# Application Pack

# Teacher of Early Years and Childcare



**Principal – Elly Tobin**

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Dear Colleague,

I am delighted to provide an application pack for the role of Teacher of Early Years and Childcare at Joseph Chamberlain Sixth Form College. I hope you will find this information interesting and that it will help you in taking your application forward.

As the only Sixth Form College to have been awarded the Queen's Anniversary Prize for Further/Higher Education, we are a popular and oversubscribed college with a national reputation for excellence. Our 40 million pound state-of-the-art building and garden opened its doors in September 2008 and we are delighted that our new campus was awarded the Prime Minister's Prize for the best public building in the UK. In our tenth learning year in the new building, it still looks immaculate and staff and students are proud of our learning environment.

Our most recent Ofsted inspection was an enormous success and we were awarded a grade of 'outstanding' in all categories.

We are persistent in our desire to deliver excellence for all of our students and this means that offering them outstanding learning experiences is the focus of everything we do. We want our students to be happy and successful in later life, achieving excellent examination results and enjoying a wide range of exciting opportunities that broaden their experience along the way. To this end, we place a strong emphasis on the quality of our teaching and learning. We aim to deliver inspiring lessons to our students and our teachers work collaboratively to ensure that learning is both rigorous and innovative. We are equally proud of the pastoral support we offer to our students to ensure that they succeed and proud of the enrichment opportunities we provide.

All current and future colleagues joining our excellent team of teaching and support staff should therefore have a strong drive and determination for the success of our students, providing positive role models for them and caring about their wellbeing. To work at JCC, we hope you will aspire to be an outstanding colleague and be willing to share ideas with and learn from your colleagues. In return, we will provide you with first-class facilities, outstanding resources and a wide variety of professional development opportunities.

Finally, I would like to wish you the very best of luck with your application for the post and genuinely appreciate the investment of your time in the process.

Best Wishes,

Elly Tobin
Principal



## Background and Context

**Our Purpose – What we are here to do**

To provide an exceptional learning experience for all of our students, raising their aspirations and improving their achievements so that they can enjoy a level of success in later life that realises their highest ambitions.

**Our Vision For 2019**

In 2019, Joseph Chamberlain College will be the first choice for school leavers in Birmingham because it will be recognised for excellence in academic achievement, exceptionally high standards of teaching and its capacity to raise the aspirations and ambitions of all of its staff and students so that they can enjoy rewarding and successful futures. With a strong commitment to effective collaboration with a wide range of partners, Joseph Chamberlain College will be innovative and forward-thinking for the benefit of its current and future generations of students and staff, inspiring others as a model of exemplary practice.

**Our Core Values**

We believe in:

- Excellence and Ambition
    - Everything we do is focused on improving the student learning experience.
    - We have high ambitions, expectations and commit to excellent in everything we do.
    - We demonstrate a 'can do' attitude, embracing the need for continuous improvement and positive change.

- Cooperation and Communication
    - We work together positively as a team for the benefit of the college
    - We learn from our own and each other's mistakes and successes, taking responsibility for our actions.
    - We are professionally honest with each other and create trust through effective relationships and transparent communication.

- Equality and Recognition
    - We value diversity and inclusivity and let this underpin all we do, treating people with respect and fairness.
    - We value and recognise everyone's work and the individual contribution they make to the lives of students.
    - We display loyalty to and pride in our college and its students.

**Our Current Strategic Objectives**

1. **The Academic Achievements and Success of Our Students**
   To be highly ambitious for all of our students and prioritise their success so that they achieve the highest standards academically, making significant progress throughout their time with us.

2. **The Learning Experience of Our Students**
   To ensure that all of our students benefit from an exceptional learning experience that excites, inspires and broadens their minds both in the classroom and beyond.

3. **The Support and Development of Our Students**
   To ensure that all of our students are supported to develop into confident and responsible citizens who believe in their own ability to do well in later life and who are respectful of the diverse societies of modern Britain and the wider world.

4. **The Reputation and Recognition of the College**
   To position the College as a nationally recognised Sixth Form College that attracts an increasing number of students each year, is a highly desirable place to work and captures the interests of a wide range of partners with whom we will collaborate.

5. **The Leadership of the College and its Resources**
   To manage our resources and finances expertly so that we can continue to grow and develop as a College to seek innovative opportunities for improvement amidst the challenges facing the sector now and in the future.

**Information about the College**

Joseph Chamberlain Sixth Form College was established in 1983 and now offers a wide range of academic and vocational courses from Entry Level to Level 3. Our curriculum offer and entry criteria are highly inclusive, offering clear progression routes to success for all students, regardless of their starting points and backgrounds. Approximately 80% of our work is with 16-18 year olds at Level 3, who study AS/A2 Levels or Level 3 BTEC Extended Diplomas. At Level 2, we offer BTECs and a comprehensive GCSE programme to 16-18 year olds; at Entry Level and Level One, we have a relatively extensive ESOL provision for both 16-18 year olds and 19+ learners.

