



Application Pack Teacher of Law

W: www.roydsschool.org T: 0113 205 9559 E: recruitment@roydsschool.org A: Pennington Lane, LS26 8EX





A student centred learning community

Application Pack

Teacher of Law

**Full Time and Temporary until 31/08/17
Shared between Royds
and Brigshaw High
MPS/UPS**

**Required from September 2016
Closing date 4th July 2016**



A student centred learning community

Pennington Lane
Oulton
Leeds LS26 8EX

Tel: 0113 205 9559
Fax: 0113 205 9558

Headteacher: Mr Brian Kelly
www.roydsschool.org
Email: info@roydsschool.org

Dear Candidate

Thank you for expressing an interest in the Teacher of Law vacancy at Royds School and Brigshaw High.

As a school we pride ourselves in being a "Student Centered Learning Community" as we work together to improve standards and outcomes across the school. We have three core principles which are central to our drive and determination to succeed:

'No barriers to success'
'No ceiling to achievement'
'No excuses to underperformance'

I started as Headteacher in April 2014 and we have made great progress in some areas, but there is still much to do. We are looking for ambitious, committed and dynamic staff who can make a difference to the lives of young people and help us on our journey of school improvement. All the components for an excellent school are here; fantastic students, supportive parents, some excellent primary schools and staff who are committed to improving the school and the lives of young people.

In 2014, we began to see the potential of our students and our school. 72% of students attained a C or above in GCSE English, an increase of 18% from the previous year with 76% of students making expected progress, far exceeding the national average. This success

continued in 2015 and we saw our best ever A-Level results. GCSEs saw a 12% rise, from 42% in 2014 to 54% in the key threshold measure of 5A*-C including English and Maths.

In September we had a very positive school review, undertaken by the Local Authority and an experienced lead inspector for Ofsted. It was very pleasing that the report recognised:

"[there] had been substantial improvement in the school, with a positive shift in the culture and ethos. Students, staff and governors spoken with were overwhelmingly positive in their view that the headteacher has made some significant improvements to the school during his short tenure."

"leadership and management of the quality of teaching are strong. There has been a relentless and focused drive to improve teaching. Systems have been tightened and expectations are higher"

"the students' behaviour has improved, largely due to the new behaviour policy and raised expectations."

This was a great way to start the year and acknowledgement of our progress was further supported by the monitoring visit from HMI, Ofsted in December. A full copy of the report is available on the school website, but some highlights are:

"The headteacher is a significant driving force in the school. Due to his tenacious and determined leadership significant progress is being made in tackling the areas for improvement. Expectations are being raised for both teachers and students and as a result overall outcomes in 2015 improved."

"Efforts to improve the safety and well being of students are continuing to have a positive impact. Students that I spoke with said that they feel behaviour continues to improve."

"Teaching is also improving. Senior leaders are providing clear guidance, support and training for teachers. Students are seeing improvements in a number of lessons, particularly in relation to the increasing challenge in lessons and the progress they are making. Students have especially welcomed the improvements to marking and feedback, especially in mathematics."

Everyone connected to the school has worked hard to make these improvements happen and it is great testimony to our students that they have adapted with energy and commitment and are now beginning to feel the benefits. We know there are still areas we need to improve and we will carry on working very hard to make these changes.

There have been many other special achievements this term. Over 300 students took part on the reward trips to Flamingo Land and Alton Towers to celebrate their hard work and success over the summer term. 25 students went to China as part of a cultural exchange and we look forward to welcoming the Chinese students to Royds in the summer term.

Individual achievements include William Fakes receiving the award for Young Archaeologist of the Year. Jordan Imbusch became World Kickboxing Champion in Florida in November. Charlotte Clarke has been selected to represent Great Britain in Gymnastics at the Eurogym event in 2016. Millie Oates has been selected to represent England at U15 level in the Basketball National Development Programme.

We see this as only the beginning, our Post 16 provision is expanding and we are developing our links with the local community, in particular our feeder primary schools. We have the highest expectations of our students – their behaviour in lessons and around school has improved greatly. Conduct in lessons and around school has improved greatly. We have also made changes to our curriculum so that it is broad, balanced and will prepare our students for the future.

I hope that after reading the information about the school you will want to submit an application and want to be part of a team who are committed to making Royds School Outstanding.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B. Kelly', with a stylized flourish at the end.

Brian Kelly
Headteacher

What is enclosed in this pack?

