

The Grange Senior School

Teacher in Charge of Psychology



Our School

The Grange School has been one of the great success stories of independent education over the past forty years. The school was founded in 1933 as a Kindergarten and Preparatory School. In 1977, the Governors took the major step of developing secondary education and since 1978 the school has grown steadily and developed an outstanding academic reputation. Today, The Grange has a total enrolment of 1190 students with 448 in the Junior School (4-11 years) and 742 in the Senior School including 155 in a thriving Sixth Form. It is consistently the best performing school in Cheshire and undoubtedly among the very best independent co-educational day schools in the country.

Our academic results speak for themselves, as we are consistently placed uppermost in the national independent school tables. In 2019, 44% of GCSE candidates achieved 8-9 while at A Level 64% gained A*/A with over 80% getting into their first-choice university. In 2020 we are very pleased with our Centre Assessed Grads awarded to both GCSE and A Level students. They reflected the hard work shown by our students in a difficult period.

More importantly we are a very happy school. The relationship between staff and students is exceptional; although very busy and, at times, pressurised, it is a pleasure to work and study in such a friendly environment. Expectations of teachers and pupils are high, but this serves both to stimulate achievement and provide reward.

We understand our chief purpose to be to help produce young people who truly flourish and find fulfilment as adults. We try to do this by helping them to identify and develop their unique combination of strengths, talents and passions, and to challenge them to find a purpose for their lives which such attributes can serve.

The Place

The Grange is situated in Hartford, a thriving village in its own right but also, in effect, an extension of the town of Northwich. Part of the Vale Royal of Cheshire, equidistant from Manchester and Liverpool, with Chester only 15 miles away. It is a delightful area to live in; nowhere is more than a few minutes from lovely countryside; hills, coast, even mountains, are within easy reach. Nearby cities provide terrific opportunities that supplement the cultural, sporting and commercial life of the area. There is a good variety of housing available to suit all tastes and budgets; both staff and students travel to the school from a wide area and a variety of both urban and rural locations. In short, the standard of living in the area is attractive and sought after.



Our Curriculum

In most dictionaries the word curriculum is usually defined in terms of 'the courses of study offered by a school or college'. At The Grange our definition is much closer to the context in which the word –whose original Latin meaning is 'race track' or 'lap'– was originally understood in education in the early twentieth century: the 'course' represented by all those experiences through which children become successful adults in society.

Consequently, we understand that everything we do in school from which our young people learn about the world and themselves is a part of our curriculum.



They learn from their studies, their involvement in activities outside the classroom, their relationships with their peers and their teachers, their successes and (often more helpfully) their mistakes.

Thus, we define our curriculum in an all-embracing and holistic way. We structure it to include our Academic Programme, our Enrichment Programme and our Personal Development Programme.

Our Values

At The Grange School we value particularly an approach to our community from all who work and learn here which is:

- Caring and respectful, embracing differences and sensitive to the needs of all.
- Straightforward, demonstrating integrity in all that we do.
- Wholehearted, showing commitment in all areas of school life
- Ambitious, aspiring to be the best that we can be.
- Adventurous, seizing opportunities and becoming resilient through challenge.
- Supportive, celebrating talent and creativity to build character and confidence.

Job Description

The Role:	Teacher in Charge of Psychology
Reporting:	The Head through the Senior Leadership Team
Qualifications:	A recognised teaching qualification e.g. Degree plus a PGCE or equivalent
Salary:	Dependent on experience

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Job Purpose

The Opportunity

The Grange School is seeking to recruit a Teacher in Charge of Psychology. This is a new role at the school as this will be the first time the school has offered A Level Psychology as part of the sixth form curriculum. In the first year there will be two A Level classes. The school has in the last few years run a GCSE



Psychology option as part of the enrichment offer of the sixth form this has proved highly popular and was taught by one of the members of the Biology Department. The job initially could be a part time role or a full time role could be offered for the right candidate who could teach another subject particularly General Science or Mathematics. All teachers at the school are expected to offer extra-curricular and this tends to be dependent upon personal preference and needs of the school. The role would commence on 31st August 2021.

Responsibilities

The list of professional duties below is set out in addition to the expectations that The Grange School has of any member of the teaching staff, as detailed in the Job Description for a Senior School Teacher.

