Royal Greenwich
Trust School



Candidate Information Pack

Teacher of Sociology

Learning Today, Leading Tomorrow

Responsibility | Grit | Teamwork | Success

UST
University Schools Trust



“Providing transformational educational opportunities for all children…”



Teacher of Sociology

Royal Greenwich Trust School

University Schools Trust

Contents

Welcome	**5**
The University Schools Trust	**6**
Professional Development	**8**
Staff Benefits and Wellbeing	**9**
Job Description	**10**
Person Specification	**16**
Application and Selection Process	**17**


POPPY APPEAL
LIVE ON



Welcome

Thank you for interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

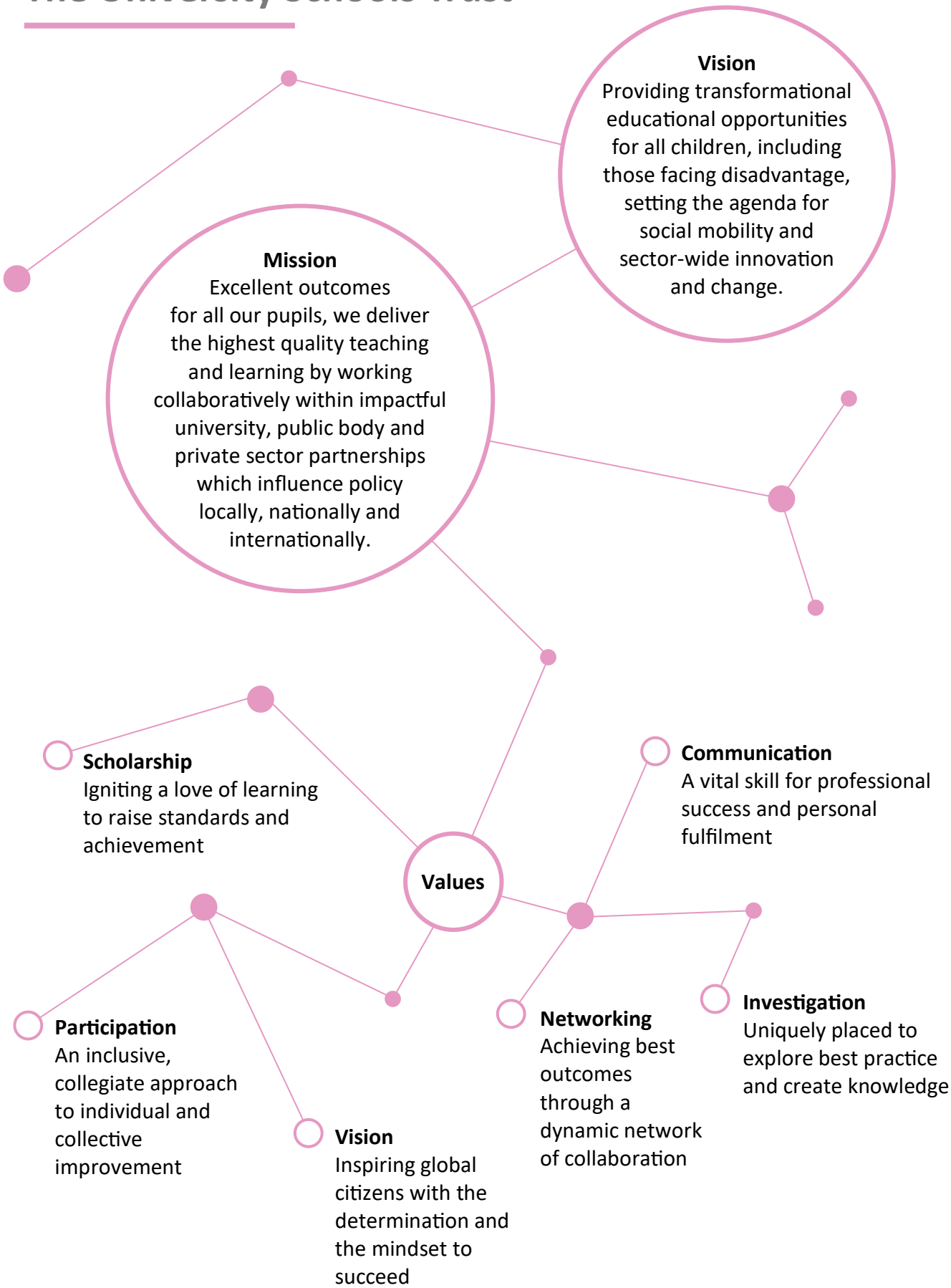
www.rgtrustschool.net

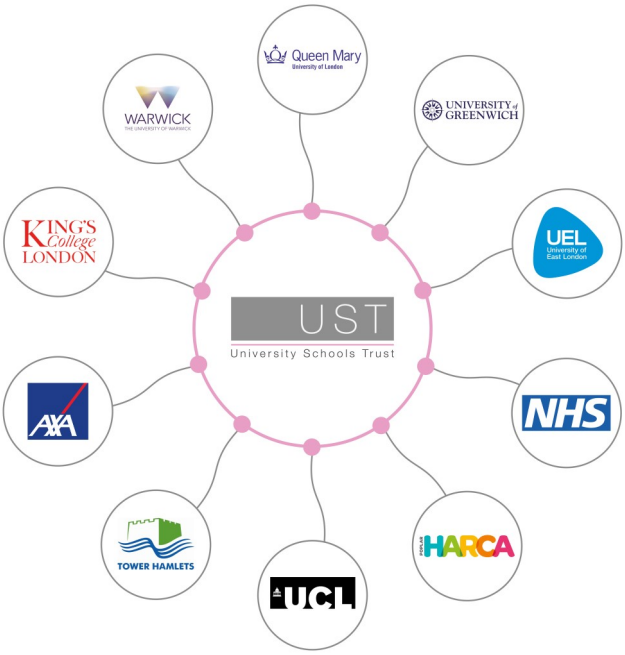
If you are interested in applying for the post and would like to arrange an informal discussion or a visit to our school, please contact Adele D'Silva on 07985 195260
or email
Recruitment@rgtrustschool.net.

Caroline Longhurst
Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.
Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

