



CHANNING SCHOOL

Head of Psychology (part time, job share)

A full time position may be available for candidates who can teach a suitable second subject.

From September 2021



Information about the post for candidates

The School

Ever since its foundation in 1885, Channing has been known as a happy and successful community. Our ethos and setting gives pupils both security and a sense of their own significance: we recognize all achievements, of whatever nature, and hope each girl here knows she is valued as an individual. We aim to encourage scholarship, integrity, altruism and independence; to give girls the confidence, qualifications and skills they will need in life; and to send our leavers out ready to respond as thoughtful, responsible and socially aware adults to the challenges of the world today.



We aim to remain true to the ideals of our Unitarian foundation, to develop spiritual sensitivity and understanding and in particular to foster respect and consideration for the whole range of human faiths and beliefs.

Academic achievement

Academic results are excellent – GCSE and A Level results details consistently place us amongst the top schools in the UK. Virtually all our sixth formers go on to University, or to Art College, some after a gap year. Girls also excel in a very wide range of co-curricular and extra curricular activities, and especially in Music, Drama, Sport and Art.

Community spirit

The Head and members of staff know every girl personally and as an individual. We have a strong family tradition and an enthusiastic and supportive parents' association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge diversity of the extra curricular activities on offer to pupils and it is expected that all staff will contribute to this side of the life of the school. Opportunities exist for involvement in cultural, dramatic, sporting and intellectual pursuits and we like staff to assist in areas where they have a genuine interest and enthusiasm.

Exceptional setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. Our ambitious £13m building programme, completed in 2017, has provided us with excellent dining facilities, a Music School, a new Sixth Form Centre, Sports Hall with fitness suite and a Performing Arts Centre.

Psychology at Channing

Psychology is a relatively new subject at A Level, and was first offered in September 2019 after considerable interest from the students. Take-up is strong and there are two classes in each of Years 12 and 13.

In addition to delivering the AQA A level Psychology specification, the Psychology department offers the opportunity for students to study aspects of Psychology



outside of the classroom in order to inspire wider interest and enthusiasm in the subject. All Psychology students take part in 'Brain Day' in which a Neuroscientist hosts a day-long workshop for the students to learn about aspects of the brain, linked to the A level, and they will also have the opportunity to dissect one. There are also opportunities to attend Psychology conferences, where students can hear about cutting edge research. Several students run Psychology clubs for their peers with a variety of formats, including creating a weekly Psychology podcast, reflecting strong enthusiasm for the subject.

Class sizes at A level are kept small and lesson resources are delivered on Google Classroom which the students access on their personal devices during lessons. In addition to conventional whiteboards, all rooms are equipped with interactive boards, which afford state-of-the-art multimedia facilities. All pupils and staff have iPads or access to Chromebooks and the school is known for its innovative teaching methods using mobile technology. The school library is also very well equipped and pupils are encouraged to make use of the facilities available to them.

In addition to teaching Psychology, the Teacher would likely contribute to the Key Stage 4 and 5 enrichment programmes.

Job Description – Head of Psychology

Heads of Department are appointed by and are directly accountable to the Head for the management of their departments. They play crucial roles in leading the members of their departments, setting high professional standards in all aspects of work. Given that this role is for a joint Head of Department, the successful candidate will be able to effectively collaborate with their counterpart on departmental issues. They will be enthusiastic in sharing innovative ideas toward the aim of bettering the department year upon year.



Heads of Department are expected to keep abreast of developments in their subjects, teaching methods, etc. and attend meetings and in-service courses by arrangement with the Head and Deputy Head. It is also hoped that use will be made of any opportunities for inter-departmental initiatives and co-operation.

Please note that this is a job share position.

General Responsibilities for a Head of Department include:

I. Curriculum

- (a) Determine the aims of the Department; plan and submit a scheme of work for the Department (reviewing and updating it as necessary by agreement with the Head) within the School's Curriculum Policy.
- (b) Co-ordinate and ensure the delivery of stimulating and well planned lessons throughout the school, helping to fulfil the potential of each girl whatever her ability.
- (c) Produce, monitor and evaluate a departmental development plan, that includes identification of opportunities for appropriate CPD.

- (d) Be familiar with the subject requirements for Public Examinations and ensure proper preparation for these.
- (e) Co-ordinate and moderate public examination coursework where appropriate.
- (f) Liaise with the Director of Studies, the Examinations Officer and Heads of Year in arrangements for Public and School Examinations respectively.
- (g) Be accountable for the department's teaching and learning and its examination results, including producing evaluations of students' performance in public examinations.
- (h) Organise trips and fieldwork as appropriate.
- (i) Liaise with the subject co-ordinator at Channing Junior School where appropriate.
- (j) Keep up to date with national developments in pedagogy.

