



The Queen Katherine School



# Information for Candidates

Teacher of Sociology/Psychology  
September 2017



MULTI  
ACADEMY  
TRUST







# The Queen Katherine School

The Queen Katherine School is a mixed 11-18 comprehensive school, with 1216 students on roll. We are genuinely inclusive, catering for students of all abilities and aptitudes from our mixed socio-economic area. The school converted to academy status in 2011 and became a Multi Academy Trust in 2013. There are 178 members of staff, 100 teaching and 78 support staff. KS4/5 students from Sandgate Special School are co-located on the school site with plans for a similar development at KS3 in 2018.

The school is a strong community, built on excellent relationships. Staff and students enjoy a high degree of trust and there is a genuine warmth and support in the school. Our students like to learn, enjoy school and work positively with their teachers. We benefit from supportive parents, governors and there is an active parents' association.

QKS staff enjoy working here and many stay with us for a long time. We have developed a strong programme of school focused CPD and use alternate Wednesday afternoons for development work through our Teaching and Learning Communities. As a result, exam results are rising rapidly with forecasts showing a significant increase from 2016 to 2017.

We have many effective departments with good and outstanding teaching and learning, but it is also possible to find teaching that needs more challenge, greater differentiation and an increase in pace.

Our A level results generally place us in the top 5% of schools for value added outcomes in the UK and have been in the top 10% for the past ten years. These results are reflected in the destinations of sixth formers – this summer 80% of our students went into degree courses – 61% to the top 30 institutions with five to Oxford or Cambridge. Our sixth form numbers allow us to maintain both breadth and choice.

The school results improved significantly in 2016 and will continue to do so as the curriculum fully meets the requirements of Progress 8. We pride ourselves on a broad and balanced curriculum. Students start to personalise their choices from Year 8.

The pastoral system is based on a year structure, each team led by a non-teaching Head of Year. These teams are led by support staff. We believe Heads of Year and form tutors are key players in monitoring and raising achievement, contacting home and offering support when necessary and praise when earned. We benefit from the additional support of specialised staff. These include a family support worker, an Education Welfare Officer, two student support mentors for KS3 and KS4, two counsellors and numerous external agency staff.

Provision for out of school enrichment activities is tremendous at QKS and many students enrol for the activities on offer as much as for our academic success. Music, drama and art thrive. Our annual school musical is performed at the local Brewery Arts theatre and often involves 150+ students. In addition, there are many smaller scale productions performed in the drama studios. There are frequent concerts involving choir, wind band, orchestra and contemporary bands – all musical tastes are catered for. Our PE department is involved in sport at local, county and national level.

# The Sociology / Psychology Department

The sociology/psychology department is a committed team of teachers who work hard to share their enthusiasm for their subjects and ensure the best educational outcomes for their students.

The department currently has four members, all of whom are experienced teachers. They all enjoy working with young people and are keen to explore ways to improve their practice.

## Facilities

Sociology and psychology are taught in the sixth form block. All teaching rooms are well resourced with data projectors and some have interactive whiteboards. Rooming is dependent on the subject being taught but most staff teach in a single room for much of the day. Students are provided with text books in Year 12 and funding for teaching resources is relatively generous.

## Curriculum

A Level sociology and psychology are very popular and successful subjects at QKS. Next year there will be two groups studying Year 1 A-Level sociology and two groups following the Year 1 A-Level psychology course. There will be three groups of Year 2 for the A-level psychology and two groups for Year 2 of the A-Level sociology. All A level groups are taught by a team of two teachers. We have followed AQA specifications in both subjects for many years and plan to stay with AQA with the new specifications.

Generally, our students enjoy the subjects that they study and they frequently make outstanding progress. Teaching is focused and carefully scaffolded and takes into account that there is a wide range of prior attainment in A level teaching groups in the department.

## Our vision

The department is a strong and successful team who focus on supporting individuals as they progress. The following areas are identified for development in the short to medium term.

- Planning and delivering new 2 year A level specifications.
- Consistency of high levels of achievement across all topics in both subjects.

## The post

This post is for a qualified Sociology/Psychology teacher with the drive to work with the team in moving the department forward.