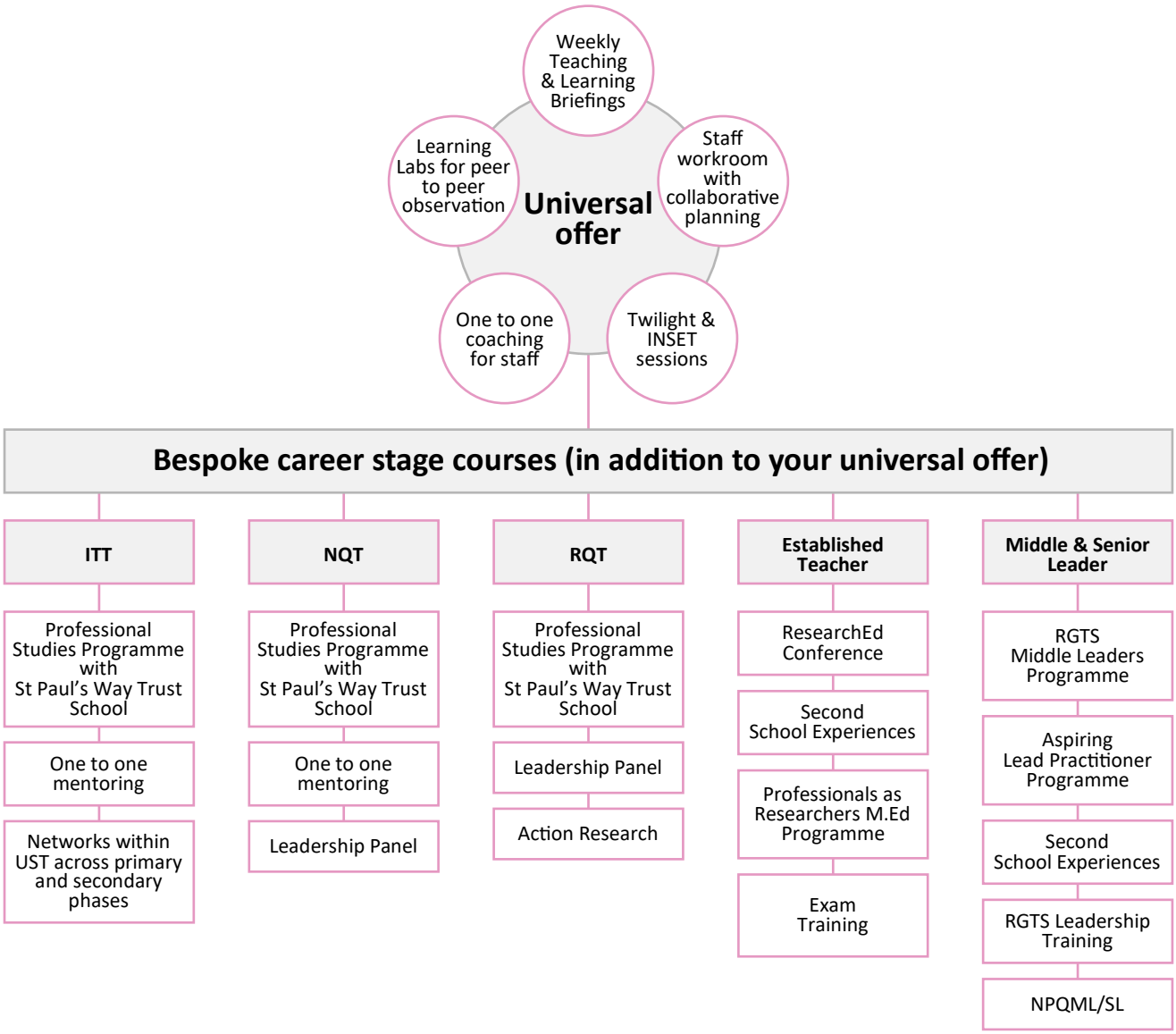
www.ust.london/444/school-of-education

Continual Professional Learning

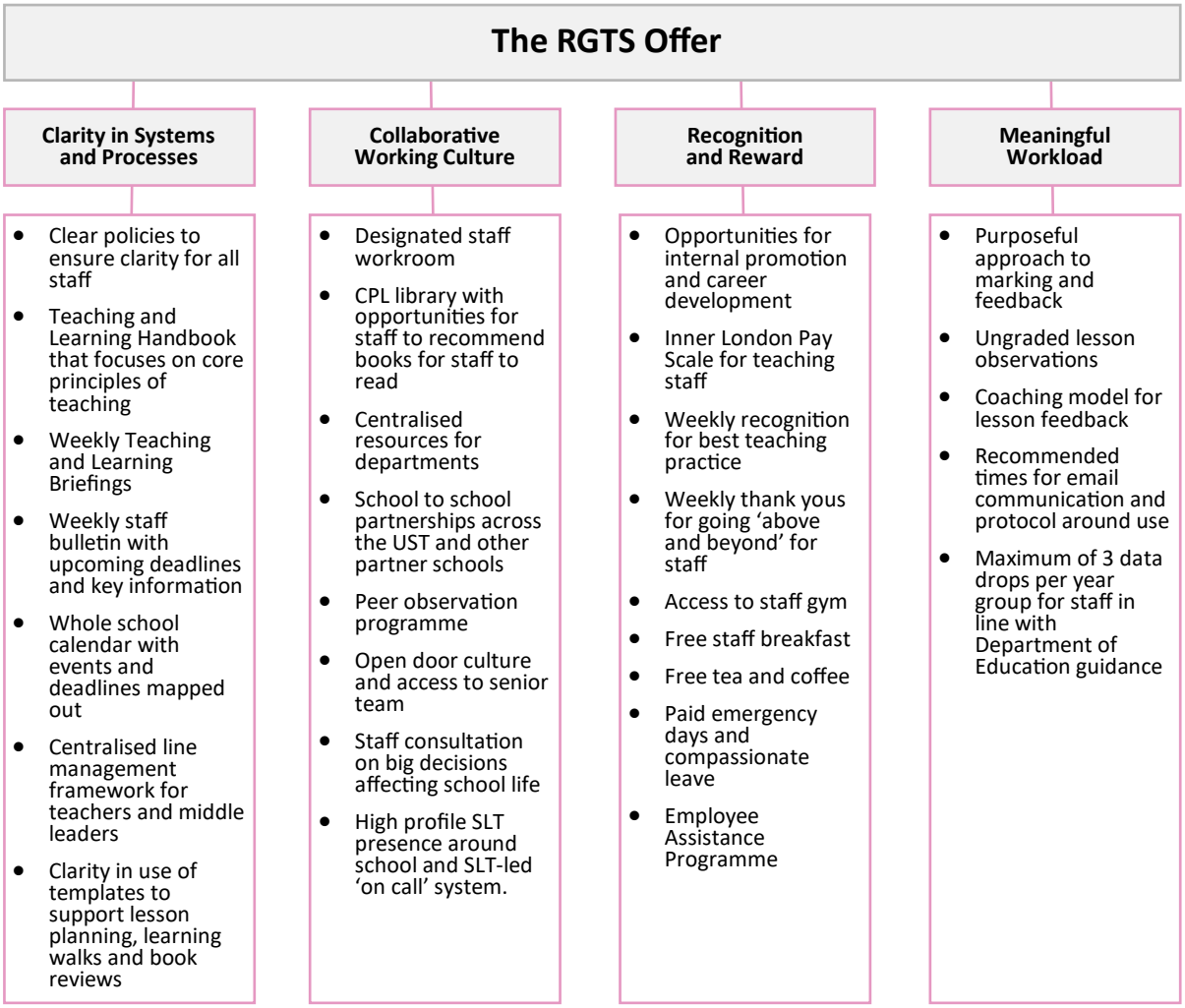
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. Through a programme of internal and external training through a wide network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches



