



Weald of Kent
Grammar School



Teacher of Psychology

Job Description



Employment Status: Permanent and 0.2/0.4
Salary: MPS/UPS
Start Date: 1st September 2024
Closing Date: 3rd May 2024
Interview Date: 10th May 2024
Location: Weald of Kent Grammar School is located on two campuses; Tonbridge and Sevenoaks. You will be required to work across both campuses.

*Please note, interviews and appointments may be arranged where a suitable candidate is found prior to the closing date.

The Team

Reporting to: Head of Subject

The Psychology team at Weald work closely with the Sociology team, with some teachers working across both subjects. We are a dedicated team of specialists with a variety of experience, who are supportive of each other's wellbeing and work life balance. We are passionate about using a range of engaging and effective formative assessment techniques and collaborate regularly as a department to drive our practice forwards and support and challenge each other. We aim to support and promote the development of our students into independent learners who can think creatively in order to reach their full potential and to achieve outstanding results, and this includes running a super-curricular calendar of opportunities to engage with psychology professionals and universities. We pride ourselves on constantly looking to push the boundaries, ever looking for new ways to enhance the learning experience of our students. We are keen to try new things, to learn from others and constantly reflect on our practice to ensure the experience we provide meets the needs of our learners and prepares them to question, to challenge and be challenged, to enjoy and to succeed both at Weald and beyond. As such we are delighted that so many of our students go on to read subjects closely related to the discipline. We currently deliver the Schizophrenia, Relationships and Development and Forensic Psychology options during Year 13, and these are reviewed annually.

About the Post

All teachers are leaders of learning and are committed to delivering the school's vision and the high ambitions for the school's future. Their proactive support leads to sustained improvements and raised standards across the organization. As members of both "Standards" (Faculties) and Development (Tutoring) teams they model and actively implement "Development and Standards" policies and contribute to their development. They are accountable for specific identified and agreed operational functions within the teams to which they belong and which form part of the areas' day to day work.

All teachers strive to be an outstanding teacher and tutor who also consistently models Professional Standards. All teachers, given the nature of the school's context, accept that all teaching and tutoring should, when applying the Ofsted criteria, be at least good.

Teachers' on-going professional development is valued as part of the school's commitment to Investors in People and staff recognize their responsibility in seeking to improve their practice. Feedback to support professional development is provided formally and informally including through Performance Management reviews and the routine, rigorous and robust Quality Assurance process which underpins the school's self-evaluation strategies. Staff are aware that underperformance will be challenged and that they will be held accountable for the performance of students for whom they have a direct responsibility. Whilst it is accepted that not all students will realize their full potential evidence of strategies to remove barriers to inclusion and achievement should always be maintained. In addition, all staff support the school's single opportunity policy and promote community cohesion as well as actively supporting the activities of the school community and the wider community.



Job Description

General

Teachers are responsible for the achievement and attainment of students they tutor and teach. In addition, as leaders of learning and as part of on-going professional development teachers will be required depending on their experience to take on some responsibility for the development of policy and practice. Line Managers should ensure that specific contributions and areas of development including those that link directly to the job description are noted and reviewed as part of the Performance Management process.

Teaching, Tutoring and Learning

All teachers will support by:

- Implementing “developmental” and “standards” policy in line with ECM principles.
- Establishing a learning environment that extends students’ academic, personal, learning and thinking skills in order to increase their independence and prepare them to take their place as responsible adults.
- Ensuring classroom practice is always engaging and challenging and that student behaviour is well managed and safe.
- Delivering learning, tutoring and teaching that when judged against the Ofsted criteria is judged to be at least good.
- Ensuring learning is inclusive and that they maintain an overview of each individual student’s progress and identify appropriate intervention strategies to enable them to realize their potential.
- Taking responsibility for Reporting and Assessment of the specified groups of students, taking a proactive role in the organization and delivery of the reporting and assessment process including consultation and information evenings for the relevant year groups.

Leading Learning and Team Work

All teachers will support by:

- Fostering positive working relationships across the school community.
- Developing positive relationships with parents, Trustees and other stakeholders.
- Considering constructive criticism.
- Following the guidance regarding adults who work with young people.
- Maintaining a clear view of how subject and faculty targets contribute to achieving the school's targets for academic, attendance and personal development.
- Proactively contributing to the development and delivery of "developmental" and standards policy in line with ECM.

