



Lead PSHE Teacher

Candidate Information Pack

Going beyond what schools ordinarily do



Lead PSHE Teacher – Post Details

The Kingston Academy seeks a skilful and engaging PSHE Teacher with a strong command of their subject. This post marks an exciting new direction for our approach to teaching PSHE as we move towards a model of all pupils at KS3 benefitting from a discrete of PSHE lesson per week. As such, we are looking for a candidate to help plan, shape and develop this offer.

We invite applications from candidates with the following attributes for this pivotal role:

- Passionate about their subject and willingness to develop PSHE based Schemes of Work which reflect pupil needs and current priorities;
- Strong classroom practitioner, with the ability to engage pupils;
- Flexible and committed to engage in the wider curriculum through our Going Beyond and enrichment activities;
- Experience of teaching KS3 in other curriculum areas
- Keenness to harness and develop links with outside agencies and organisations to support the overall personal development of pupils across the school

Applications are also invited from newly qualified candidates.

Position:	Lead PSHE Teacher
Scale:	Main pay scale – spine point dependent on experience
Commitment:	Permanent
Contract type:	Full Time (40 hours per week)
Commencement:	Negotiable

Application Process

Please visit the careers section of the school website (www.thekingstonacademy.org) where you can register and use the portal to fill in your application form online.



Interview Procedure

Our selection procedure will aim to identify with rigour whether the candidate fulfils the requirements of the post and will include the consideration of the candidate's suitability to work with children and young people. The process will include:

- Teaching an observed lesson to a full class of pupils;
- Meeting with a panel of our pupils for informal question and answer session;
- Presentation to members of the Senior Leadership Team (topic to be shared upon successful shortlisting)
- Interview with Deputy Head and Head Teacher.

Safeguarding and Safer Recruitment Statement

The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and undergo appropriate checks, including enhanced DBS checks (with a barred list check for regulated activity), checks with past employers and eligibility to work in the UK. Identity and qualification documents will be checked prior to any offer being made.



Letter to Candidates from Ms Sophie Cavanagh, Head Teacher

Dear Candidate,

Thank you for your interest in The Kingston Academy. I am delighted that you are considering joining our accomplished team of teaching professionals. The opportunity to share in the architecture of a new school and be integral in its delivery is unique.



The successful candidate for this role will join us at an exciting stage in our development. The project to build a large modern extension with state-of-the-art facilities to house our growing school is now complete. The addition of a new Year 7 intake in September 2019 has taken total pupil numbers to over 900, whilst our original History Makers, now in Year 11, are in the final year of their KS4 studies. In addition, we are now accepting applications for our Sixth Form, due to open in 2020.

Recruitment and development of exceptional staff is a top priority for us at The Kingston Academy. Our team comprises committed professionals who are invested in the process of ensuring our pupils achieve to the very best of their abilities. We understand that our drive to build an exceptional school relies upon our ability to recruit a fantastic team of staff and offer them excellent opportunities for professional development.

We hope you will be able to see your place in The Kingston Academy story and come forward to apply for this role. Prospective candidates are very welcome to come for an informal visit to the school prior to submitting their application. Our Head Teacher or one of her deputies would be happy to talk to you about the role and the Academy, the staff and our pupils. Alternatively, you may call to discuss any questions you may have prior to submitting your application. You can contact Justine Free on 0208 465 6208 in order to arrange a suitable time. However, please do not feel that you will be disadvantaged in any sense if you choose not to.

I very much look forward to receiving your application.



Ms Sophie M Cavanagh Head Teacher - The Kingston Academy



Background to the school

The Kingston Academy is an ambitious new secondary school set up by The Kingston Educational Trust, a partnership between Kingston University, Kingston College and Royal Borough of Kingston. The overriding aim of the school is to provide our pupils with an outstanding education and, in line with our school motto, to go beyond what schools ordinarily do. TKA first opened its doors to Year 7 pupils in September 2015. The school currently has five year groups (7, 8, 9, 10 and 11) and will grow annually by one additional group, eventually to include a sixth form.

The school received its first full Ofsted inspection in the summer of 2018 and was judged to be Outstanding in all categories:

'Since opening the school in September 2015, the headteacher has quickly established an ambitious culture which demands excellence for all'.

'Leaders have ensured that teaching, learning and assessment are outstanding'. Ofsted
June 2018

As a school, we offer a traditional core curriculum grounded in the basics of numeracy and literacy, merging the very best of traditional pedagogical practice with cutting edge new technology. All our pupils use Chromebooks to take advantage of the many benefits of eLearning in furthering education.