Staff Benefits and Wellbeing



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes -** staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture -** staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward -** staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload -** decisions are mindful of staff workload and efficient working practice.

Job Description

Job title:	Teacher of Sociology	**Full/Part time:**	Full time
Location:	Royal Greenwich Trust School	**Grade:**	Teachers' pay scale (inner London)
Responsible to:	Head of Department / Lead Teacher for Subject		
Job description:			

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

- To plan and deliver a broad, balanced curriculum for students, in accordance with faculty schemes of work and National Curriculum programmes of study, liaising with relevant colleagues on the planning of units of work for collaborative delivery
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor
- To deliver quality first teaching in line with the school's expectations and policies on teaching and learning
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- Under the overall direction of the Headteacher carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.

SPECIFIC RESPONSIBILITIES

Teaching Responsibilities

- Undertake a designated programme of teaching across all key stages.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Teach consistently high-quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- Teach to ensure knowledge is retained in the long-term memory of students.
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
- Follow the department feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, the Special Educational Needs Team and the Inclusion Team.
- Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in your subject.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology in general, and in your curriculum area.
- Promote learning through out of hours activities such as enrichment, educational trips and speaker visits.

- Promote aspects of Personal Development, CEIAG and enrichment related to your subject.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Follow the school policies and procedures on teaching, learning and assessment.

Staff Development

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate in whole school and Continuous Professional Learning (CPL) programmes.

Student Support and Progress

- To be a Form Tutor to an assigned group of students if and when required.
- To promote the general progress and well-being of individual students and the tutor group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the student support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and other reports as required.
- To alert the appropriate staff to problems experienced by students.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to personal development, CEIAG and enrichment according to school policy.
- To apply the Behaviour for Learning policy so that effective learning can take place.
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads.

General administration

- Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality.
- Ensure that communications are responded to in a timely manner and agreed deadlines are met.

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promote the general progress and well-being of individual students.
- Provide guidance and advice to students on educational and social matters and on their further education and future careers.
- Provide a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
- Communicate and consult with the parents / carers of students in line with school procedures.
- Participate in meetings arranged for any of the purposes described above.
- Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Qualification Criteria

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and/or good A Levels or equivalent.
- Qualified to teach and work in the UK.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive forward innovation.
- To drive educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, Equalities and Inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by: Head of Department / Lead Teacher for Subject.

The above job description was agreed in February 2020. It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

……. Signed by (Post holder)

……. Signed by (Headteacher)

Person Specification

Knowledge and Experience	Essential	Desirable
• Successful teaching experience at secondary level, preferably within a multi-ethnic urban school (not essential).		
• Understanding of current theory and practice of effective teaching and learning.		
• Relevant experience/training in teaching at all Key Stages and confidence in delivering the curriculum.		
• Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard.		
Skills and Abilities	**Essential**	**Desirable**
• The ability to work as part of a team and to develop and maintain positive relationships with all colleagues.		
• Good level of ICT skills.		
• Knowledge of strategies that can be used effectively at Key Stages 3, 4 and 5 to raise attainment.		
• Ability to lead and manage own work effectively in line with the school's priorities, meeting all agreed deadlines.		
• Ability to accurately reflect on practice and identify professional development needs.		
• Strong leadership skills and evidence of motivating students and staff.		
• Ability to recognise and respond to the needs of students with different learning needs and backgrounds.		
• Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention in the classroom.		
Personal Qualities	**Essential**	**Desirable**
• Passionate about developing and working within a culture of academic excellence.		
• Committed to providing an inclusive transformational education for all students.		
• Motivated to contribute directly to the creation and growth of a thriving new secondary school.		
• Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.		
• Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects.		
• A positive approach to hard work and collaboration within a team.		
• Passionate belief in the success of young people in the subject and in teaching and obtaining high standards.		
• Responsive to and resilient when faced with the management of change or challenge.		