Operational Responsibilities:

- To ensure students and tutees for which you are responsible are supported to achieve their academic and personal targets in line with the school's vision.
- To intervene whenever necessary to ensure that students are adhering to school expectations with regard to behaviour, dress code and health and safety both in and outside the classroom.
- To assist other team members with the delivery of key events and moments planned for the relevant year groups.
- To contribute to Curriculum and Specialism development and take a proactive role in shaping decisions and the delivery of curricula and extracurricular based activities including ACT Day.
- To foster positive links with the parents and carers of the students you teach and tutor in the school ensuring parents are well informed about the curriculum and academic, attendance and personal targets for their children.
- To work on negotiated and specified areas of responsibility and professional development as identified as part of the Performance Management process.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Degree or equivalent	✓	
Experience		
Outstanding classroom teacher and tutor	✓	
Sustained performance securing very good student outcomes	✓	
The ability to teach Psychology to A-Level	✓	
Skills & Knowledge		
Able to communicate effectively, orally and in writing	✓	
Able to consistently demonstrate effective planning for practical lessons to help support the delivery of outstanding lessons	✓	
Confident in own ability to be effective and to take on challenges	✓	
Ability to relate well to students, colleagues, parents and Trustees	✓	
Effective behaviour management	✓	
Able to support students in maintaining high standards	✓	
Efficient and effective administrative, organisational and personal management skills	✓	
Personal Attributes		
Ability to inspire, challenge and motivate	✓	
Have a positive approach with a desire to succeed	✓	
Energy, enthusiasm and perseverance	✓	
Reliability and integrity	✓	
Good interpersonal skills	✓	
Professional appearance and manner	✓	
Positive commitment to individual personal development	✓	
Capacity to work hard, under pressure, to meet deadlines and manage time effectively	✓	
A good record of attendance	✓	
Adaptable and amenable with respect to working practices	✓	
Ability to work independently and in a team, take a collaborative approach	✓	
Ability to build supportive working relationships with colleagues	✓	
Commitment to supporting the full life of the school	✓	
Suitable to work with children	✓	
To undertake other activities identified from time to time commensurate with the level of the post as determined by your Line Manager or SLT link	✓	
To be committed to your own development through the effective use of the School's CPD processes	✓	
To understand your own responsibilities, be committed to and comply with School policies and procedures relating to child protection, health & safety, welfare, security, diversity & equality, confidentiality and data protection, reporting any concerns to the appropriate person	✓	
To work collaboratively with the wider organisation and act in the interests of the School at all times	✓	
To support the delivery of the School's strategy as it relates to this post	✓	
Equal Opportunities		
A commitment to inclusive education	✓	

Benefits

- Generous pension scheme (TPS/LGPS)
- Healthcare cash plan
- Occupational health support
- Priority admission for staff children (see admissions policy on school website)
- Employee Discount Scheme (Multiple Retailers – Kent Reward Scheme)
- Cycle to Work scheme
- Free refreshments
- Free onsite parking
- Opportunity to perform paid lunch-time duties (with free lunch)
- Free annual flu vaccination
- Employee Assistance Programme
- Individual performance development plans for career development and lifelong learning



Application Process and Safeguarding

Applications

[Application forms](#) can be found on our website or on tes.com and should be sent to Human Resources at HR@wealdgs.org. The communication should set out how your proven relevant experience relates to this role. For safer recruitment purposes application forms need to be completed in full and CV's will not be accepted.

References

References may be taken up before being short-listed, please indicate on your application form if you have any objection to us contacting the referee prior to interview.

Safeguarding Duties and Responsibilities

This role is a teaching or teaching support role involving extensive contact and responsibility for children.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be expected to uphold this duty and be responsible for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and so to adhere to and ensure compliance with the school's Safeguarding Policy at all times and complete appropriate training. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the school's Designated Safeguarding Lead or to the Head.

Applicants will be required to undergo child protection screening appropriate to the post. Since this role involves 'regulated activity' with children, the successful applicant will be required to complete a Disclosure and Barring Service (DBS) disclosure application. Employment will be conditional upon the School being satisfied with the result of the Enhanced DBS check and the outcome of all the other checks.

The School will also carry out a check of the Children's Barred List on the successful applicant. Applicants should be aware that it is unlawful for the School to employ anyone to work with children if they are barred from doing so, and it is a criminal offence for a person to apply to work with children if they are barred from doing so.

This role is also exempt from the [Rehabilitation of Offenders Act 1974](#) and the School is therefore permitted to ask shortlisted applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS [filtering](#) rules) in order to assess their suitability to work with children.

Please read our [safer recruitment policy](#) & [recruitment of applicants with a criminal record policy](#) before completing your [application](#). Please also be aware of our [Safeguarding / Child Protection Policy](#).

More Information

For more information on the role, or to come and visit Weald of Kent prior to applying then please contact HR on HR@wealdgs.org. We look forward to hearing from you.