieve

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

CORE Values:

- Courage** – to be brave in the face of challenge
- Optimism** – to look for solutions and see positives
- Regard** – to care for and be kind to others and yourself
- Endeavour** – to work hard and persevere to achieve one's full potential



Our School

We are an inclusive secondary school in north Derby for over 1400 students aged 11-18 with

- a broad and balanced curriculum in years 7-11.
- a wide educational offer in years 12-13.
- a great range of extra-curricular opportunities in sports, technology and the creating and performing arts.
- excellent facilities and outdoor space.
- provision for those with additional needs including an enhanced resource facility for the hearing impaired.

What does this look like?

- People who are inspired, dream big and are self-motivated to strive to achieve their best
- Across all subjects, students including those who are disadvantaged and those with Special Educational Needs & Disabilities progress in line with national averages or better.
- A regularly reviewed, inspiring curriculum that is relevant to our students and society, encouraging them to expand their horizons.
- Wide enriching experiences within and beyond the classroom, leading to personal growth.
- A thriving sixth form integrated into the school community.
- Students well equipped for their next steps after Allestree Woodlands School.
- A professional learning community where staff are supported to develop continuously their expertise and skill.
- A climate that encourages personal wellbeing and good mental & physical health, encouraging positive relationships with support structures including peer mentoring.

- A refusal to accept discrimination; promotion of cultural diversity, British values and the acceptance of difference.
- A school community including (but not limited to) students, staff, parents, carers and alumni that celebrates success for all, where all voices are heard, fostering a sense of pride and belonging.
- Aspiring to lead by example in our care for the environment and move towards being a carbon neutral school.
- Broad engagement, partnership and collaboration within the school and across the community including with other schools, employers, parents and carers.
- The school of choice for the families in our catchment and wider community.

Enablers

- Safeguarding – we are committed to safeguarding, promoting the welfare of our students and expect all our staff, governors and volunteers to share this commitment.
- Staff – we aim to have the best possible teaching staff, support staff, leaders, governors and volunteers to enable our students to achieve their full potential.
- Relationships – a clear understanding of expectations, consistent implementation supported and maintained by all.
- Wider community – engaged and supportive parents and carers with effective two-way communication.
- Facilities & Financial responsibility – buildings, IT, website and subject specific facilities that enable the curriculum and wider development of our students within a balanced and controlled budget.

Staff Wellbeing & Benefits

Health and wellbeing services

Counselling
You are not alone – it's time to talk
The most comprehensive counselling service with seven sessions as standard, and the option for an extension all delivered within a five-mile radius of your home address

Financial Wellbeing Coaching
Worried about the cost of living crisis?
Efficient coaches will share some tips and resources to support your health and wellbeing and kickstart a whole new approach towards how you manage your finances

Menopause Counselling
Menopause matters
A healthcare professional will provide that safe space to explore your own personal transition through the menopause and aid the management of your symptoms

Nurse Support Services
Here to listen, here to encourage
The service is delivered by experienced, registered nurses who understand the physical, mental and emotional needs of those affected by an accident, serious illness or trauma

Stress Coaching
Focusing on the mind, not just the body
Certified coaches will work with you to provide support and guidance to balance busy work life pressures

Physiotherapy
Break free from your pain
The nationwide network of physiotherapists provides effective and efficient therapy on a face-to-face basis at times, dates and locations convenient to you

24/7 GP Service
By your side around the clock
The service gives you the flexibility to have a consultation with a General Practitioner by phone or video call



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AWS WELLBEING CHARTER

1) CORE VALUES



- We encourage staff to have regard for themselves and others and to make positive choices for their own wellbeing.
- School will signpost where help is available within school
- School will provide access to confidential counselling, coaching or supervision where necessary.

2) WORKLOAD



- Headteacher, SLT and Directors will seek to reduce the burden on staff at pressurised times.
- Duplication of work is to be avoided.
- Team meetings are to be purposeful, have a clear agreed agenda, be recorded via brief minutes, and stick to time.
- Staff are trusted to exercise professional judgement when making choices about when they work to suit their personal circumstances.

3) CULTURE AND BEHAVIOUR



- Leaders will be supportive of all staff in carrying out the school's behaviour policy.
- We seek to create a relational school where people can learn from mistakes; this means that we avoid a 'blame culture' and strive for openness so that adults and students alike can grow and thrive without needing to achieve perfection.