Application and Selection Process

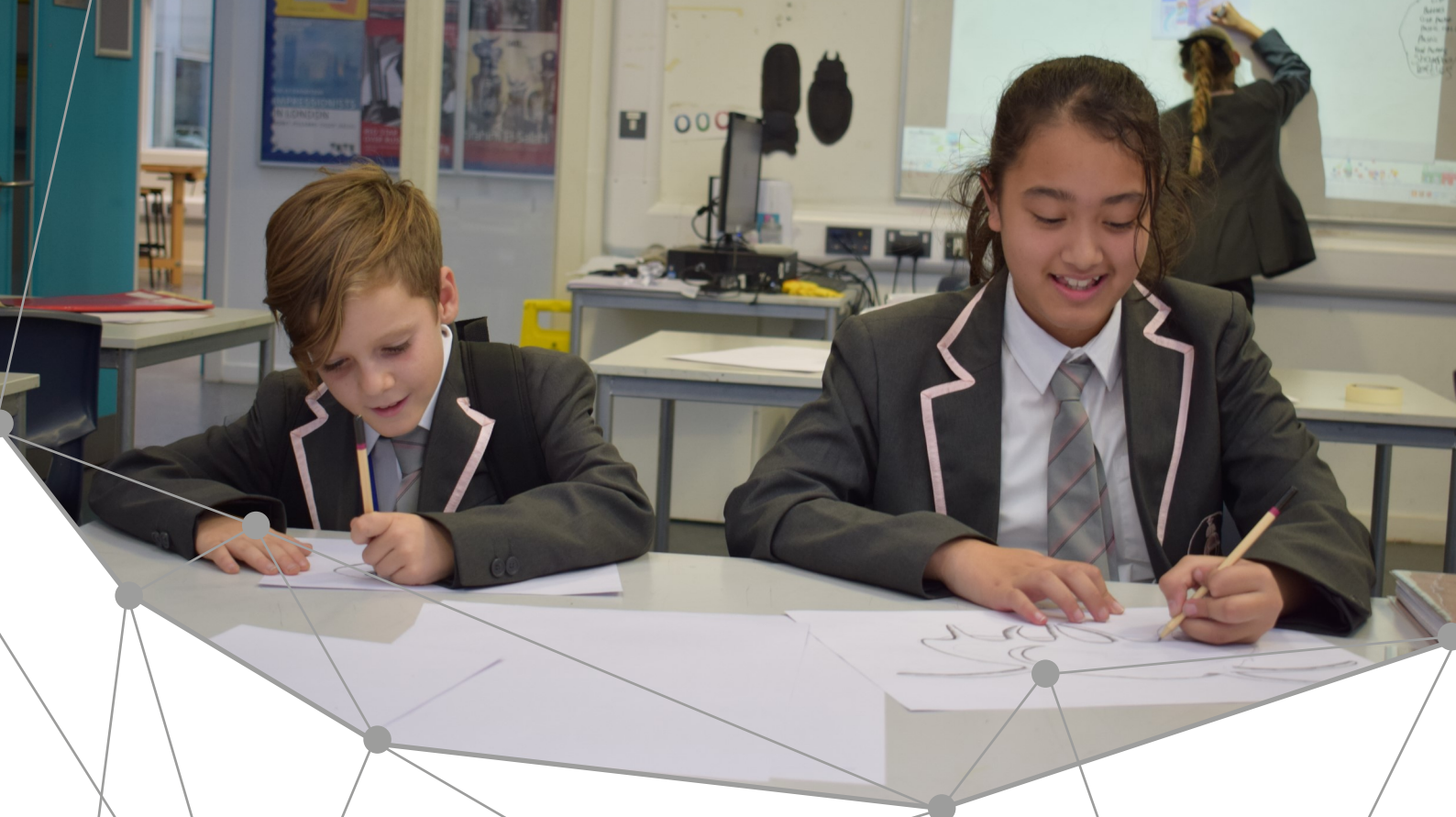
All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit www.rgtrustschool.net/recruitment and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is 12 noon Thursday 2nd April 2020.





Royal Greenwich Trust School

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E Recruitment@rgtrustschool.net
W www.rgtrustschool.net/recruitment