The Kingston Academy is an inclusive school that focuses on the serious business of achievement for our pupils. Pupils are expected to behave well, work hard and embrace all the opportunities presented to them. The school nurtures respect, responsibility, reflectiveness and collaboration. Above all, the focus of the school is to ensure that pupils will move forward in life as kind, resilient, confident individuals who are equipped to make a positive contribution, anywhere in the world.



At The Kingston Academy there are an abundance of exciting enrichment opportunities for pupils to explore in sport, enterprise, music, community engagement and cultural events.

Pupils are encouraged to look beyond their own school and engage with the community around them and all it has to offer in other local schools and local organisations.



Lead PSHE Teacher – Job Description

Post Title:	Lead PSHE Teacher
Salary:	The Kingston Academy Teaching Pay Scale (MPS Outer – spine point dependent on experience)
Reporting to:	Assistant Head Teacher
Hours:	08.00 to 17.00 daily

This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Head Teacher. It is vital that, as the new Academy grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.

Core Purpose

The Teacher's role is to carry out the responsibilities as a subject teacher and Form Tutor and to support the ethos and vision of The Kingston Academy.

A General Duties

- To support The Kingston Academy's ethos by ensuring the values and principles of the school are at the heart of learning and relationships.
- To maintain the highest possible personal, presentational and professional standards as an example to colleagues and pupils.
- To assist in the setting of The Kingston Academy's targets and the implementation of The Kingston Academy Development Plans.
- To promote good relationships and communications between all members of The Kingston Academy and the wider community and to attend relevant school and community meetings (including parents' evenings and promotion / information events).
- To participate in meetings at the school which relate to the school curriculum, administration and the organisation of the school (including pastoral arrangements).



- To support and share in the delivery of year group and house assemblies.
- To ensure the highest possible academic outcomes for all pupils taught and to contribute fully to the development of an enriching, relevant and innovative curriculum delivered in the extended school day and week.
- As a Form Tutor to support the personal development and academic progress of the pupils in your form group through mentoring and intervention support.
- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

B Accountabilities as a Lead Subject Teacher

- Teachers are responsible for creating learning environments where each pupil can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offering support to them.
- Teachers will take an active part in the school's rewards programme celebrating achievement and, where necessary, applying behavioural sanctions.
- Teachers are expected to engage with the widest range of educational technologies in line with The Kingston Academy's policy on teaching and learning.
- The lessons taught will be planned by TKA staff to fulfil the school's aims and all teachers share responsibility for this planning and development.
- Teachers will use the full range of monitoring and assessment techniques to ensure learning and progress are maximised. They will participate fully in the assessing and tracking of progress towards academic and personal (character) development targets and support interventions where there is underachievement.
- Teachers are expected to prepare and mark pupil work and internal and external examinations as directed by their Subject Leader/Head of Department and in line with school policies.
- Teachers will use a full range of creative teaching styles and activities which sustain pupils' concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning.
- Expert subject knowledge and links with Kingston University and Kingston College will be used to inspire pupils and build their understanding and to prepare them for progression to the next stage of education, training or employment.



- By directing and engaging support staff colleagues, teachers are responsible for the support of vulnerable pupils and the maintenance of highly supportive learning environments.
- By attending parents' consultation evenings and other meetings with colleagues in their teams, each teacher will play an effective part in the communication of individual pupil progress and in the development of curricular courses, enrichment and extra-curricular activities.
- All teachers have a responsibility within the subject for shared development of schemes of work; for development of engaging and challenging resources; for developing and using tools for assessing pupil progress and other self-evaluation tools; for ensuring that research informs the development of their pedagogical approach to teaching and learning; for contributing to and participating in cross subject interdisciplinary developments.
- To be responsible for improving and developing their own professional learning both within the subject and in pedagogy (including the achievement of relevant professional qualification e.g. Masters and leadership qualifications such as MLDP and NPQH).
- To plan and participate in field trips and practical activities which enhance pupils geographical studies.
- To participate in performance development processes.
- Contribute to, and participate in, staff development.

C Accountabilities as a Form Tutor

- All teachers are Form Tutors and are expected to be the first point of contact between the school and parents and will be responsible for knowing well each individual child in their group. Form Tutors meet with parents on consultation evenings and on other less formal occasions and are responsible for fostering good home/ school relations.
- Form tutors will be responsible for ensuring the various individual needs of their tutor group are met.
- Form Tutors will lead Form time with their group as directed by the Deputy Head and the relevant Head of Year.
- Form Tutors will support individual consultation or guidance during self-directed activity sessions and at other times.
- Form Tutors will support induction from previous phases of education and prepare and guide on transition to next phases and, in the longer term, maintain relationships with graduates from The Kingston Academy.



