



CHISLEHURST

School for Girls



Job Application Pack
2020



BROMLEY LONDON BOROUGH

Chislehurst School for Girls

An Outstanding International School

Beaverwood Road, Chislehurst, Kent BR7 6HE

Headmistress: Mrs K. J. Raven B.A., M.A.

Part-time Psychology Teacher

One year in the first instance

Date posted: 3 Feb 2020

Start date: September 2020

Contract type: Part Time Salary: £28,355 - £40,035 Main Pay Range

Contract term: Fixed Term

Suitable for NQTs: Yes

We are looking for an innovative Psychology teacher who has a passion for their subject and is committed to raising standards for all learners. We have excellent teaching facilities and embrace new technologies to support teaching and learning.

With your excellent subject knowledge and enthusiasm, you will have the opportunity to teach across the full age and ability range.

The successful candidate will:

- Join a fantastic community of dedicated professionals that are encouraged to grow and develop.
- Contribute to the wider improvement of the School.
- Be a driven and professional character that is committed to your students as well as your colleagues.

Have confidence in delivering lessons to an outstanding standard across all Key stages

Closing Date: 24th February 2020

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chislehurst School for Girls

Chislehurst School for Girls is a larger than average, Converter Academy school, catering for all abilities between the ages of 11 and 19. The school achieved 'Technology College' status in 2000 and was re-designated as Humanities with English in 2010. As an eight-form entry school, the roll is currently approximately 1,100 students.

The school is situated in London's green belt and on the borders of Sidcup and Chislehurst. The girls attend largely from within a 3-4 kilometre radius of the school. Chislehurst School for Girls was established in 1896 as Sidcup High School and has developed through the grammar school tradition as Chislehurst and Sidcup County Grammar School for Girls, becoming an all ability school in 1982. We were Grant Maintained from 1992-1997 and Foundation thereafter. We became an Academy in March 2011.

The main school building, opened in 1931, is situated on a beautiful green field site and now caters for approximately 50% of the learning facilities. Recent additions have included purpose-built Art, English, Science, Mathematics and Technology blocks, including a state-of-the-art Hospitality and Catering Suite, opened in 2010. Additional specialist accommodation has included a Dance Studio and Media Suite. In 2008, our eco-friendly 16+ Suite was opened, to accommodate the Sixth Form leisure and study facilities and also a Personal Development Centre, for Additional Educational Needs and Inclusion support.

"Routines are embedded so that pupils know what to expect when they enter a classroom or are set work to do outside of lesson times. Pupils' learning is promoted by teachers' challenge and high expectations". – OFSTED 2017

School Aims

Chislehurst School for Girls is proud of its ethos - AIM HIGH. Working closely with students and their parents, we set out:

- To develop every student's potential to the full, morally, intellectually and socially.
- To foster a belief in achievable high expectations within a culture of educational excellence.
- To develop self-discipline and respect for the needs of others.
- To provide a safe, caring, co-operative and stimulating learning environment.
- To prepare every student for adult life and to become contributing and self-reliant members of society.

Our students are our best advertisement, so do take the opportunity to speak with them and their teachers, should you visit the School.



Mrs K J Raven, Headmistress

Job Description

MAIN RESPONSIBILITIES OF THE POST:

ACHIEVEMENT

(progress and accountability) Your own classes (as per main range)

- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- 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.
- Know and understand how to assess the relevant subject including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress, including effective use of questioning throughout the lesson.
- 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.
- Give feedback on your classes to your second in charge after each Assessment Point, including your planned interventions to tackle any underachievement in your classes(at APs 1,2,3 with .5 being your check point to see if actions in place are working).

