

## The appointment of **Teacher of Personal Development**

*Required for January 2017*



Thank you for requesting information regarding the post of **Teacher of Personal Development** at Chelsea Academy. We hope that the enclosed application pack and letter, along with the Academy's website, gives you all of the information that you need to help you apply for a post here. Chelsea Academy is a thriving inner city Academy and visitors often comment on the excellent behaviour of our students, the friendliness of our staff and the fantastic Academy building. Our aim is simple; to provide the best quality education for all the students that attend the Academy, to produce happy and employable young people and to become one of the best schools in London. If you would like to join us on that journey then we would love to hear from you.

We are currently graded outstanding by Ofsted and SIAMS, a World Class School and are a member of the Leading Edge network. In the summer we achieved our best ever GCSE results in terms of both progress and attainment. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

Chelsea Academy is a great place to work (we are one of the few schools in the country with Investors in People Gold), our staff are friendly and supportive and we offer a whole range of professional development opportunities no matter what stage you are at in your career. We want all of our teachers to be outstanding and so offer unrivalled professional development and support. This includes a CPD session every week (two for newly qualified teachers) and a thriving in house lead practitioner team that coach and support staff across the Academy. Through the Chelsea Academy Way for Learning we have a simple, flexible and consistent way of developing outstanding teaching. Most of our senior and middle leaders started as teachers with us and have developed into highly talented practitioners. We offer internal and external training through NPQML, NPQSL and teaching leaders - your professional development is important to us.





Specifically, the successful candidate must have the ability to assist in the development and delivery of GCSE Citizenship and will also collaborate in the planning and delivery of an inspirational KS3 curriculum. This would be a great role for someone who is fully committed to high standards and expectations, is inspiring and motivational, and keen to contribute to exciting curriculum developments within the Personal Development curriculum area.

The deadline for applications is **Thursday 8<sup>th</sup> December at 12pm**, and interviews are expected to take place on **Thursday 15<sup>th</sup> December**. It will assist the shortlisting process if applicants can address directly the criteria in the candidate specification in their supporting statements.

If you have any further questions about this post, then please feel free to contact Srividya Srivathsan (HR Manager) who will put you in contact with the relevant staff member. Visits to the Academy and / or requests for informal discussions with the Principal are welcome and can be arranged by Srividya. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy an enhanced police / Security Disclosure and Barring Service (DBS) check prior to starting employment with the Academy.

If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully

Matt Williams  
Principal

Principal: Mr M Williams



## **CURRICULUM AREA OVERVIEW - PERSONAL DEVELOPMENT**

Every student studies Personal Development for one hour a week in Key Stage 3 and two hours a week at KS4. Students also have the option of choosing GCSE Citizenship and we currently have a cohort on track for completing the revised GCSE Citizenship exams in 2018.

In the design and teaching of the Personal Development curriculum we strive to provide our students with the knowledge and understanding to make informed choices about their bodies, relationships, health, politics, consumer choices and careers. Our vision is that every student has the necessary interpersonal and leadership skills and moral commitment to lead the way in their communities as active citizens.

Christian values of social justice and reconciliation are embedded in our curriculum. We aim to instil inside every young person a concern for community cohesion, protection of the environment and a lifelong commitment in championing the voice of the most vulnerable of their fellow citizens. Above all our curriculum will adapt to the needs of our students to ensure they develop the life skills necessary for life and work as a 21st Century global citizen and that they feel confident to leave the Academy as socially, emotionally, politically and financially literate young adults.

Personal Development plays an important role in the wider life of the Academy, from community events such as the Year 7 World Fair, Academy themed days such as Anti Bullying week and Careers Day, as well as having the G Nation programme at the start of the Spring Term which is the extended curriculum club for gifted and talented. We have a Chelsea Academy Volunteer Service (CAVS) and sixth form enrichment pathway that operates through the Enrichment Programme. CAVS is an important vehicle for providing students with opportunities to develop their active citizenship skills and work experience and RITE start Facilitator training as a pathway for 6<sup>th</sup> form students allows students to become student ambassadors for issues around sex and relationship education.

The successful applicant will have an exciting challenge in contributing to the development of the Citizenship and PSHE curriculum within the Academy. Our priority for the department is further development of good examination results and planning for the new curriculum changes of the new GCSE Citizenship course. Ensuring standards in teaching and learning and behaviour are outstanding is always a key priority for any curriculum area and whilst Personal Development has many examples of outstanding lessons and behaviour management, we are always striving to improve learning for our students. Other priorities are ensuring that the volunteer service CAVS, the extended curriculum club G Nation and the PD Ambassador Team continue to be vibrant vehicles for co-construction in the community.