- Form Tutors ensure that pupil attendance is monitored and general administration is carried out for their group.
- Form Tutors prepare reports and references and have responsibility for monitoring records of pupils' progress. They take responsibility for monitoring and supporting children's learning through individual action planning and interventions where there is underachievement.
- Form Tutors carry out supervision at break time and at other times published in advance.
- Form Tutors supervise after school detention as part of the school duty rota which will be published in advance.
- Supervising and, so far as is practical, teaching any pupils whose teacher is not available to teach them.
- Form Tutors are expected to support and share in the delivery of the year and house assemblies and supervise their groups as necessary.

D Accountabilities to Senior Leadership


- All teachers have a responsibility to create links for pupils between their subject area and others.
- All teachers have a responsibility to ensure that learning is collaborative, fosters adaptive capabilities, encourages self-motivation and independence, is research based and active, is located in problem-solving approaches, in real life settings and develops reflection and skills of metacognition.

E Responsible for contribution to whole school pupil outcomes

- Teachers should be responsible for:
 - fostering pupils' enjoyment of learning; their safety; understanding of healthy lifestyles and their contribution to the wider community including opportunities to be of service, their development of life skills and financial awareness.
 - Developing pupils' spiritual, moral, social and cultural development including personal insight and purpose, and understanding of society's shared and agreed values;
 - Encouragement of pupils' exploration and understanding of their spiritual and moral development.



F Other

- Teachers are required to carry out a reasonable share of break time and lunchtime supervision duties.
 - Teachers are required to contribute to the school enrichment programme by running and managing an enrichment club.
 - This job description and allocation of responsibilities may be amended, after consultation, from time to time. Performance Development procedures will aid this process by considering the relevance of the teacher's role in the context of the changing needs of The Kingston Academy and the professional development of the teacher.
 - The Trust Board and Head Teacher reserve the right to ask teachers to carry out other such duties as may, from time to time, be reasonably assigned operating within their conditions of service. The job specification does not allocate a particular amount of time to any of the above responsibilities.
 - This job description applies to all teaching staff in The Kingston Academy.
 - Some staff will, in addition, have extra responsibilities, which are described in a supplementary job description.
 - All teachers are expected to operate, at all time, within the stated policies and practices of The Kingston Academy.
 - Employees will be expected to comply with any reasonable request from the Head to undertake work of a similar level that is not specified in the job description.
 - The Kingston Academy will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
 - The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
 - Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.
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Teacher – Person Specification E = essential, D = desirable and O = optimal			
Qualifications			
5 a* to B grades at GCSE including at least C grade in English and Maths	✓		
Qualified Teacher Status	✓		
A Level Grades – ABB or better		✓	
Honours degree or equivalent in the subject that you teach	✓		
An Upper Second or 1st Class Degree		✓	
A Master's Level Qualification (M Ed / MSc / MA)			✓
Personal			
A desire and willingness to make a full contribution to the School's enrichment programme	✓		
A desire and willingness to make a full contribution to the School's extra-curricular programme		✓	
A desire and willingness to act as a role model and 'Character Mentor' and to deliver outstanding lessons	✓		
Must be able to manage own work load effectively and respond swiftly to tight deadlines	✓		
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓		



Drive, energy, resilience and a sense of humour	✓		
High expectations of self and others	✓		
Passionate about their subject	✓		
Since leaving university they have undertaken further development of pedagogical knowledge, skills and understanding		✓	
Since leaving university they have undertaken further development of subject knowledge, skills and understanding		✓	
Sound understanding of current areas of development in the subject	✓		

Ability to work under pressure and to deadlines	✓		
Demonstrate good judgement	✓		

Thorough understanding and commitment to the protection and safeguarding of children and young people.	✓		
The ambition to develop each child to his or her maximum potential	✓		
Excellent communication skills	✓		
Interpersonal skills which demonstrate an ability to motivate staff and pupils and to convey enthusiasm for teaching and learning	✓		



Knowledge and Experience			
Performance Development or Lesson Observations in last two years are good or better	✓		
Performance Development or Lesson Observations in last two years are outstanding		✓	
Thorough understanding of requirements for PSHE and Citizenship (including Relationships and Sex Education)	✓		
Good/Outstanding Behaviour Management Skills	✓		
Has a clear understanding of the diverse needs of pupils and how to raise progress and attainment of all pupils (e.g. the use of intervention strategies)	✓		
Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information		✓	
Able to demonstrate the potential for future promotion		✓	
Has a good understanding of Performance Development	✓		
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	✓		
Evidence of understanding the 'Every Child Matters' Agenda including diversity, community cohesion and sustainable development	✓		