Your Year co-ordinator role

- Working with DOS, check that targets set stretch and challenge all students.
- Working with DOS, lead the year team in the analysis and use of data in monitoring academic achievement across the year group, in order to raise attainment with a specific focus on vulnerable groups (e.g. SEN, Ever 6 etc).
- Work with DOS to establish an action plan to tackle any underachievement identified after APs; this will include liaising with various faculties in relation to their actions /interventions and planning and implementing support e.g. Assertive Mentoring.
- Support DOS in reviewing achievement of own year group.
- Working with DOS to read and check all students' reports and profiles, writing comments as required. To be followed up by meeting with individual girls who need praise and/or encouragement.
- Working with DOS to plan relevant schemes of work for PSD (including Careers Education Guidance) and to ensure that tutors are following the PSD programme and weekly tutorial programme, providing support where appropriate.
- Working with DOS, plan and deliver a range of positive reward opportunities e.g. Achievement Assemblies and to be involved in the selection of school prize winners and nominations for awards.
- Organise and attend Parents' Evenings for your year group.

TEACHING AND LEARNING

Your own classes (as per main range)

Good subject knowledge:

- Have a secure knowledge in the relevant subject(s) and curriculum area.
- Foster and maintain students' interest in the subject.
- Address misunderstandings / misconceptions.
- Demonstrate a critical understanding of developments in the subject.
- Take responsibility for promoting high standards of literacy, articulation and the correct use of standard English.
- Take part in regular CPD in order to ensure that your knowledge is up-to-date.
- Use ICT to effectively enhance learning.
- Use of Numeracy whenever appropriate.
- Ensure that your approaches to T&L contribute to the design and provision of engaging lessons.

Planning and teaching:

- Effective use of lesson time in order to maximize students' achievement and enjoyment.
- Set homework and plan other out-of-class activities to consolidate knowledge where appropriate.
- Reflect systematically on the effectiveness of your lessons.
- Ensure that your approaches to teaching contribute to the design and provision of engaging lessons.

Adapt teaching to respond to needs:

- Know when and how to differentiate / personalise appropriately.
- Use approaches which enable students to be taught and learn effectively to the best of their ability.
- Demonstrate an awareness of the physical, social and intellectual development of children.
- 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, ensuring that they are all met.



This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

Faculty Details – Social Communications comprises the following subjects: Business Studies, Business & Communication Systems, Modern Foreign Languages, Health & Social Care, Sociology, Psychology, Child Development.

Psychology:

In Year 9 psychology the focus is on preparing students for the rigours of research methods that they will need to be competent with in year 10 and 11 so the curriculum is based around interesting studies that relate to the OCR course. This helps students build an interest in the subject and ensure that they have a thorough knowledge of research methods in order to evaluate studies effectively in their final GCSE exam.

Year 10 psychology focuses on the following, memory including STM and LTM, critiquing models of memory and explaining alternative theories. Students look at attachment with specific reference to Bowlby's Theory and Hazen and Shaver which allows students to understand the impact of secure attachment on later life. Atypical behaviour is studied and classical and operant conditioning thoroughly evaluated with reference to phobias in particular. Obedience is a particularly popular topic where students use controversial studies such as Milgram's study to analyse the impact of either situational or dispositional factors on obedience.

Year 11 Psychology focuses on sex and gender which is a topic that has a very current feeling to it with the students able to apply what they are learning to current issues that they may see in the news, the biological theory is considered alongside the psychoanalytic theory, which prompts much discussion. Lastly in year 10, non-verbal communication is taught where students are able to look at the social learning theory in relation to body language and how understanding of facial expressions differs across cultures.

SOCIOLOGY

In Year 9 students learn about the basics of sociology. This includes what sociology is, the different sociological theories (functionalism, Marxism, feminism, interactionism and post modernism). They also look at agents of socialisation and social control and evaluate the impact this has on society. They also study research methods and how they are applied to sociological research.

In Year 10 students learn about how sociologists view the family and education. They learn how to apply the theories from the previous year to these two topics and evaluate the impact factors such as social class, gender and ethnicity have on these two areas.

In Year 11 students learn about how sociologists view crime and deviance. They learn how to apply the theories from the previous year to these two topics and evaluate the impact factors such as social class, gender and ethnicity have on this area. Students then have preparation and revision for their summer exam.