- How to Apply
- School Overview
- School Policies
- Important Information
- Job Description
- Person Specification

The Teaching or Non-Teaching Application Form can be downloaded separately from our website (www.roydsschool.org.uk).

How to Apply

Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc.).

The Supporting Information section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

We require details of two referees, one of which must be your current or most recent employer. Please provide their names, email addresses and daytime contact numbers. For more information, see 'References' on the Important Information page of this pack.

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

You should return your application form via email, by 9.00am on 4th July 2016 to recruitment@roydsschool.org.

When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Details of the interview schedule will be confirmed after the closing date.

If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. Due to the volume of applicants, we are unable to give feedback to non-shortlisted candidates. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Can I visit the school?

We welcome prospective applicants to come and visit. The school is changing rapidly and a visit will help you to understand where we are, what the school is about and whether we are the right place for you to develop your career.



School Overview

Our Mission Statement

No barrier to success

At Royds we believe that every student should be given every opportunity to develop their skills, discover new talent and realise their exciting potential. We will do all that we can to remove any barrier that prevents a student doing their very best every area of their life.

No ceiling to achievement

At Royds we want our students to be ambitious in their goals and to have high aspirations for what they can achieve. We will set the highest standards in all areas of school life and support our students to meet those standards and raise their expectations even higher.

No excuses for underperformance

At Royds we believe that learning is the responsibility of all. We want to work with everyone involved in our learning community to drive success and achievement. Through the education we provide, we are creating a future generation with the skills and knowledge to succeed in an ever changing world. We will never lose sight of this challenge and moral imperative. We will always look for answers, solutions and improvements to keep moving the school forward and provide the best education we can.

Our Values

To help achieve the student centered learning community, the school needs all members of the community to follow the **Royds Three Rs**.

Respectful: valuing the whole school community by displaying good manners and tolerance to other students, staff, members of the public, the school site etc.

Resilient: not giving up in the classroom or in lessons, remaining resolved to achieve goals set and upholding highest standards in both behaviour and expectations.

Responsible: taking responsibility for day to day things like having the correct equipment or meeting coursework or homework deadlines but also for their behaviour. For example, words, actions and behaviour, admitting not always getting it right but taking responsibility and moving forward.

Our Strategic Direction

We have created the 10 Signposts to Success which are a simple set of statements that describe our vision for an outstanding school. They are integral to all school activities including the School Development Plan, policies and Performance Management. They are:

1. All learning good or outstanding
2. Student outcomes
3. Students feel safe supported and included
4. Preparing everyone for their future
5. Closing the gap
6. Attendance
7. Constantly developing school support services and site that promote welfare and enhance the student experience
8. All students with at least chronological reading age
9. A popular school of choice in the local community
10. A hub of the local community

Our Students

We want to provide the best education possible for all our students and will always put our students and their learning at the centre of everything we do. We expect our students to represent the school with pride in the local community, with a uniform that is smart and reflects the aspirations we have for them.

We currently have over 1,100 students between 11 and 18. We have a thriving sixth form which continues to grow, teaching a wide range of subjects with a high proportion of students going on to higher education. Our examination results continue to improve at all key stages. In 2015 and we saw our best ever A-Level results. GCSEs saw a 12% rise, from 42% in 2014 to 54% in the key threshold measure of 5A*-C including English and Maths.

We have set the highest standards of behavior at Royds and believe that every student should have the chance to learn without disruption or distraction. The “Stages of Behaviour” system is clear consistent and fair, ensuring low-level disruption is removed from the classroom. It gives students the opportunity to take responsibility for their behavior and puts the



focus on learning at all times. We also have a popular rewards system.

Our Staff

There are around 200 staff at Royds and who are well supported by an active Governing Body. We are fortunate to have highly-committed, professional and friendly staff, who work as a team to support both students and each other.

We have a largely new Senior Leadership Team who are committed to making the changes required for the school to become outstanding. There are five Assistant Headteachers with responsibility areas covering Teaching and Learning, Curriculum, Community, Behaviour and Inclusion and Post 16.

We are committed to staff development and giving aspiring leaders management opportunities. For this reason, we have an extended leadership team and are developing schemes for middle leaders. We have very strong support for NQTs and trainees which has been praised in local authority reviews. There is staff training every Monday night and induction programmes are put in place for new staff.