2. Staff

- (a) Advise the Director of Studies on the appointment of new members to the department.
- (b) Provide for induction and guidance of new staff in syllabus, resources, procedures for marking, reports, etc. Supervise probationer teachers within the department. Supervise the work of ancillary and technical staff within the department where relevant.
- (c) Consult with members of the department in all matters of teaching, policy, planning and organisation.
- (d) Encourage the professional development of all members of the department through in-service training, professional organisations and active involvement in wider school activities.
- (e) Foster good working relationships within the department by providing professional support.
- (f) Liaise with the Head, Deputy Head and Director of Studies over the annual staffing allocation and matters of staff welfare and development.
- (g) If necessary set work for pupils if a member of department is absent.
- (h) Undertake appraisal of departmental staff as required and ensure staff continue to be effective.
- (i) Contribute to regular meetings where departmental issues are discussed and minutes are taken.
- (j) Communicate any department concerns or issues to the Director of Studies and senior management.

3. Resources

- (a) Prepare departmental budget estimates at appropriate time annually and control the budget to ensure funds are allocated in accordance with the department's development plan.

- (b) Order books and other materials within budget provisions of the Psychology department and keep account of department expenditure.
- (c) Plan for the effective use of ICT in the department for administrative and teaching purposes.
- (d) Check on stock and resources annually and take steps to ensure against unreasonable loss, wear and tear.

4. Pupils

- (a) Encourage interest in the subject and participation in fieldwork or other appropriate extra-curricular activities.
- (b) Encourage high standards of work and draw attention to achievement through classroom displays, exhibitions for open days, public performances, etc.
- (c) Assist with the admission and induction of pupils of any age into the school.
- (d) Ensure all department members keep regular records of pupil progress and fulfil the requirements of the school's arrangements for reporting to parents.
- (e) Attend Parents' Evenings, Open Days and show support for pupils by attending on occasion school plays, concerts, etc.

5. General

- (a) Invite practitioners and lecturers into school where necessary to ensure breadth of learning.
- (b) Have a working knowledge of Child Protection issues in the workplace.
- (c) Work closely with Form Tutors and Heads of Year.

Person Specification – Head of Psychology

It is essential that in your written application you give evidence of examples of proven experience in each of the criteria listed in the Person Specification.

The person appointed will have demonstrated competence in the following areas:

<u>Qualifications:</u>	Degree and teaching qualification in Psychology, or an appropriate related subject.
<u>Experience:</u>	Must have successful teaching experience in a secondary school. A working knowledge of Child Protection and Data Protection issues in the workplace. Experience of using modern technologies to engage and motivate. Experience of participation in curriculum development. Experience of motivating and inspiring children to learn and realise their potential.
<u>Knowledge:</u>	Sound understanding of secondary curriculum and Post 16 education. Knowledge of successful strategies to establish a new department. An awareness and understanding of current issues and developments in Psychology. A commitment to continuing professional development in order to provide up to date leadership.
<u>Analytical Skills:</u>	Effective project management skills including budgeting and strategic planning, as well as the ability to evaluate the impact of decisions.
<u>Leadership and management:</u>	A person willing to work as a team member – giving as well as receiving advice, discussing ideas and experiences as a shared purpose. An experienced teacher who is able to implement change in a sensitive way, and able to gain the commitment of others to the school's vision. A leader able to ensure the maintenance and development of a high quality curriculum where teaching and learning are at its heart. Someone reflective who shows initiative and self-motivation to achieve their goals.
<u>Relating to and Influencing others:</u>	Commitment to enabling students of all abilities to fulfil their potential. Ability to establish positive relationships with staff, pupils and parents. Flexibility and the ability to develop links between the school and community. A person with a calm and professional approachable to sustain working relationships with organisations and individuals.
<u>Organisational Skills:</u>	Effective at planning and organisation in order to lead a department. The ability to meet deadlines and delegate effectively.
<u>Decision Making:</u>	A decisive problem solver able to see the bigger picture and the impact of decisions. A leader who is solution-, not problem-focussed.

<u>Communication Skills:</u>	An effective and open communicator - with children, adults, colleagues and professionals. A firm commitment to consultation and communication both internally and externally supported by excellent communication skills. Able to promote the school and the Psychology Department. Computer literate.
<u>Personal Attributes</u>	A commitment to understanding and fostering the Unitarian principle of tolerance and respect for others. A proactive and flexible working approach. A robust constitution with high energy levels. A good sense of humour!

Applications

Applications are to be made via **TES.com in the first instance**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If unable to apply via TES, the application form may be downloaded from the website <https://www.channing.co.uk/staff-vacancies/>. If you are unable to submit your application via TES please email it to rwhite@channing.co.uk

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: Monday 12 April 2021 at 12 noon

Interviews: week commencing 26 April 2021

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.