# Person Specification

## Teacher of Sociology/Psychology

Criteria	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• A strong drive for improvement</li> <li>• High expectations of oneself, the team and students</li> <li>• A genuine commitment to Inclusion in its widest sense and to the well being, support, progress and achievement of students</li> <li>• Energy, enthusiasm and commitment</li> <li>• Flexibility, imagination, resilience under pressure, reliability and integrity</li> <li>• A positive attitude to innovation and change</li> <li>• Self-awareness</li> <li>• Excellent attendance, punctuality and time management</li> <li>• Excellent relationships and interpersonal skills when working with students, colleagues, parents/carers and other professionals</li> <li>• Show a real enthusiasm for school led development and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement with educational research and thinking</li> <li>• Experience of curriculum design</li> </ul>
<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Ability to organise oneself in such a way that leadership is effective</li> <li>• Ability to delegate in such a way that tasks are achieved and targets are met</li> </ul>	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Display a clear sense of vision of the role of Teacher of Sociology/Psychology</li> <li>• Be able to build professional relationships and work sensitively with a wide range of people</li> <li>• Demonstrate good presentational skills</li> <li>• Encourage dialogue to ensure a high level of understanding</li> <li>• High standard of administrative skills</li> </ul>	<ul style="list-style-type: none"> <li>• High standard of IT skills</li> </ul>

# Job Description

## Teacher of Sociology / Psychology

### Main Duties

1. To maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and to take account of wider educational developments relevant to your work
2. To plan lessons and sequences of lessons to meet the individual, personal and academic developmental needs of students and so build their capacity as independent learners
3. To undertake an appropriate teaching timetable, within the Department
4. To use and analyse information based upon prior attainment data and benchmark examination performance data to establish and set expectations, targets and action plans for students in your teaching
5. To assess, monitor and record progress of students in your teaching groups; giving them constructive feedback and advice
6. To enable students to achieve relative to their prior attainment and to make progress as good or better than similar students nationally
7. To communicate and discuss students' progress with parents and, where appropriate, to communicate and cooperate with persons or bodies outside the School
8. To take responsibility for your own Professional Development within the context of the School's Continuing Professional Development policy, and use the outcomes to improve your teaching and your students' learning
9. To ensure the effective and efficient deployment of classroom support
10. To maintain high standards of display and care of furniture and fittings in teaching rooms, offices, prep rooms and changing rooms where applicable
11. To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
12. To use a range of appropriate strategies and follow School policies for teaching, behaviour management and classroom management

### Departmental and School Wide Duties

1. To cooperate with colleagues to ensure a sharing and effective use of resources to benefit the School, department and students and inform the process of ordering and allocation of equipment and materials by assisting the team leader(s) in resource management.
2. To take an active part in discussion and decision-making processes in the department
3. Take responsibility for such departmental administration and other tasks as are negotiated through the established departmental procedure
4. Contribute to the development of Schemes of Work, teaching resources and assessment programmes
5. To take part in marketing and liaison activities, such as Open Evenings, Parents' Evenings, review days and liaison events with partner Schools, and to contribute to the development of effective subject links with external agencies
6. To follow agreed policies for communications in the School
7. To engage actively in the School's appraisal process
8. To make an active contribution to the development of the School's policies, including departmental development plans and the overall School Improvement Plan
9. To contribute to the process of School Self-Evaluation as it relates to School Improvement and Ofsted requirements, taking full account of quality standards and performance criteria
10. Promote good relationships with parents
11. Promote, deliver and plan extra-curricular activities where applicable

## Job Description

### Teacher of Sociology / Psychology

#### **School Ethos and Values**

1. To conduct oneself in a manner befitting a teacher at all times, ensuring behaviours that display positivity to others and reflect QKS values
2. To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students of the School
3. Promote the health, welfare and emotional well-being of all students
4. Promote equality of opportunity for all students and staff

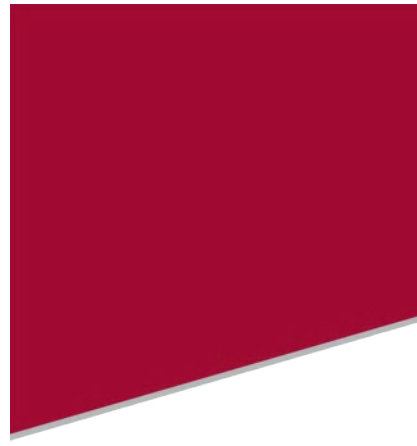
#### **Other Duties**

1. To support the achievement of the School's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required
2. To follow the School's ICT policy for safe use of ICT
3. To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the School's safeguarding policies
4. To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person
5. To work in compliance with the Codes of Conduct, Regulations and policies of the School and its commitment to equal opportunities
6. To comply with the School's Health & Safety policy and statutory requirements as detailed in the Health & Safety at Work manual
7. To undertake any other duties not detailed above as specified in the School Teachers' Pay and Conditions document.