4) DATA COLLECTION AND REPORTING



- Data collection windows will be an appropriate length
- They will be published in advance to aid planning and enable support staff to undertake their administrative roles effectively.
- We will use the most effective methods to report to families.



5) COMMUNICATION

- We encourage staff to speak in person wherever possible to avoid miscommunication.
- There is no expectation that staff respond to emails immediately outside of their agreed normal working hours.
- We ask all staff, including leaders, to limit sending large group emails and to think carefully about using the 'reply all' function.

6) ASSESSMENT, MARKING AND FEEDBACK

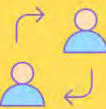


- The prime aim of feedback is to ensure the child knows what and how to improve; no specific approach to this is required.
- Superficial, tick box activities are discouraged
- There is no need to indicate that verbal feedback has been given

7) LESSON PLANNING

- Teaching staff are not expected to submit lesson plans for scrutiny.
- Collaborative planning of curriculum plans, schemes of work and resources is actively promoted and encouraged.
- Leaders of curriculum will prioritise approaches that reduce the need for generic planning, thus freeing teaching staff to plan to meet the needs of each teaching group

8) CHANGE MANAGEMENT



- When implementing change, consideration will be given to implications on staff workload and wellbeing.
- Wherever possible, the rationale for change will be explained to staff; strategies will be evidence informed.
- Opportunities for staff to access and engage with CPD to develop and enhance career progression will be supported by the school

Location and Facilities

A beautiful and functional space for everyone joining Woodlands.

We have wonderful, modern facilities including science laboratories, specialist classrooms, music rooms, a drama studio, technology rooms and an Atrium with Café.

All the classrooms are spacious with good natural light and equipped to a very high standard across all our curriculum areas. We are constantly upgrading our ICT provision and further enhance our teaching and learning with a well-stocked library, staffed by dedicated library staff within the Learning Resource Centre.

Our school is named Woodlands for a reason – we are surrounded by trees and green spaces and are fortunate to have extensive outdoor spaces for students to play and relax.

A high quality learning environment is very important to us, and we strive to maintain our grounds, buildings and facilities to high standards.

In addition we have a modern sports hall, fitness suite, swimming pool, two floodlit all-weather pitches, extensive sports fields and state-of-the-art theatre facilities – all of which we also use to support our partner primary schools and the surrounding community.



About the Faculty

Humanities

This is an excellent opportunity to join a well-established and successful faculty which values the contributions of each member of the team. The Humanities team works within a professional, enthusiastic, supportive and collegiate framework based on the school's CORE values. It is made up of eight discrete subjects with geography, history, ethics and philosophy taught to 11 – 18 and politics, sociology and psychology taught in Post-16.

The Humanities Faculty is situated in a suite of rooms in close proximity to one another. We have an ethos of 'all-ability' teaching which aims to get the very best out students and therefore there is no setting of classes. Curriculum development and sharing of good practice is an integral part of our approach to developing teaching and learning. Colleagues are encouraged to lead the development of teaching and learning approaches both within the faculty and across the school.

Sociology and Psychology are very popular and successful A level courses that have established themselves as integral elements of the Sixth Form provision. Both follow the AQA A level specifications which we have found are most suitable and challenging for our intake. Many students choose either of these subjects to be their major A level subject, with many combining both Sociology and Psychology. As a result, year on year, considerable numbers of our students pursue social sciences courses in higher education establishments.

The foundation stones for learning for both Psychology and Sociology are laid by the faculty in Key Stage 3 with Geography and History being taught for 2 hours per week each whilst Ethics and Philosophy is taught for 1 hour per week. At GCSE all Key Stage 4 subjects have 5 hours per fortnight and Post-16 subjects have 10 hours per fortnight.

We have a proven and lengthy record of success and for positive student achievement. We believe our success is due our fantastic students, a very hardworking team and the excellent relationships we build with pupils, based on the school's CORE values.



Job Description

Post Title: Teacher of Sociology
Post Grade: Teachers Main or Upper pay scales Line
Manager: Director of Humanities

Role Summary:

- Undertake teaching responsibilities particularly in post 16.
- Be a form tutor, take a care and guidance responsibility within the school and teach Personal, Social, Health and Citizenship Education (PSHE)
- Contribute to the development of sociology within the Humanities Faculty.
- Work in accordance with the statement of the School's Values and Aims and the School's Improvement Plan.
- Maintain an effective learning environment in and around the teaching base.