As Teacher in Charge of the Department:

- leads and manages the process of annual Departmental Self Review (DSR) which includes, though not exhaustively, the following:
formation of an annual Department Development Plan (DDP) in cooperation with departmental colleagues, which includes an evaluation of public examination results using the Data Pack;
- formal discussion with the SLT link on at least two occasions each academic year to review/plan progress;



- regular review of the DDP, examination results and other data available within the department and implementation of actions as necessary;
- regular lesson observations of colleagues to support the development of their teaching and pupil learning;
- ensuring that baseline data is being used to monitor, and where possible improve, performance of the department and the pupils within it;
- completing an annual evaluation of progress to plan;
- should ensure the efficient running of the department, including the meeting of deadlines for DSR, exam entries and annual requisitions;
- is responsible for the appraisal, professional welfare, training and development of members of the department; for the induction of new staff into the department; and for supporting the Deputy Heads in the mentoring of newly qualified teachers;
- is responsible for their own development as a leader and manager, undertaking appropriate appraisal, training and development to both ends;
- must keep up to date with educational developments and changes within their subject area(s);
- should ensure that members of their department adhere to the criteria as set out in the Departmental Handbook with particular regard to the setting and marking of work and reporting procedures;
- should bring to the attention of their SLT Line Manager any difficulties which arise within the department;
- should hold regular departmental meetings, formal and informal, to discuss departmental matters and to ensure that the department works as a team; minutes of these meetings to be sent to the SLT Line Manager, the Deputy Head (Academic) and the Head;
- must attend Academic Forum, as arranged by the Deputy Head (Academic);
- is responsible for drawing up and annual updating of syllabuses and schemes of work; departmental hand-outs for Open Morning; the Departmental Handbook; GCSE Options Brochure; Sixth Form Prospectus; displays and the general appearance of the department;
- is responsible for the selection of text books and teaching materials, and the methods of teaching used by members of the department;
- is accountable for all budgeting within the department;
- is responsible for the implementation of Health and Safety Policies within their areas;
- is responsible for the furniture and fabric within their departments;
- must attend both Sixth Form Registration Day (held prior to the beginning of the autumn term), Sixth Form Taster Day (usually held shortly after spring half-term) and Sixth Form Open Evening;
- is to provide the Deputy Head (Academic) with timetable allocations of departmental staff and decide rooming timetables as required;
- should, where necessary set work for an absent member of the department if he/she is unable to do so;
- should share in the appointment processes of new staff to the department;
- should co-operate with other departments in cross-curricular activities as appropriate;
- must ensure that pupils are entered for public examinations in liaison with the Examinations Office;

In addition, all staff will be expected to carry out any other duties that the Head may, from time to time, reasonably request. Furthermore, Heads of Department may have particular tasks relating to the areas they manage; it is the responsibility of the Head and/or Deputy Head (Academic) to clarify these.

The Person

Key to recruitment activity: A = Application, I = Interview, E = Experience, T = Task, R = Reference

Qualifications:	Activity
A recognised teaching qualification e.g. Degree plus a PGCE or equivalent	A
Knowledge and Understanding:	
To understand the requirements of the Psychology curriculum for the purposes of leading the department and advising senior staff on matters of policy and practice	E
To understand and be able to lead on the principles of assessment for learning, a full range of assessment techniques, recording and reporting requirements consistent with whole school policy	E, I
To know the characteristics of high quality teaching and the variety of teaching and learning styles and how they impact on the quality of learning and student achievement	I, T
To know and understand how to use comparative data to set realistic and challenging targets, track student progress and evaluate achievement outcomes	I
To be able to implement change and development in collaboration with senior leadership as appropriate	I, R
To manage the budget for Psychology effectively	I
Experience:	
Substantial, recent and successful teaching experience across the age and ability range	A
Ability to teach A Level Psychology	A, E, I
Recent experience of leading on some aspects of Psychology	A, E
Ability to raise the profile of Psychology within the School	A, I
Teaching and Learning Skills:	
To be an effective teacher able to deploy a range of teaching and learning styles and manage the learning environment to promote excellence and high achievement for students of all abilities	I, T, R
To inspire students in their study and enjoyment of Psychology	T, R
To be able to relate well to students in a professional manner in a variety of contexts	I, T
To be committed to leading a range of inclusive extra-curricular activities, adding breadth to student experience	E
Qualities:	
To be able to support the wider aims of the school	I
To be committed to the safeguarding and wellbeing of every student in your care	I, R

To be committed to the entitlement of all students to a broad and balanced curriculum	I
To be able to support the school's mission and values	I
To be able to demonstrate excellence in one's professional work and the achievements of students	I
To be committed to continuous professional development at all levels	E, I
To be able to maintain effective and professional relationships with colleagues at all levels	I, R
To be able to lead and work effectively as a member of a team	E, I, R
To be resolute in the leadership and promotion of the department	I
To be resilient and cope with periods of pressure effectively with good humour and a sense of proportion	I
To be committed to the philosophy of inclusive education	I, R
To participate wholeheartedly in evening and weekend activities as appropriate	I



The Process

To apply for the role of Teacher in Charge of Psychology please write a letter of application to support a fully completed application form and names of two referees to:

**The Head
The Grange School
Bradburns Lane
Hartford
Cheshire
CW8 1LU**

Please mark the envelope 'FAO: Mrs Lynn Geary' in the top left hand corner. Applications are also accepted via e-mail to recruitment@grange.org.uk

Closing date for applications is **12 noon on 1st March 2021**. Interviews will be held week on a date to be confirmed.



The Grange School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a DBS check. This post is exempt from the Rehabilitation of offenders Act 1974.

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