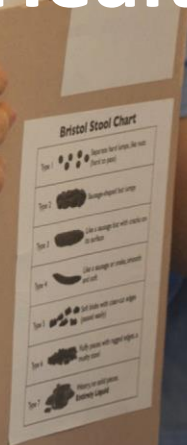


# Head of Psychology – Scott Medical and Healthcare College

**ALWAYS  
LEARNING**



## Introduction

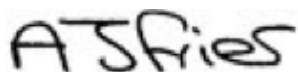
Thank you for your interest in the post of Head of Psychology at Scott Medical and Healthcare College.

Scott Medical & Healthcare College is a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

The school website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information – Email [info@scottcollege.co.uk](mailto:info@scottcollege.co.uk) or telephone 01752 284165. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Anita Frier  
Headteacher  
Stoke Damerel Community College and Scott Medical and Healthcare College

### **Greenshaw Learning Trust – About Us**

Greenshaw Learning Trust is a successful multi academy trust that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve.

Each school in the Greenshaw Learning Trust is led by its own leadership team and a local governing body, who have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure to ensure that they achieve real benefits from collaboration and receive the support that they need. Our culture of trust and openness fosters mutual support and continual improvement.

School-to-school collaboration is enabled by regular contact between school leaders and joint training and development, supplemented by a shared service team of specialist pedagogical and support service experts. Our shared services provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, family liaison, therapies, data management, estates and facilities, finance, HR, catering, and governance.

From its establishment in 2014, the Trust has grown significantly and currently employs around 2,450 people and educates over 15,000 students. We have approval to open a new secondary school and secondary special school in South London and we are planning to grow further over the coming months and years.

### **The Greenshaw Learning Trust Mission Statement**

*We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*

*We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*

*We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

### **Greenshaw Learning Trust Employee Benefits**

The Greenshaw Learning Trust recognises that our employees are our most important asset and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- Excellent CPD opportunities and career progression.
- Employer Contributions to Teachers Pension Scheme.
- Cycle to work scheme.
- Gym membership scheme.
- Employee Assistance Programme.
- Eye Care Voucher scheme.
- Car Benefit Scheme

## Job Description – Head of Psychology

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

**Reporting to:** Senior Leader Curriculum

**Contract:** Permanent

**Salary:** Main/Upper Pay Scale plus TLR (TLR 2)  
*(Starting point and salary will be determined on appointment, subject to experience)*

**Place of work:** The successful candidate will be based predominantly at Scott Medical and Healthcare College but may also undertake work at Stoke Damerel Community College. No additional travel is required as the sites are next door to each other.

**Hours of Work:** This post is full time

**Probation:** New employees are required to complete a six-month probationary period.

### Main purpose of the role:

Psychology is a popular subject at both Key Stage 4 and Key Stage 5 and the main purpose of this role is to support, develop and lead a team of teachers focusing on the Psychology curricular area to ensure high standards of teaching and learning and the wellbeing of staff and students. The Head of Psychology will:

- Demonstrate a passion for education and a desire to improve the life chances of all our students. Have the ability to build a culture of continuous learning and development throughout the school community.
- Adapt rapidly to the challenge of building on the existing strengths of the school to achieve all round excellence in teaching and learning.
- Have the ability to empower their staff to trust in their vision.
- Maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity.
- Have experience as a leader with a proven track record of success.
- Work collaboratively with the SLT and members of GLT to deliver excellence, and contribute to enrichment and intervention supports within the sciences, medicine and healthcare and wider college.
- Have the knowledge, skills and creativity to be an outstanding teacher, and the ability to teach the Psychology curriculum to GCSE and A level.

### Key Responsibilities:

- To assist the SLT in the development of teaching and learning by contributing to the staff development, induction, NQT and ITT programmes within the department.
- To work with the SLT on the development of a consistently good pedagogy across the department, and support and coach staff in developing and extending their pedagogic repertoire.