In addition, our Adult Learning Directorate offers both daytime and evening classes in Literacy, Numeracy, GCSEs, Languages and a range of Vocational Provision to the local community, taught in a wide range of community venues across the city. Our 'College for International Citizenship' offers a leading international programme in global citizenship for students locally, nationally and internationally. We work in partnership with a number of providers and franchise a small part of our provision to Birmingham Theatre School, The Birmingham Finance and Management Business School, Birmingham Ethnic Education Advisory Service (BEEAS) and Bordesley Green Girls' School. We also host weekend provision for the Birmingham Chinese and Arabic Schools on Saturdays. Our wider curriculum is also rich and varied and students benefit from a great deal of choice in sports, additional languages, performing arts, fundraising activities, an annual Model United Nations Conference and various other student-led clubs/societies.

In 2017, Joseph Chamberlain College achieved A level pass rates of 99% for the fourth year running and the best results in the history of the College. In our recent inspection in 2017 we were graded as 'outstanding' in all categories and we continue to provide a broad, inclusive and high quality education to all of our learners that results in some of the highest levels of progression to Higher Education in the sector.

The College is situated within easy reach of Birmingham city centre in a state of the art building with superbly equipped classrooms and outstanding facilities. We were featured in the 2015 Parliamentary Review for best practice in further education and were awarded the CPD Mark last year for our comprehensive package of innovative and high impact professional development. We support all newly qualified teachers to achieve QTS or QTLS, and are part of a local teaching alliance. We have also been short listed for the 2017 TES Sixth Form College of the Year Awards.

**Information about the Directorate of Vocational Studies**

The Directorate of Vocational Studies is led by a Director of Studies and Curriculum Leaders are responsible for the three larger curriculum areas, 'Business and ICT', 'Arts' and 'Health/Care, Foundation and Sport'.

Course Leaders have line management responsibility for teachers within their subject areas and Course Co-ordinators are appointed to support and lead the development of some courses.

The Directorate offers a broad range of courses in Art and Design, Performing Arts, Business Studies, ICT and Computing, Media and Film, Health and Social Care, Childcare, Sport and Foundation Learning. Courses offered range from Level 1 to 3 and a large part of the provision is BTEC Qualifications though we also offer GCSE AS/ A2 Level options in some of these areas.

Our Health, Foundation and Sport Curriculum area is led by the Curriculum Leader who is directly responsible for Health and Social Care and supported by Co-ordinators responsible for Level 2 and Level 3 Children's Play, Learning and Development courses. All of the provision is currently BTEC and includes some Level 1 options, Level 3 Subsidiary Certificate/ Diploma and Level 3 Extended Diplomas. The department is extremely well equipped, with excellent classrooms that all have Smartboard facilities, and extensive resources, including a model nursery classroom and a mock clinical trials room. Moodle is used well as a virtual learning environment to support lessons and promote independent learning. The Curriculum area is involved in a range of projects and activities that develop our students' employability skills.

## Terms and Conditions

**Contract Type**

Full-time, permanent.

**Salary**

Salary will be on the pay structure of the Colleges Teachers' pay scale. Teacher's salary ranges from £22,937 - £38,364 per annum, dependent on experience.

**Hours of Work**

Contact hours for full time teaching staff are up to 23 per week and may include some support, enrichment or workshop time. Other time for meetings, open days, parents' evenings, staff training, etc, is as directed by the Principal.

Please be aware that our term dates fall in line with Birmingham City Council term dates, with the exception of the summer term, which ends during the second week of July. The autumn term begins on GCSE examination results day.

**Superannuation**

The successful candidate will be eligible to join the Teachers' Pension Scheme and you will automatically become a member unless you opt not to join.

**Accountability**

The post is accountable to the Curriculum Leader of Health, Care and Sport.

**Start Date**

Please note that the contract will start on 1st September 2018; **however the first day of work will actually be earlier on Thursday 23rd August 2018 for which you will be paid.**

## Making Your Application

1. Complete the JCC Staff Application Form. **Please state clearly on your application the position you are applying for.**

2. Provide a supporting statement (in section 8 of the application form) of no more than two sides of A4, in which you demonstrate how your skills, abilities and experience make you a suitable candidate for the role. Please give specific details and examples of how you meet all aspects of the person specification.

3. If you are applying for a teaching or curriculum based role, please complete the examination results form provided (applicants who are still completing their PGCE course need not complete this).

4. The completed form should be returned by email to: personnel@jcc.ac.uk or by post to:

   **The Director of HR**
   **Joseph Chamberlain Sixth Form College**
   **1 Belgrave Road**
   **Highgate**
   **Birmingham**
   **B12 9FF**
   **Telephone: 0121-446 2200**

### Deadline

The deadline for the post(s) is **Friday 6th April 2018** (to arrive no later than 12 noon).

### Shortlisting

Unfortunately, we will be unable to notify candidates who are not on the shortlist. Therefore, if you have not heard from us by **Wednesday 18th April 2018** please assume your application has been unsuccessful on this occasion.