Responsibilities

• The Teacher will be accountable to the Leaders of Humanities, the Senior Leaders and the Headteacher

• Fulfil and demonstrate the Teachers’ Standards

• Fulfill those professional duties as contained in the current School Teachers’ Pay and Conditions Document

• Become familiar with statutory orders and any other legislation relevant to the subject area or wider school areas such as safeguarding.

• Plan and teach lessons to meet the needs of all the students in your classes and enable effective learning.

• Plan and deliver effective PSHE lessons and tutor time programme.

• Manage student behaviour in your classroom and around the school by promoting and building positive relationships and dealing with any issues that arise in line with school policy.

• Treat students as individuals, call them by their first name, greet them at the start of lessons and make them feel welcomed.

• Regularly evaluate students’ progress by assessing their work, and providing feedback in line with school expectations and engaging parents/carers as appropriate and responding to their concerns.

• Contribute to the development of resources and student assessment and tracking within the curriculum faculty.

• Take an active role in collaborative activities within the Humanities team including planning, assessing and moderating.

• Support the delivery of cross curricular developments.

• Play an active part in faculty, subject and staff meetings.

• Give general support to school activities.

• Promote the ethos and values of the school particularly the CORE values of courage, optimism, regard and endeavour as attributes we appreciate, demonstrate and develop.

• Undertake professional duties that may be reasonably assigned by the Headteacher.

Safe Working Practices for Adults working with Children -

It is the responsibility of each employee to carry out their duties in line with Allestree Woodlands School's ethos and culture of safe working practices for Adults working with Children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

Freedom of Information Act and Data Protection Act -

The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

Equality and Diversity -

The post holder will be required to comply with and maintain awareness of Allestree Woodlands School's policies relating to Equality and Diversity.

Health and Safety -

The post holder must at all times carry out their responsibilities with due regard to Allestree Woodlands School's policy, organisation and arrangements for Health and Safety at Work.

Flexibility -

All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate Trades Unions.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: Teacher of Sociology	Essential	Desirable
Education and Qualifications		
Qualified teacher status	✓	
A good honours degree in Sociology or a relevant teaching subject	✓	
Other post graduate study (MA, MSc)		✓
Knowledge, Abilities and/or Experience		
Effective teaching experience across the secondary age and ability range	✓	
Experience of teaching sociology at KS5 level	✓	
Experience of teaching psychology at KS5 level		✓
An understanding of the National Curriculum requirements for Sociology	✓	
Understanding and knowledge of KS5 requirements for Sociology	✓	
An awareness of current research or initiatives in subject specialism	✓	
An awareness of the way in which Sociology fits within the whole school curriculum	✓	
Knowledge of how to adapt learning to meet students’ needs	✓	
Competence and confidence in the use ICT as a learning tool, including the use of the interactive whiteboard	✓	
Personal qualities <i>We ask all staff to demonstrate our CORE values in all we do; as such we want staff to have courage in the face of challenge, optimism that things can and will improve, regard for themselves and others and to show endeavour in their efforts for the school and its community</i>		
Courage	✓	
Optimism	✓	
Regard for self and others	✓	
Endeavour	✓	
Team player who is not scared to use initiative	✓	
Commitment to school improvement and personal professional development	✓	
Openness to ideas and flexibility to adapt	✓	
Perseverance and a ‘can do’ problem-solving approach	✓	
Belief in the power of education to change lives	✓	
Enjoy working with young people	✓	
Willingness to engage with appropriate professional learning and training, including to develop knowledge of Psychology A Level.	✓	
Humour and humility	✓	
Highly motivated with the ability to motivate and enthuse others	✓	
Excellent communication skills and ability to build working relationships effectively with a range of people both verbally and written	✓	
Reliable and displays flexibility	✓	
Well organised, practical, and resourceful with strong time management skills	✓	

"The thing I love about being in Woodlands Sixth Form? The subject teachers are always willing to help with any struggles and are really supportive."

Martha – Year 13 student

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

Courage | Optimism | Regard | Endeavour

ALLESTREE WOODLANDS SCHOOL

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