- To contribute significantly and oversee the development of schemes of work within the department.
- To model best practice in ensuring that lessons are appropriately scaffolded to ensure all students can make rapid progress.
- To assist in the strategic planning for students with special educational needs within the department.
- To model best practice in the effective use of student performance data and student and staff target setting so that this impacts on classroom practice and contributes to raising achievement.
- To lead and develop the mentoring programme for early stage teachers within the department and contribute to whole school mentoring.

#### **Curriculum and Assessment:**

- Contribute to a rigorous, inspirational and knowledge-rich curriculum.
- Engage with an evidence and research-based approach to curriculum development that puts your department at the forefront of innovative curriculum design, ensuring that it meets the needs of all students including SEND and EAL students.
- To set, monitor and evaluate the subject's pupil attainment targets in KS3, KS4 and Post 16 public examinations to make a measurable contribution to school targets.
- To ensure that GCSE and exam courses are planned in line with exam specifications.
- To create a subject development plan which contributes positively to the achievement of the school development plan and which actively involves all subject teachers in its design and execution.
- To provide regular feedback for subject colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible impact on student learning.
- To undertake a continuous and systematic review of the standards of leadership, teaching and learning in the subject area, consistent with the relevant school procedures and policies.
- To act as a role model in leading subject staff through high-quality teaching, continuous professional development and professional presence in the department.
- To contribute to the development of whole school strategic planning and policies.
- Be accountable for student progress in your classes, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes for our students.
- Monitor student progress through formative and summative assessment and ensure assessment records are kept at a departmental level.
- Participate in a range of intervention strategies that are in place to respond to underachievement and to promote best possible outcomes for all students.

#### **Professional Development:**

- Participate fully in the school's professional learning programme and INSET days.
- Attend relevant training and keep up to date with subject specific developments.
- Support and mentor colleagues as appropriate.
- Lead, develop and line manage the department staff, through the provision of CPD, inset training days, supervising NQTs, ITT students and support staff, etc.
- Identify needs and participate in appropriate and relevant training opportunities.



- Participate fully in the school's induction, CPD and appraisal process.

### **Teaching and Learning:**

- Teach consistently high-quality lessons and participate in collaborative planning and development, including the sharing of resources and best practice within the department.
- Reflect on the effectiveness of your teaching and adapt accordingly.
- Engage in quality assurance processes and systems.
- Ensure provisions for the students meet their individual needs, and develop differentiated learning and teaching methods, and resources.
- Keep up to date with developments in pedagogy, research and teaching practice relevant to the department's subject area.
- Teach a timetable as allocated.
- Monitor the work of the department through rigorous and regular lesson observations, book checks and provide constructive feedback.
- Set high expectations so that all students are inspired, motivated and challenged and, in doing so, they meet and exceed their targets.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour effectively to create a safe, respectful and nurturing environment so that students can focus on learning.

### **Contribute to the Ethos and Priorities of the College**

- Contribute to College development planning and promote the learning priorities of the College Improvement Plan
- Contribute to the development and/or implementation of College policies
- Use the Performance Management Process to advance student learning and enhance professional practice in line with the College's aspirations and priorities
- Promote the wider aspirations and values of the College.

### **Trust Standards**

- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's Code of Practice and its policies and procedures
- Work within the requirements of the Trust's Health and Safety policy, performance standards, safe systems of work and procedures
- Undertake all duties with due regard to the Trust's equalities policy and relevant legislation
- To uphold and promote the ethos and values of the Greenshaw Learning Trust

### **Other Responsibilities:**

- Actively promote the safety and welfare of our students.
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.
- To undertake, as required, the duties of a form tutor, taking responsibility for the support, guidance and welfare of a group of students.
- To undertake weekly duties as directed, including the supervision of pupils at the beginning of school, during break times and at the end of the school day.

- To follow school policies and procedures as laid down in the staff handbook and guidelines as provided by line managers and the school's senior management team.
- To attend meetings, parents' evenings and other functions, as required by the Headteacher, within directed time.