### Equal Opportunities Policy

Joseph Chamberlain College is committed to equality of opportunity in recruitment and selection. Every care has been taken in the drawing up of this job description and person specification to ensure that the requirements of the post are not discriminatory on account of race, gender or age. Similar care will be taken during the short-listing and interviewing stages. If candidates are dissatisfied about any part of the process they should write in the first instance to the Principal of the College setting out the nature of their complaint.

### Data Protection Act 1998

Under the Data Protection Act 1998, the College needs to have your consent to collect and process information about you for the proper administration of the selection process and the employment relationship should you be appointed. Please accordingly make sure you sign the declaration at the end of the application form. After an appointment has been made, all the papers of unsuccessful candidates are kept for a period of nine months and are then destroyed.

**Candidates with a Disability**

The College is a Disability Symbol User. If candidates with a disability need any special arrangements for interview, they should enclose a letter giving details of these, marked for the attention of the Personnel Manager.

**Police checks and Rehabilitation of Offenders Act 1974**

The successful candidate will be required to apply for a Disclosure from the Disclosure and Barring Service. The College follows the Code of Practice laid down by the DBS, and this is available from the Personnel Office upon request. In accordance with the above Act employees with access to children and young people under the age of 18 are not allowed to withhold information regarding criminal convictions no matter when they occurred.

**Selection Process**

Short-listing of candidates for interview will be undertaken by the line manager and a member of the senior management team. All candidates invited to interview will be asked, on the day, to complete a practical task. These tasks will vary according to the post. You will be given relevant information, where appropriate, in advance. The results of these assessments will be used to decide whether to shortlist you further for interview.

The interview panel usually consists of three or four members of senior and middle managers. The interview panel will be chaired by a senior leader.

During the interview we ask the same main questions to all candidates, as well as any supplementary questions either arising from initial responses or specific to individual applications. Members of the panel will take notes during the interview.

At the end of the interview you will be given the opportunity to add anything further in support of your application or ask any questions. The panel will make its decision based on the evidence presented throughout the process and will contact all candidates with an outcome as soon as possible.

**Staff Benefits**

We offer the following benefits to our staff:

- Comprehensive staff development programme
- Occupational pension scheme (either TPS or LGPS)
- BHSF – private healthcare insurance plan
- Cycle scheme
- Interest free annual travel card loans
- Childcare vouchers
- Discounted college gym membership
- Free onsite parking

## Job Description – Teacher of Early Years and Childcare

A teacher must:

**1. Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

**2. Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

**4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and students' intellectual curiosity.
- Set homework and plan other 'out-of-class' activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5. Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the College, in accordance with the College's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the College.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well- being.
- Teachers must have proper and professional regard for the ethos, policies and practices of the College and maintain high standards in their own attendance and punctuality.

**Person Specification – Teacher of Early Years and Childcare**

Applications will be short-listed, and short-listed candidates assessed against the following criteria. Please show evidence of these competencies in your application.

A = Application form, L= supporting information or letter, T= test, I = Interview, R = Results Form

| **Essential Criteria** | |
|---|---|
| **Education, Qualifications and Training** | **Method of Assessment** |
| 1. Hold a relevant degree. | A |
| 2. Hold a PGCE qualification (or equivalent), with QTS/ QTLS status. | A |
| **Experience** | **Method of Assessment** |
| 3. Have experience of teaching relevant subject up to Level 3, such as BTEC Level 3 or AS/A2 Level. | A |
| 4. Have a passion for teaching the subject and strong subject knowledge | A,L,I,R,T |
| 5. Have either a successful teaching placement (*applicants currently in training)* OR successful record of teaching, including very good exam results. | A,R |
| **Skills and Abilities** | **Method of Assessment** |
| 6. Have an ability to engage with students, inspiring learning & promoting success. | R,I |
| 7. Be a very good classroom practitioner. | A,R,T,I |
| 8. Have knowledge of active learning and teaching styles and be able to demonstrate evidence of innovative practice. | R,T,I |
| 9. Be competent in the use of ICT. | R,I |
| 10. Have the ability to contribute positively to teams, share ideas and develop resources co-operatively. | L,R |
| 11. Have excellent communication and interpersonal skills. | A,L,I,T,R |
| 12. Be committed to high standards of professionalism & expectations of students. | A,L,I,R |
| 13. Be committed to professional learning & institutional improvement. | A,L,I,R |
| 14. Be positive about working in a multi-cultural, multi-ethnic environment. | A, I, T |
| 15. Be committed to promoting equality of opportunity. | I |
| 16. Be able to offer enrichment and contribute to wider college life. | A,L,I,R |
| 17. Have a positive and enthusiastic approach to work. | I |
| **Desirable Criteria** | **Method of Assessment** |
| 18. Have the flexibility to teach more than one course if necessary. | A,I |
| 19. Higher degree and/or experience of teaching HE/HNDS | A, I |