Staff Dress Code

All staff are aware that they should dress professionally at all times. Naturally, expectations vary according to the specific role carried out by each member of staff, and it has been felt that some guidelines would be useful to ensure clarity about these expectations. As a general principle, we should never dress less formally than students in any given situation. For example, if students are in school uniform, we should be at least as smart as they are and business-like.

For Ordinary School Days

Ties and suits are expected; no staff should be dressed more casually than an open-necked shirt/blouse and tailored trousers/skirt. Dresses are acceptable, as is smart knitwear. Staff should not show underwear, midriffs or wear excessively low-cut tops. Shoes should be safe e.g. no open-toed shoes in Product Design or Science rooms, no flip-flops, no extremely high heels. Only staff involved in Physical Education activities should wear Physical Education clothes e.g. shorts/trainers, and these should be practical, (Physical Education kit is available for all staff who need it). No visible body piercings (other than ears) or body art (other than, exceptionally, for religious/cultural reasons). Future employees should not have them and existing staff should not have any done. Only premises staff and technicians can wear denim or other work-related appropriate dress. This would also be appropriate wear during the school holidays, for those staff who are on-site. For practical subjects i.e. DT and Food, steel toe-capped boots, chefs' whites and clogs should be worn, as appropriate to the task.

For School Trips

If the students are in school uniform for the trip - see above. If the students are in more casual clothes because the activity is more strenuous, likely to involve getting dirty or they are on a residential trip (although school uniform might be appropriate here too, for say a sports tour or music performance), then the principle that staff should be at least as smart as the students, applies. Specifically, if the students can wear denim or trainers, so can staff, or if students cannot wear shorts then neither can staff. It is useful to remember the impact of the whole party on members of the public, both students and staff, and guidelines for dress should be issued with the initial letters for trips.

For After-school, Holiday Activities & Training Days

For Parents' Consultation/Review meetings, Information Evenings, Open Evenings and other events which parents, students, and members of the public would attend, the dress code should be as for ordinary school days, even if students are not in uniform for most of these events e.g. concerts and performances. Exceptions might include Physical Education activities and performances requiring costume. For revision sessions etc, staff would be expected to dress, at least, as 'smart casual'.

For Non-uniform Days Staff should follow guidelines given for students and should make a donation to the specified charity. Staff are encouraged to contribute to special events e.g. National Book Day, by wearing costume if they wish.



"Teachers plan activities that account for pupils' needs and prior attainment. Teachers hold consistently high expectations for pupils' achievement and push them to do their best. – OFSTED 2017"



How to find us
Chislehurst School for Girls is situated on the east side of
Chislehurst , Kent.

We are some twenty minutes from the M25/M20 junction 3
and are readily accessible from southeast London.

Our nearest train stations are Chislehurst and Sidcup



Address:
Beaverwood Road,
Chislehurst,
Kent,
BR7 6HE

Telephone: 020 8300 3156

E-mail Address: office@chsfg.co.uk



CHSFG Staff Code of Conduct

For all Teaching & Non-teaching Staff

This code of conduct is intended for all staff working at Chislehurst School for Girls. It does not cover all eventualities, but does aim to set out the professional expectations which both protect colleagues and ensure a consistency of professional conduct across the school. It has been prepared in the light of part two of the Professional Standards for Teachers (Personal and Professional Conduct) and “Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges”, DfE September 2018.

Conduct with Students

- Relationships with students must reflect the age, sex and maturity of students. Demeanour, language and attitude of staff should be such that they do not give rise to misunderstandings on the part of students.
- Physical punishment of any sort is prohibited by law.
- Emotional abuse includes belittling, embarrassing, demeaning, ridiculing or deliberately sapping the self-esteem of a child or young person, and is always to be avoided.
- Staff must avoid comments to students which have sexual overtones, or which could be construed as in any way as personally derogatory or intimidating. Encouraging students in any way to engage in such discussions is also unacceptable.
- When meeting students on a one-to-one basis, staff should, wherever practicable, ensure that they do so in a room with an open door or in a place where they could be visible to others. Glass panels in office and classroom doors must never be covered for this reason.
- No meeting with a student should be arranged off the school premises, unless this is a specific part of a staff member’s job role and under guidance from their line manager.
- Staff who feel they may be the subject of unwelcome attention from a student must report the problem to their line manager and take advice on managing the situation. At no time should the member of staff speak with the young person concerned about the problem and particularly not alone.
- It is a criminal offence for any person employed in a position of trust, including all teachers, to have a sexual relationship with any person who is a student at the school at which they are employed, even if that person is over 16 years of age.