Our Area and Facilities

Royds School is in Oulton, on the outskirts of Rothwell. The site is large and we are fortunate to have a large amount of outdoor space.

The school began its life as the Rothwell County Secondary school in 1955 and was added to in the 70s and 80s. The most recent addition was a Performing Arts Suite in 2005. We are actively campaigning for a new school building however several areas of the school have had substantial investment to modernise facilities. Most recently the sixth form facilities and two science rooms were refurbished.

Our School Organisation and Curriculum

Our school day begins at 8.30 and ends at 14.35 although we have many after school support and enrichment sessions. The week is split into 25 hour long lessons with a 15 minute form time or assembly occurring daily.

At Royds we believe there should be a coherence and continuity for students during their school day so lessons are structured with the Royds Learning Thread.

Our curriculum enables students to choose a wide variety of options, leaving all future pathways open as they begin to make decisions about their future. All students study the core subjects and secure qualifications in English, Maths and Science.



Students begin studying GCSE courses at the start of Year 9. All students study a core English language, English literature, Maths and an appropriate Science course and take exams in these subjects at the end of Year 11. In addition to the core offer, students choose three option subjects to study in Years 9 and 10. Throughout this time students also study RE/PSHE, ICT and PE however these courses are focused on enriching the student experience, not on gaining a qualification.

Students then choose up to two further options to study in Year 11. These choices allow students to specialise in areas they are likely to study at A-level, further broaden their studies or provide additional support for students who need additional help with English and/or Maths.

In the sixth form all students study the equivalent of four A-level subjects during their first year of study. They also receive an hour of guidance tutoring which supports them in embedding the independent study routines that they will need in higher education. The tutoring also allows students the time to raise any specific concerns they may have.

At Post 16 we offer a wide range of courses to meet the diverse needs of our Post 16 students. These courses include vocational qualifications in addition to the traditional academic qualifications. Subjects include Law, Psychology, Sociology, Performing Arts, Art and Photography, Uniformed Public Services, Travel and Tourism, Sport, Maths, English, a full range of Science plus many more.



Our Pastoral Organisation and Leadership

We are very proud of the support network we have built for students where each student is treated as an individual with individual needs. The Deputy and each Assistant Head take responsibility for a year group as well as a dedicated Assistant Head for Post 16. They are each supported by a Year Leader (Learning and Achievement Leader) and a Learning Manager. The Year Leader will be with students from Year 7 to Year 11.

In addition to this we have an ACE (Attendance, Caring Education) department with dedicated staff for students who need additional support. This includes students with SEN, EAL, students needing additional education in specific areas or to address a sudden and unexpected need.

We also have a Learning Mentor, two Attendance Officers, a Careers Officer and a Safer Schools Officer so we can support our students in every way possible.

Our Extra-Curricular Activities

We are very proud of our comprehensive sports programme and encourage all students to participate in at least one club. Boys have the opportunity to join football, rugby, basketball, gymnastics, tennis, cricket and athletics. Girls can participate in football, netball, hockey, gymnastics, tennis, rounders and athletics. We have a proud record in competitive sports and each year our teams regularly succeed in winning area and city championships.

Royds has a rich tradition of international visits and our students frequently visit places as diverse and exciting as China and New York with European and more local visits forming a major part of the school calendar. We believe these visits add not only to the educational experience but also establish a culture of independence and a willingness to embrace the unknown.

Dramatic performances at Royds range from reviews to major productions of Shakespeare. Drama students enjoy workshops with professional actors and get involved in extra-curricular events such as Rock Challenge.

Our Community Links

Education at Royds is about partnership – the partnership between students, parents and our staff. A school should be at the centre of the community and we have excellent relationships with our feeder primary schools, community groups and local industry.

Within the school we have a thriving Student Executive who have a critical role in helping shape the future of Royds. They meet regularly with the Headteacher, help in the recruitment of new staff and represent the school at many events and occasions throughout the year.



Policy Information

Child Protection

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.

Safeguarding cuts through everything we do at Royds and the safety of our students is our top priority. There is a designated senior member of the Leadership Team who is responsible for referring and monitoring any child protection concerns.

All members of staff will receive training in line with our child protection and other related policies.

Whistle Blowing

All staff have a duty to raise concerns about any inappropriate attitude or actions of colleagues in any area of school life. This is particularly applicable to our safeguarding procedures.