**This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.**

**This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.**

## How to apply



Please apply in writing not exceeding two sides of A4. Your letter should briefly explain how your educational philosophy and experience influence your own teaching practice and that of your colleagues. It must be supported by salient examples that provide evidence.

Candidates will be shortlisted and appointed solely on the extent to which they meet the requirements set out in the person specification.

Please note that only the candidates invited for interview will be contacted.

The closing date is noon on 22 March 2017. Interviews will be held on week commencing 27 March 2017.  
Start date: 5 June 2017

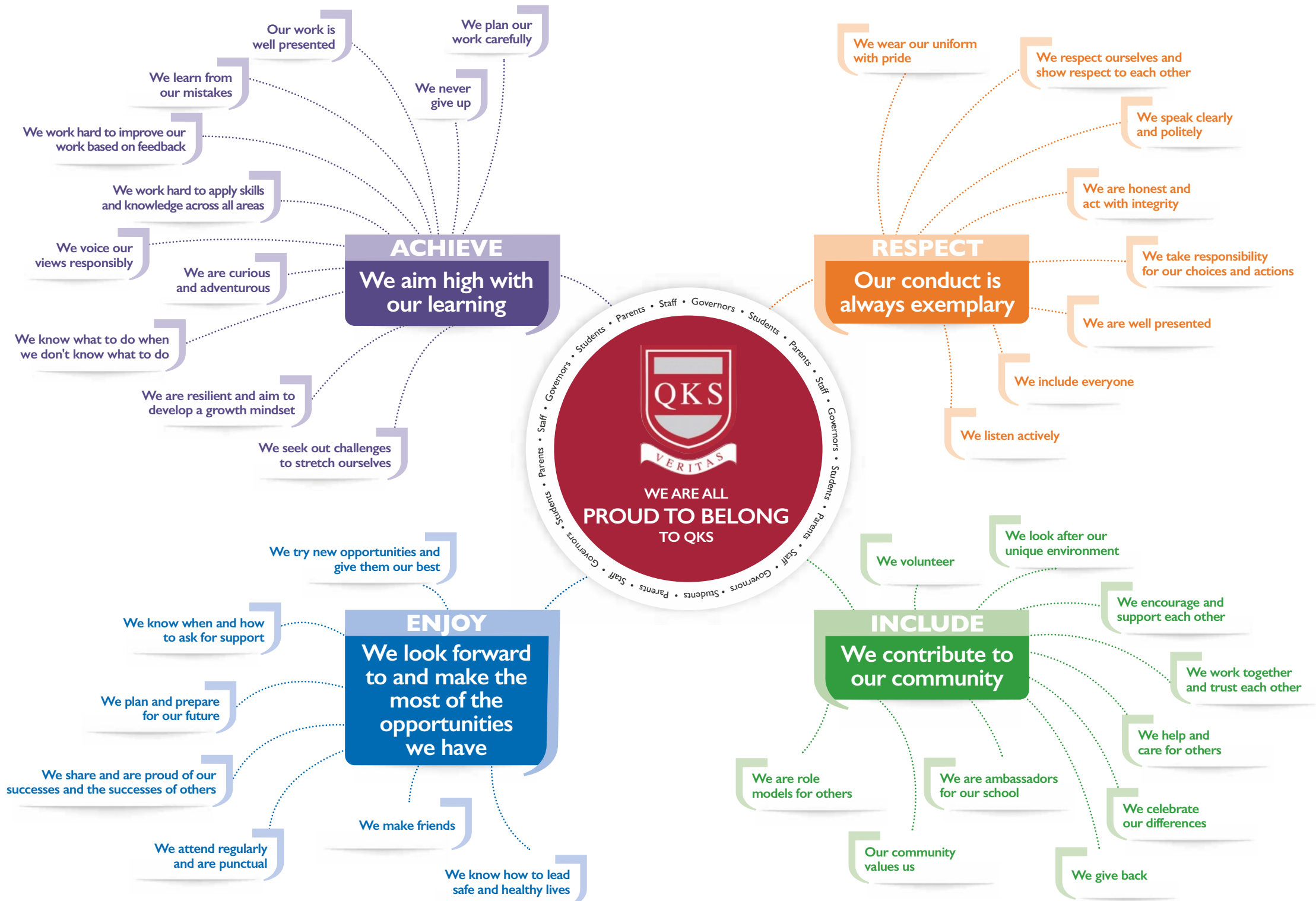
For further information, please contact:

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