Safeguarding and Child Protection

- Annually, all staff must read and understand this document, the Child Protection Policy, Part 1 of Keeping Safe in Education and the School’s Behaviour Policy and sign the prepared document to this effect. Safeguarding training takes place annually. All training related to safeguarding e.g. PREVENT, E-Safety should be prioritised over other school-based commitments.
- If comforting a student in distress, staff will need to exercise professional discretion and judgement. They should ensure that their actions are not in any sense open to misinterpretation, particularly if no other adult is present at the time.
- If a student reports any information to a member of staff which indicates that the student may be at risk, either physically or emotionally, the member of staff cannot respect the student’s wish for the information to be kept confidential and must report it to the appropriate member of staff immediately as outlined in the Child Protection Policy. This includes where there is evidence or suspicion of

radicalisation, in line with the PREVENT agenda. Please note, there is a mandatory reporting duty for allegations of FGM (Female Genital Mutilation).

Standards of Behaviour

This means that staff should:

- ***Inform the head/principal or specified person of any cautions, convictions, or relevant orders accrued during their employment, and / or if they are charged with a criminal offence.***
- ***Be aware that behaviour by themselves, those with whom they have a relationship or association, or others in their personal lives, may impact on their work with children.***

This means that school leaders should:

- ***Have a clear expectation that staff will discuss with managers any relationship / association (in or out of school or online) that may have implications for the safeguarding of children in school.***
- ***Create a culture where staff feel able to raise these issues.***
- ***Safeguard their employees' welfare and contribute to their duty of care towards their staff.***

Reasonable Force (see School's Behaviour Policy & Safeguarding/Child Protection Policy)

Under the Education and Inspections Act 2006, all School Staff have the legal power to use “reasonable force”. This refers to any actions carried out by school staff that involves a degree of physical contact with a student, usually used to control or restrain in order to prevent a student from hurting themselves, hurting others, damaging property or causing disorder. This can range from guiding or directing a student using the arm as a “barrier”, to intervening to end or prevent a physical altercation to actual restraint to prevent harm or risk of harm to the young person or others. Reasonable means “using no more force than is needed” and in the unlikely event of needing to use reasonable force, school staff should always act in a way to minimise possible risk of injury and maximise safety of all involved, taking into account the context and any needs of the young people involved (e.g. SEND).

Teachers and all school staff have a “duty of care” towards their students: whilst staff do not have a duty to employ reasonable force, staff must be aware that failing to take action may put young people at risk and therefore in some circumstances, breach the “duty of care”. Where reasonable force has been used to prevent a young person hurting themselves, hurting others, damaging property or causing disorder, the member of staff can expect the full support of the leadership team at CHSFG.

The full Government Guidance, “Use of reasonable force Advice for Head Teachers, Staff and Governing Bodies July 2013” can be accessed at www.gov.uk

Searching and confiscation

School staff are permitted to search students if they suspect a student has prohibited items such as illegal drugs, alcohol or tobacco and do not require the parent or student’s consent to carry out such a search (Searching, screening and confiscation, DfE January 2018). There should be two members of staff present when a search is carried out and this should be conducted by a member of staff of the same sex where possible. Students should not be instructed to remove clothing, with the exception of outer wear such as blazers or coats. Bags and lockers should also be included in the search.