This job description is not exhaustive and serves only to highlight the main requirements of the post holder. The line manager may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change.

### Person specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
<b>Training, Qualifications and School Experience:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:		
	<ul style="list-style-type: none"> <li>• Degree &amp; teaching qualification</li> <li>• Successful experience of teaching Psychology in previous school</li> <li>• Experience in leadership and managing people</li> </ul>	<ul style="list-style-type: none"> <li>• Higher qualification in education and/or management</li> <li>• Curriculum and pastoral experience</li> <li>• Teaching both Level 2 and 3 course</li> </ul>
<b>Experience of Educational Leadership and Management:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have experience in:		
	<ul style="list-style-type: none"> <li>• Successful leadership</li> <li>• Developing and implementing strategies for raising achievement and achieving excellence for students, staff and themselves</li> <li>• Using data for school development planning</li> <li>• Using evidence-based information about effective learning and assessment for learning</li> </ul>	
<b>Personal and Professional Qualities and attributes:</b> In their statement of suitability and during the selection process, candidates will demonstrate the ability to :		
	<ul style="list-style-type: none"> <li>• Provide strategic and creative leadership to maintain and develop a school vision</li> <li>• Lead by example to inspire, motivate, influence and empower staff and students</li> <li>• Set priorities and agree and achieve ambitious goals</li> <li>• Work collaboratively with others, delegating appropriately</li> <li>• Seek and act on feedback from others, including work colleagues</li> <li>• Demonstrate emotional resilience and flexibility when dealing with challenges</li> <li>• Ability to positively influence the work of individuals within the Psychology Team</li> <li>• Desire for constant improvement</li> <li>• Adaptable, flexible and efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to contribute to extra-curricular activities</li> </ul>



	<ul style="list-style-type: none"> <li>• Able to take responsibility and show initiative</li> <li>• Able to command respect</li> <li>• Able to form good relationships with young people</li> <li>• Prepared to ask for advice and support when necessary</li> </ul>	
<p><b>Professional Knowledge and understanding:</b> In their statement of suitability and during the selection process, candidates will demonstrate professional knowledge and understanding in:</p>		
	<ul style="list-style-type: none"> <li>• Extensive subject knowledge</li> <li>• Effective strategies for maintaining and developing high standards of attainment, behaviour and attendance</li> <li>• Principles and practice of educational inclusion, diversity and access</li> <li>• Legal issues relating to managing a school including Safeguarding Procedures, Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Health and Safety legislation</li> <li>• Ability to communicate effectively; orally and in writing</li> <li>• Good organisational Skills</li> <li>• Good ICT Skills</li> <li>• Competence to monitor, evaluate and effectively improve teaching and learning</li> <li>• Establish and maintain a culture of behaviour for learning within the classroom and the wider school</li> </ul>	

## Application Process

### Application

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website [www.greenshawlearningtrust.co.uk/join-us/staff-vacancies](http://www.greenshawlearningtrust.co.uk/join-us/staff-vacancies)

The recruitment process is managed via your online account, and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than two sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **8:00am Thursday 26<sup>th</sup> May 2022**.

Candidates are advised to submit their applications as soon as possible as GLT reserve the right to close the advert at any time should we have received sufficient applications.

### Shortlisting

Shortlisting will be completed on **26<sup>th</sup> May 2022** and shortlisted applicants will be invited by telephone or email to attend a formal interview process. Please make sure you have clearly indicated day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting if consent is provided.

### Interview Process

Interviews will take place on the **27<sup>th</sup> May 2022**. Applicants may be asked to undertake a practical or observational task related to the knowledge and abilities in the Person Specification.

### Notification of outcome

Candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have given day and evening telephone numbers on which you can be reached.

### Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews

### Taking up post

The successful candidate will take up post on or before **01 September 2022**

***GLT is committed to safeguarding and promoting the welfare of children and young people therefore, this appointment will be subject to vetting, including an enhanced DBS check and a barred list check.***