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Maternity cover for a part time (0.8) teacher of Psychology

# Required for June 2018 to December 2018

An enthusiastic and well qualified teacher of Psychology is required to teach at A Level. The position would suit an experienced teacher, NQT or recent graduate. A commitment to full participation in the life of this thriving boarding school is expected.

For an application pack, including a full job description, please see our website [www.blundells.org](http://www.blundells.org) or email recruitment@blundells.org

Closing date: 9th February 2018

Interviews: TBC

*The School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service. It is the post-holder’s responsibility for safeguarding the welfare of the pupils for whom they are responsible and with whom they come into contact with. 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 Blundell’s, they must report any concerns to the Designated Safeguarding Lead.*

**Blundell’s School**

**History**

Blundell’s has a distinguished history. It was founded in 1604 through the bequest of a Peter Blundell, one of the wealthiest of Elizabethan merchants. He left money and lands for a boys’ school in his home town to ‘maintain sound learning and true religion’. Generous lands were provided in Tiverton and South Devon for its maintenance and Blundell’s executors established links between the School and Balliol College, Oxford and Sidney Sussex College, Cambridge, which survive to this day.

**The 21st Century School**

Blundell’s is an independent co-educational day and boarding school for ages 11 to 18. There are just under 600 pupils on the roll (353 boys, 246 girls); the majority are from the West Country but some come from farther afield in the UK and around 10% are international students. The School is situated on the outskirts of the market town of Tiverton and, with the adjacent Prep School, is set in 90 acres of rolling Devon countryside. It is easily accessible via the M5 and the train journey to London is 2 hours. The M5 junction 27 and Tiverton Parkway station are both six minutes away.

The outstanding characteristic of Blundellians is their positive ‘can-do’ attitude. The main finding of the 2013 Independent Schools Inspectorate report was that the School is highly successful in achieving its aims – that of providing a rounded education in which pupils learn to be flexible, articulate and able to present themselves and their ideas well and capable of motivating themselves and. It also noted the ‘excellent and unforced rapport’ between staff and pupils.

**The School’s Aims and Values**

Blundell’s aims to provide a rounded education for the whole person, in mind, body and spirit, promoting the essential values of Character, Social Responsibility and Independence to enable pupils to pursue Excellence in every area with a sense of Adventure about their future.

These values are in accordance with the wishes of the School’s founder Peter Blundell and expressed in the School’s long-held belief: ‘**There are two gifts we can give our children, the first is roots and the second is wings’**

Roots

* To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values of the School
* To develop a sense of social responsibility and for each individual to be mindful of their role in the Blundell’s community, in society at large and in the global environment, thus encouraging consideration, mindfulness and respect
* To develop independence, with each pupil taking responsibility for their own growth and development and so demonstrate initiative, take ownership and feel satisfaction in what is achieved

Wings

* To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition
* To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality

**The Psychology Department**

The department teaches Psychology at A Level only. Located in our newest building, the Popham Centre, the classroom setting is very contemporary and the layout aims to facilitate activity and open discussion between students; a particular teaching strategy used within the Psychology department. Students are encouraged to take an independent approach to their studies and this is facilitated through recommending additional reading and through the use of flipped lessons, which make good use of the school’s ICT provision, particularly the VLE, Moodle.

In recent years, the popularity of the subject has steadily grown, with many students pursuing it at higher education including Oxbridge.

The department ethos is very much one which aims to stretch and challenge students and ensure that those with a wide range of backgrounds consider it as an A Level course suitable for their University applications. This has been reflected in various trips, lectures and other opportunities offered to students, including running a “Brain Day” with Dr. Guy Sutton of Nottingham University Medical School alongside Biology students, as well as a trip to the Cardiff University Brain Research and Imaging Centre (CUBRIC) with all interested Year 12 Science students. As a part of the Science faculty, it is important to make these cross-curricular links where possible and offer Psychology students such opportunity.

**Job Description**

This is a part-time (0.8) teaching post to cover a 2 term maternity leave, which would suit an experienced teacher or someone nearer the start of their career. The qualities needed are thorough subject knowledge, a passion for Psychology and an energetic, enthusiastic, organised approach to teaching.

The successful candidate will have a strong background in Psychology and a knowledge of the current A Level curriculum. They will set high expectations for students and ensure that the subject is taught with suitable challenge to demonstrate its demanding nature. An emphasis placed on the importance of Psychology’s scientific research background and therefore regular setting of practical research to communicate this to pupils will be expected. Monitoring pupil progress is also important as a way of identifying those who require further reading or engagement outside of lessons to help them realise their potential, as well as supporting students who might require additional help, such as EAL students. This position is line managed by the Head of Science

An interest in the use of ICT would be useful to support the ongoing programme for A Level Psychology students at Blundell’s. The successful applicant will be seen as an ambassador for the subject by playing a wider role in the school and demonstrating professional enthusiasm and commitment.

It is a requirement that all teachers adhere to the school Teaching Policy.

**TEACHING POLICY**

**Aims:**

* To foster in pupils an enthusiasm for study, application of intellectual, physical or creative effort and the ability to think and learn for themselves;
* To enable pupils to acquire new knowledge understanding and skills in the subjects taught;
* To support and encourage pupil reflection about their academic progress and enable them to demonstrate achievement.

**Effective teaching should be:**

* Responsive to the different needs of the pupils
* Challenging
* Well planned
* Varied

**Teachers should:**

1. Show a clear command of the subject areas which they teach;
2. Organise teaching programmes which meet curricular demands and pupils’ needs;
3. Plan lessons carefully, making their aims and objectives clear to pupils;
4. Have high expectations of all pupils, challenging their knowledge and understandings and encouraging and enabling them to meet their full potential;
5. Stimulate and maintain pupils’ interest by a range of methods and their own enthusiasm;
6. To use data on pupils’ baseline to inform their teaching;
7. Use personalised teaching strategies where appropriate to meet the needs of pupils of different abilities, including the most able, pupils for whom English is not their first language or those who have learning difficulties. Central lists of pupils and their particular learning requirements should be referred to;
8. Set appropriate homework and assess pupils’ work regularly and effectively, according to agreed standards and policies;
9. Manage pupils well, to maintain good order and discipline within the classroom;
10. Develop good relationships with pupils through a balance of firmness and friendliness;
11. Insist on punctuality in attending lessons and set a good example themselves;
12. Provide a teaching environment which is bright, orderly and interesting. Classroom decoration should be updated frequently and there should be regular displays of pupils’ work;

*For further information, contact the Head of Psychology, Mrs Emma Weaver (**evw@blundells.org* *or 01884 252543)*