In the event that a suspicious substance is found in a search, the lead member of staff must:

- ensure the second member of staff remains throughout the process
- that the substance is handled carefully (preferably with disposable gloves), sealed in a plastic bag or a rigid container in the case of any form of needle or syringe, and labelled with the date/time of confiscation and the names of those present
- place the substance in a secure location e.g. safe or locked filing cabinet
- contact the police who will collect and dispose of the substance*
- record full details of the incident
- contact parents/carers

**The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so (DfE and ACPO Drug Advice for Schools, September 2012).*

A student cannot be searched by force: in the event that a student refuses to submit to a search, the School may contact the police and wait for their assistance or contact parents and request their presence to resolve the issue.

Staff may lawfully search electronic devices without consent or parental permission if there is a good reason to suspect that the device may be used to cause harm, disrupt teaching, break school rules, cause personal injury or damage to property or be used to commit an offence. Any data, files or images that are believed to be illegal must be passed to the police, including sexually explicit/pornographic images of children (Searching, screening and confiscation, DfE January 2018).

Maintaining Professional Boundaries

All staff at CHSFG are aware of Child Protection and Safeguarding through on-going training in line with statutory guidelines. Staff must maintain professional boundaries at all times when working with young people and their families. Standards of professional conduct are outlined in the Teachers Standards. The following common-sense approaches must also be employed:

i. Communication with Staff, Students and Parents/Carers

- Staff must not give students or parents/carers their personal mobile or home telephone numbers and must not engage in digital correspondence with them using personal devices. Email may be used, but the official school email addresses must be used rather than personal ones. It is important that email correspondence respects the same norms as all other interaction with students and parents/carers. The receipt of inappropriate or unwarranted calls or messages must be reported to the line manager.
- Staff must not take photographs of students on their personal equipment e.g. cameras, mobile telephones.
- Staff must not knowingly enter into correspondence with students or parents/carers via Internet social networking sites. When using such sites themselves, staff should remember that they can often be identified as employees of the school, and must respect the school's ethos and avoid bringing it, or any individual employee or students, into disrepute.

This includes:

- 1) Discussions about employees or students of the school, either specifically or in general terms.
- 2) Uploading and publicising images that may contradict Part 2 of the Professional Standards
- 3) Undermining "Fundamental British Values" e.g. expressing a view that could be interpreted as support for an extremist organisation, in line with the PREVENT agenda.

Staff who use social networking sites should ensure that maximum privacy settings are activated.

ii. Socialising with Students and Parents/Carers

- Staff should not socialise with students and/or parents and carers outside of planned school events. Should there be a pre-existing social relationship, this should be declared in writing to the Headmistress and kept on the member of staff's personnel file.
- Staff should not visit students and parents/carers in their homes unless this is part of their designated role within the School; where such arrangements are made as part of their role, the line manager should always be kept informed.
- When outside school in social settings, staff should always respect professional standards of interaction with any students and parents/carers they may encounter, and avoid bringing themselves, or the school, into disrepute in any way.

iii. Rewards & Gifts

- Staff should not give gifts or rewards to students outside the school's normal rewards processes and should avoid displaying any favouritism towards particular students. Doing so may be misconstrued as grooming by the student or by others. Should there be exceptional circumstances which appear to justify the giving of a personal gift, the line manager should be consulted and informed.

iv. Use of personal staff vehicles

- Staff should avoid giving lifts to students in their cars. In the rare event that this may be necessary in relation to an approved activity e.g. for a sports fixture, the member of staff should secure written permission from the parent/carer and this arrangement must be agreed in writing by the Assistant Headteacher in charge of visits and journeys and kept on the student's file.
- In exceptional circumstances, when there is absolutely no alternative and the young person may be at personal risk if they are not given a lift, the following should take place:
 - ✓ make contact with a parent/carer/other family member and seek their approval
 - ✓ have another adult with you in the vehicle or
 - ✓ have another adult following behind in their vehicle.

However, in the case of an emergency, e.g. taking a student to hospital, the best-interests and welfare of the young person must remain the priority at all times.