Code of Conduct and Personal Behaviour

The Headteacher and Governing Body regard everyone working at our school as a role model to our students. We therefore have high expectations of our staff to act with the utmost professionalism and awareness of their role in both the school and wider community.

We pride ourselves on relationships with students and each other that are founded in mutual respect. We expect all staff to be dedicated, enthusiastic and honest and passionate about making a difference to our students. We do not tolerate complacency as we strive to improve in every area of school life.

Teachers are expected to uphold and embody their professional standards and values. Everyone in the school has an absolute duty to promote and safeguard the welfare of children.

Equal Opportunities

Royds School actively promotes diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of age, disability, gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion / belief, sex or sexual orientation.

In line with the Equality Act 2010, we are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

Smoking Policy

Royds School is a no smoking site and all staff must adhere to this policy.

ICT Policy (Fair Use Guidance) and E Safety and Social Media

We encourage the use of ICT across the curriculum. On appointment, staff agree to abide by the ICT policy. We also expect staff to be conscious of the professional expectations of them when using social media and in their use of mobile technology.

Full details of all these policies are available from the school upon written request.

Teachers' Pay Policy

We currently follow pre-existing pay scales and structures in line with the standard Leeds City Council Pay Policy. We normally honour existing pay points and are prepared to consider entry at a higher point for exceptional candidates.



Important Information

References

Royds School is committed to the safeguarding of our students and therefore it is our policy to take up references from all shortlisted candidates. References are used to verify objective and factual information, compared for consistency of the information you provide and to alert us to any safeguarding concerns.

For this reason we expect one of your referees to be your most recent employer. If you are not currently working with children but have in the past, we would strongly recommend your second reference is from an institution where you worked with children.

Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Our commitment to safeguarding means we will not accept any references which have not been directly requested by us or are not directly addressed to the school. Your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. A random sample of referees will be contact to confirm they have provided references.

Selection Process

All candidates will be shortlisted and interviewed against the criteria outlined in the person specification. The person specification focuses on the skills, abilities and experience required to be successful in the role.

If additional lesson observations, tests or presentations are to be brought into the selection process then candidates will be notified in advance when invited to interview.

Royds is committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Reasonable Adjustments

Under the Equality Act, we are legally required to ensure that disabled people are not disadvantaged in the recruitment and selection process and to consider making reasonable adjustments. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Validation of Qualifications and Identity

All appointments will be subject to a DBS check. We ask all shortlisted candidates to bring to the interview, sufficient identification to allow us to apply for the DBS check upon appointment.

Shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and may be confirmed as genuine with the awarding bodies.

The copies will be retained on their personnel file for the successful candidate. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

No offer of employment will be confirmed until all qualification requirements and DBS checks have been satisfied.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. We will ask applicants for proof of this at interview stage. You will be asked to provide original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Disclosure and Barring Service

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the 'Barred' list. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place.

Safeguarding

Royds is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure with 'barred' list check (see above). In addition teaching appointments will be subject to a Prohibition order check.

Medical Assessment

All appointments are made subject to a medical assessment. The preferred candidate is required to complete an Occupational Health Medical Questionnaire. This will be sent directly

from Leeds City Council with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

Induction and Continuous Professional Development

Royds is committed to the wellbeing and development of our staff. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications

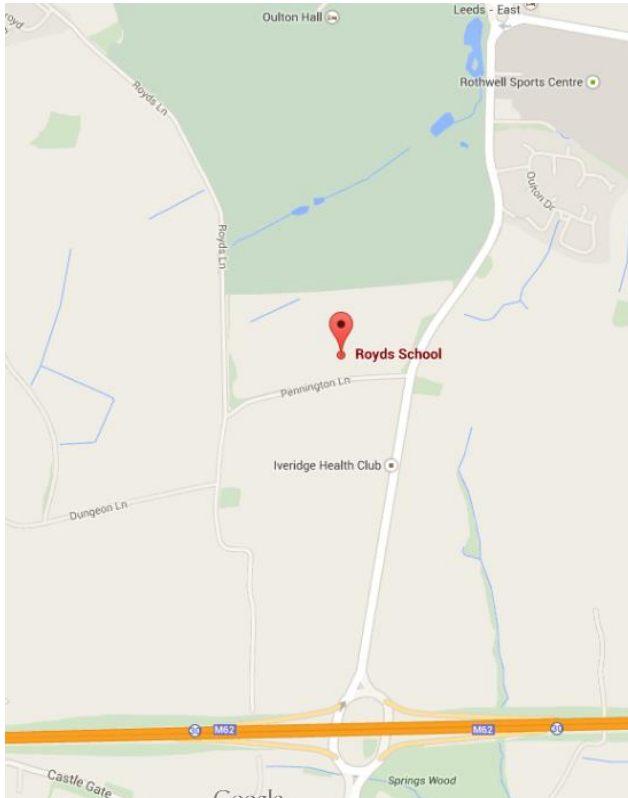
Dress Code

Individual staff members are valued for their contribution and professionalism and they are a clear role model to the students. With the introduction of the new school uniform and the higher standards and expectations of our students, staff must be mindful of the need to set a good example to our students of smart and suitable dress for a place of work. This relates to both modesty and health and safety.

Staff should dress as they would for an interview.

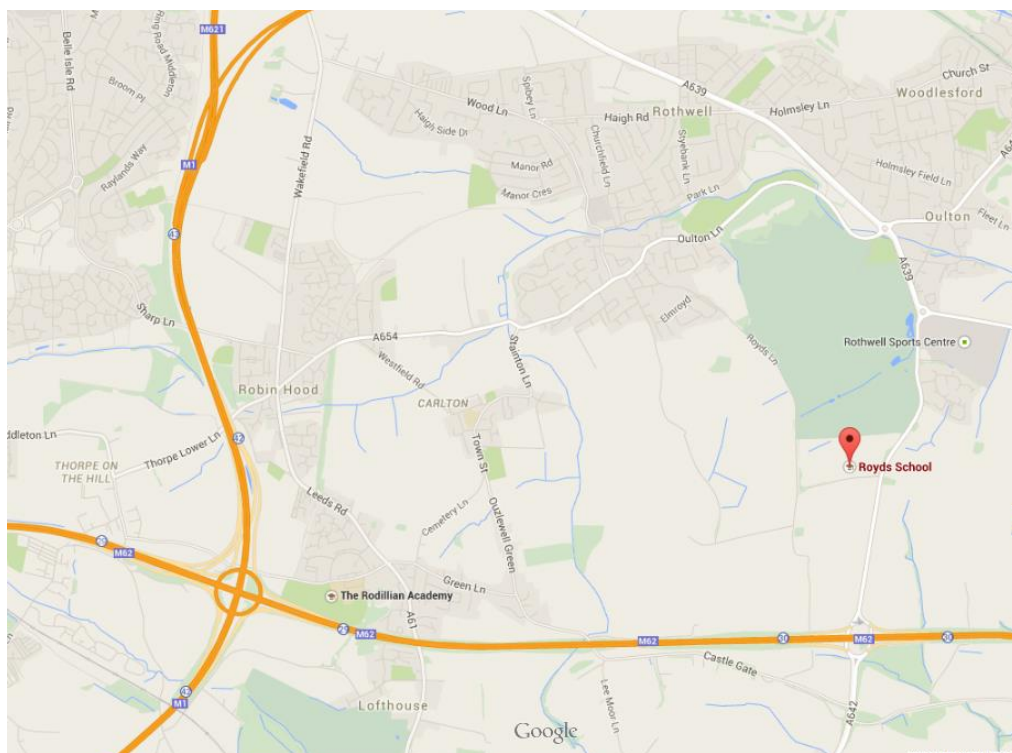


Where to Find Us



Royds School
Pennington Lane
Oulton
Leeds
LS26 8EX

The school is on the outer south edge of Leeds, close to the Wakefield border. It is close to the M62 however this can be very busy at rush hour so is often easier accessed through Rothwell on the A639.



Job Description



| | |
|-------------|--|
| Post Title: | Teacher of Law |
| Grade: | MPS / UPS |
| Conditions: | Full time and temporary. Split between Royds School and Brigshaw High |

Introductory Statement

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Purpose of the Job

To teach and help further develop the Health and Social Care curriculum at Royds School. To support the development of the school ethos to underpin all that we strive to achieve. To further raise the performance and expectation of both colleagues and students.

Accountability

Responsible to the Headteacher, nominated member of the Senior Leadership Team linked to the subject area and Head of Department.

General Teaching Responsibilities

Teaching and Managing Student Learning:

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Planning and Setting Expectations / Student Achievement:

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment.
- Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.