### KS3 Curriculum for Personal Development

	Year 7	Year 8
HT1 Ourselves	Knowing Myself & Understanding others	Self-image and adolescence
HT2 Our Academy	Understanding Democracy	Managing risk as a teenager: alcohol and drugs education
HT3 Our Community	Healthy communities and the wellbeing factors	My work values, skills and interests
HT4 Our World	Get Global: the World Fair	Careers research project
HT5 Our Faith	Conflict Resolution	Youth justice and crime in the community
HT6 Our Future	The Real Game; introduction to careers and personal finance	Loved Up! Introduction to Relationships and Sex Education

### KS4 Curriculum for Personal Development

	Year 9
HT1	Human Rights and Rights and Responsibilities ( LGBT Rights)
HT2	Democracy, Personal Finance
HT3	Identity and Diversity, The UK's Place in the World
HT4	Legal System, Relationships & Sex Ed.( Consent)
HT5	Community Involvement, Work Related Learning
HT6	Emotional Health & Wellbeing

**KS4 GCSE EDEXCEL GCSE Citizenship**

	Year 9
HT1	Human Rights
HT2	Structures of Politics
HT3	The UK Criminal Justice System
HT4	The Global Community
HT5	Identity and Diversity
HT6	The Economy, Finance and Money

	Year 10
HT1	Living Together in the UK
HT2	Living Together in the UK
HT3	Democracy at work in the UK
HT4	Democracy at work in the UK
HT5	Law and Justice
HT6	Law and Justice

	Year 11
HT1	Power and Influence
HT2	Citizenship Action
HT3	Revision
HT4	Revision
HT5	Revision
HT6	Revision

## **CHELSEA ACADEMY TEACHER OF PERSONAL DEVELOPMENT (CITIZENSHIP AND PSHE)**

### **JOB DESCRIPTION**

#### **Reporting**

Subject Teachers will report to their Curriculum Leader.

#### **Job Purpose**

- To support the Leadership Team and Curriculum Leaders in providing a clear vision, professional leadership and effective management for Chelsea Academy.
- To help secure the success and ongoing development of the Academy, ensuring high standards of learning and achievement for all students within a specific Curriculum.
- To help establish and maintain productive relationships with parents and carers and others who support the Academy in various capacities.
- Together with the Leadership Team and Curriculum Leaders, to establish and develop the Academy's values and distinctively Christian ethos within an inclusive, multi-faith community.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

#### **Key Tasks will include the following:**

1. To ensure high standards of learning and teaching and academic attainment and progress for all students within the curriculum area.
2. To implement an effective assessment system within the curriculum area in question.
3. To work with colleagues to develop innovative and engaging schemes of work, lesson plans and related learning resources that accelerate student progress.
4. To take a significant part in the development, delivery and the promotion of the Curriculum Area.
5. To assist in the management of the resources of the Curriculum within the limits of the delegated budget and in accordance with the Academy's financial procedures.
6. Along with the Curriculum Leaders, to devise and implement quality assurance systems, including regular learning observations.
7. To contribute to the co-ordination and implementation of the Academy's enrichment curriculum.
8. To help develop systems that facilitates effective and inclusive support, mentoring and guidance for Academy students.
9. To undertake and support subject-specific staff training and professional development within the curriculum area in question.
10. To support the development of the use of ICT within the curriculum area, in particular the Academy's virtual learning environment (VLE).
11. To contribute to the Academy Development Plan and self-evaluation processes as required.
12. To network with teachers in other schools in order to identify and build on best practice.
13. Other key tasks will evolve in line with the Academy's development.

## **CANDIDATE SPECIFICATION**

**Successful candidates are likely to be able to give evidence in support of all or most of the following:**

### **Professional Skills and Experience**

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students in their learning.
3. Show evidence of continued educational professional development.
4. Have experience or be able to demonstrate an aptitude for working in a comprehensive, urban and multicultural environment.
5. Demonstrate success in raising attainment, achievement and standards of learning and teaching.
6. Have some understanding of wider school leadership issues.
7. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
8. Have an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance.
9. Have experience of working in a school with a distinctive Christian ethos or the ability to articulate how such an ethos could be developed and the capacity to contribute to this.
10. Have an understanding of the challenges and opportunities that relate to establishing a completely new school.

### **People, Relationships and Communications**

1. Be personally committed to developing a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the Academy's vision for effective one-to-one and small group coaching in vertical, not age-specific, groups.
6. Have qualities which earn the trust and respect of students, staff, parents and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.
10. Be able to build constructive working relationships with local schools and colleges, employers and the local authority.

Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy an enhanced clearance by the Disclosure and Barring Services (DBS)