First Aid/Health & Safety

- See Medical Needs & First Aid Policy and the Medical Alert Handbook: all staff should follow relevant procedures, including preparation for visits and journeys
- No medicine, including non-prescription drugs such as paracetamol, may be given to students by staff unless agreed as part of their specific job role and all medications administered must be recorded. The only exception is the administrations of urgent, life-saving treatment, such as an auto-injector, following a severe allergic reaction.
- If called on to administer first aid, staff should, wherever possible, ensure that another adult is present, restrict physical contact to the minimum necessary, and ensure the incident is reported fully as quickly as possible.

- All controlled drugs, including those belonging to staff members, must be kept in the controlled drugs safe: all other medications brought into school by staff should be kept securely away from students at all times

Visits and Journeys, including Residential

- No alcohol or illegal substances may be consumed by any adult accompanying a visit or journey.
- All adults accompanying any visit or journey must have read the School's Child Protection Policy and have signed to say this has been read and understood.
- When on a school trip, it is essential that all necessary procedures have been followed beforehand in organising the trip, and those teachers are fully aware of the nature of their responsibilities for supervision and care, including arrangements for those students with SEND and/or medical needs.
- Staff should take care that students do not misinterpret or abuse the more relaxed relationships which can arise during a school trip, and that professional boundaries must remain in place at all times.
- Whilst in attendance on school visits and journeys, all school policies and procedures apply.

Confidentiality

- Staff should not discuss colleagues with students unless this is related to school business and should support the school's policies and ethos at all times.
- Staff should take care to secure any documents or information relating to specific students and/or their families; general student information is held in the main filing system via the School Office, with confidential items secured with the Assistant Headteacher, Guidance and Inclusion. See the School's policy on GDPR.

Raising Concerns/Whistle-blowing

- See the School's policy on Raising Concerns
- Staff should be aware that they are responsible not only for their own safe behaviour, but for reporting any conduct by a colleague, which gives rise to concern. See the School's Child Protection Policy – allegations against staff.

Teaching Materials

The use of teaching materials, including videos and films, which are inappropriate to the age of the students, or whose contents or language are sensitive (and particular consideration must be given to religious sensitivities) is inadvisable, and should be done only after consultation with the line manager.

Part D - Staff Dress Code

When working with students, all staff are expected to dress in a professional way which reflects the seriousness and professionalism of their role and which avoids conveying confusing or inappropriate messages. Staff should dress in a way that creates a positive image for the School and acknowledges that we are role models for the young people at Chislehurst School.

All staff will be expected to:

- Dress in smart, professional "business" attire, suitable for the workplace and the role they are performing* e.g. suit and tie, shirt/blouse, tailored trousers/skirt, dresses or smart knitwear.
- Wear safe and appropriate footwear for their role

- Wear their staff identification badge at all times when on the School site and when on school business.

**exceptions include staff involved in Physical Education, practical subjects such as Food Technology, technicians and Premises Staff who should wear clothing relevant to their role, but still appropriate for a professional workplace.*

Staff must avoid:

- Clothes that could cause embarrassment or discomfort to others e.g. excessively low-cut or sheer items or clothing that displays underwear or the midriff
- Casual clothes more suitable for weekend or holiday wear e.g. denim, “leggings”
- Inappropriate or unsafe footwear for the working environment e.g. backless “flip-flops” during warmer weather
- Displaying body art/tattoos: it is expected that these should be fully covered at all times during working hours
- Displaying body piercings (with the exception of earlobes): these should be covered or removed during working hours
- Where hair is coloured, it should be “natural” tones.

NB: deviations of the Staff Dress Code should be addressed by the line manager in the first instance

Other events:

- For staff training sessions or revision sessions/other activities during school holidays or outside of normal school working hours, “smart casual” dress is appropriate, depending on the event.
- For school trips, both staff and students should dress in accordance with the requirements of the trip which should be made explicit; the principle that staff should be at least as smartly dressed as the students applies.
- Staff are welcome to take part in charity or school events e.g. World Book Day and should follow the guidance given to students, where appropriate