Assessment and Evaluation:

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- When applicable, understand the demands expected of students in relation to the National Curriculum, KS3/4 and Post 16 courses

Relationship with Parents and the wider community:

- Prepare and present informative reports to parents.
- Provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for students' welfare.

Manage Own Performance and Development:

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the students they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Implement and follow school's child protection policies and procedures.

Managing and Developing Staff and Other Adults:

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Whole-School Expectations:

- To support and promote the school ethos and values.
- To help create and maintain an exciting learning environment within the department including display work.
- To contribute to the extracurricular enrichment programme and be actively involved in all aspects of school life.
- To implement the school reward system and contribute to the celebration of achievement.
- To be a form tutor and mentor, as appropriate and required.
- To teach other subjects if and when required by the Headteacher.
- To attend all meetings as appropriate with colleagues and parents within the school time budget.
- To carry out supervisory duties as required and any other duties commensurate with the post.
- To ensure promotion and support of Equal Opportunities and Health & Safety.

Safeguarding:

- Ensuring compliance with all expected local and national safeguarding guidance.
- Implement and follow school's child protection policies and procedures.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

Leadership Expectations were the successful candidate appointed to the Head of Biology role:

- To take a lead role in raising standards of student attainment and achievement within both Biology and supporting in the wider department.
- To be accountable for regularly monitoring student progress, development and academic outcomes within both Biology and supporting in the wider department.
- To deliver the vision, leadership and practical direction for the development and delivery of high quality learning.
- To ensure excellent and consistent teaching across the department that meets the needs of learners through the use of regular learning walks and work scrutiny.
- To assist and support further developing the teaching practice and learning outcomes achieved by team members with their students across both Biology and supporting in the wider department.
- To assist in producing reports within the self-review and quality assurance cycle including the production of documents such as department reviews, action plans, examination analysis etc.
- To lead departmental meetings

Safeguarding

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

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service.

There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade: MPS / UPS subject to Royds School Pay Policy.

Conditions of Service: Teachers Terms and Conditions apply.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both “in-house” and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

Job Description Prepared by: K Davison

Date: 13/05/2016

Job Description Reviewed by: B Kelly

Date: 13/05/2016

Person Specification

Post Title: Teacher of Law

In order to effectively undertake the additional responsibilities required for the above role (see job description), the attributes below have been identified as important for the post holder.

These attributes will be identified by means of the application, interview and references as appropriate.

| Mode of Assessment | A = Application, I = Interview, C = Certificate, O = Observation, T = Task | Essential | Desirable |
|-----------------------|---|-----------|-----------|
| Qualifications | | | |
| A C | Good honours degree. | X | |
| A C | Qualified Teacher Status. | X | |
| A C | Other relevant diplomas or qualifications. | | X |
| Experience | | | |
| A | Experience of teaching Law at Key Stage 4 and 5 and to all abilities. | | X |
| A I | Experience of leading initiatives which have had an impact on student attainment. | | X |
| I | A good understanding of curriculum developments within the subject area. | X | |
| Skills | | | |
| O | Excellent classroom management and organisational skills. | X | |
| O I | Good or outstanding teaching ability. | X | |
| I | Ability to motivate and engage both staff and students. | X | |
| Knowledge | | | |
| A I | A good understanding of curriculum developments within the subject area. | | X |
| I | Broad knowledge of the specifications and qualifications available within the subject area. | | X |

| Mode of Assessment | A = Application, I = Interview, C = Certificate, O = Observation, T = Task | Essential | Desirable |
|------------------------------|--|-----------|-----------|
| I | Understanding of current developments in education. | | X |
| I | Clear understanding of how to track student achievement using data and of intervention strategies to raise achievement. | | X |
| Personal Attributes | | | |
| A I O | Outstanding communication and interpersonal skills. | X | |
| A I | A commitment to challenging students to reach the highest possible standards. | X | |
| I | Share and develop a commitment to the school ethos and values. | X | |
| O I | Ability to engage constructively with and relate to a wide range of children and families / carers from different social backgrounds. | X | |
| A I | Commitment to continuing professional development | X | |
| A I | Potential and ambition for further professional progression. | | X |
| Safeguarding Children | | | |
| A I | Ability to maintain appropriate relationships and personal boundaries with children and young people. | X | |
| A I | Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline. | X | |

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

Specification Prepared by: K Davison

Date: 13/05/2016

Specification Reviewed by: B Kelly

Date: 13/05/2016



Royds