

Part-time

Teacher of

Psychology

(maternity leave)

Recruitment

 Information

The Royal School was founded in 1995 following the merger of two leading historic girls’ schools: The Royal Naval School (founded in 1840) and The Grove School (founded in 1858).

We opened our International department in 2003 and our Daycare department in 2007.

In 2011, we adopted a Diamond model, enabling our students to benefit academically from single-sex classes at key points in their education.

The principal advantage of the Diamond model is that boys and girls are taught in a way that maximises their learning but also enables many co-educational opportunities to exist side by side. We are the only school in Surrey to follow this model.

Sixth Form taught together

Prep 3 to Year 11 taught separately

Girls

Boys

Reception to Prep 2 taught together

**Psychology Teaching at The Royal School**

There is a strong tradition of Psychology teaching at The Royal School and each year a number of our Sixth Formers go on to study Psychology at university. Teaching takes place within a dedicated classroom with an interactive whiteboard, data projector and networked PC with internet access.

Psychology is taught as an A Level subject in the Sixth Form and we teach the AQA specification. There is currently one experienced teacher who delivers the specification and who reports to the Head of the Science Department.

**Job Description**

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| Job Title | **Part –time Teacher of Psychology (Maternity leave)** |
| Department | **Science Department** |
| Reports to | **The Head of Science** |
| Date | **September 2019** |

1. **Job Summary**
	1. The job holder will be a Qualified Teacher of Psychology and an outstanding classroom practitioner, able to inspire his or her pupils and ensure that they perform to their full potential under examination conditions. This post will be part-time and the teacher will deliver 14 periods per week out of 34: FTE .42. Each period is 40-45 minutes long.
	2. In addition to teaching, the person appointed to this post must expect to contribute to the school’s excellent extra-curricular programme, participating willingly and enthusiastically in the life of a busy boarding and day school. Staff are required to be physically present on site until after supper on at least one night of the week – they may be involved in offering an activity or simply being present in order to provide support for the boarding staff.
	3. Most part-time teachers are also Assistant Form Tutors, supporting the Form Tutor and helping to undertake the academic and pastoral guidance of about 12 – 17 students in single sex tutor groups.
2. **Principal Duties and Responsibilities**

**General**

* 1. To support the Head of Department in the success of the departmental objectives and the School’s strategic plan.
	2. To be a role model to pupils, setting high standards of personal presentation and punctuality.

**Teaching**

* 1. To teach timetabled lessons and undertake all necessary preparation for the teaching of these lessons.
	2. To select appropriate materials and methods of teaching including differentiated materials for pupils with special educational needs or who are gifted and talented.
	3. To have appropriate, clear and ambitious expectations for each pupil; involving pupils in setting their own targets.
	4. To deliver lessons that are relevant, interesting, engaging to all at the appropriate pace.
	5. To maintain discipline in accordance with the School's procedures and supporting the School’s ethos with regard to punctuality, behaviour, standards of work and homework.
	6. To research new topic areas, maintaining up to date subject knowledge, and develop and write new curriculum materials as directed by the Head of Department.
	7. To prepare pupils for internal and external examinations.
	8. To evaluate their own teaching critically in order to improve effectiveness.
	9. To set work for classes in cases of planned absence and wherever possible for unplanned absences and to ensure that all equipment / resources are available for classes that are covered.
	10. To cover for colleagues’ absences.

**Assessing Pupils’ Progress**

* 1. To set and mark prep in accordance with the school and departmental policy.
	2. To evaluate and grade pupils’ work, giving appropriate and prompt feedback and maintaining progress and development.
	3. To check work is completed and that learning objectives have been met; to monitor pupils’ strengths and weaknesses, informing, planning and recognising the level at which the pupil is achieving in line with the school’s assessment recording and reporting policy; to provide records for inspection by the Head of Department, Director of Studies within published timeframes. To liaise with the Learning Support Department and International Department regarding individual progress of supported students.
	4. To report either verbally or in writing on pupils' progress to the Head of Department and parents as appropriate.
	5. To complete half termly effort and attainment grades.

**Other Commitments**

* 1. To attend Staff Briefings, Departmental Meetings, Staff meetings, Assemblies, Activities, Duties, Parents’ Meetings, Sports Days, Prize Days, Carol Service, Open Days and other events as requested by the Principal or Head of Department.
	2. To participate in INSET and other training events as appropriate to keep up to date with developments in their specialised subject area(s), national initiatives and School policies and procedures.
	3. To participate in the Performance Management process and to be fully committed to their own professional development.**Boarding and Pastoral Support**
	4. To work within the School’s Pastoral Framework, supporting pupils and promoting pupil wellbeing.
	5. To identify pupils who are of concern, making recommendations on how any problems can be resolved to Tutors, Heads of Department, Director of Studies, Head of Pastoral Care.
	6. To work one weekend day per term in the Boarding House to support the pupils and school, thus developing a holistic understanding of the school’s operations.
	7. To communicate, as appropriate, with parents/carers of pupils and persons or bodies outside the School concerned with the welfare of individual pupils, after consultation with appropriate staff.

**Relationships**

* 1. To establish effective relationships with pupils, colleagues, parents ensuring that professional boundaries are maintained at all levels.
1. **Health & Safety**
	1. To adhere to the School Health and Safety policy, ensuring that risk is at a minimum during the working day whether on or off site.
	2. To ensure that good care is taken of departmental resources.
	3. To carry out risk assessments when appropriate.
2. **Interaction with Pupils**
	1. As the role involves unsupervised contact and interaction with pupils during the course of undertaking normal duties on a day-to-day basis in a variety of settings, all post holders are expected to adhere to and fully comply with the school’s Safeguarding Policy.
3. **Support for the School**
	1. To read, understand and abide by the latest KCSIE statutory guidance Part 1 and the school’s Safeguarding Policy and the Code of Conduct Policy. Queries about these documents are encouraged and should be directed to the Designated Safeguarding Lead in the first instance.
	2. To be aware of and comply with the school’s policies and procedures relating to equal opportunities, dignity at work, health, safety and security, confidentiality and data protection, reporting any concerns to an appropriate person.
	3. To contribute to the overall ethos, work and aims of the school.
	4. To establish constructive relationships and communicate with other agencies, professionals, colleagues to support achievement and progress of pupils and the enhancement of the work culture.

1. **Mandatory Training Requirements for the Role**
	1. General Health & Safety induction
	2. Fire Safety
	3. Safeguarding

*Fundamental to fulfilling the responsibilities of this post is the ability to respond flexibly, positively and successfully to the ever-changing world in which The Royal School operates. This job description is a guide to the level and range of responsibilities, which the post holder will initially be expected to undertake. It is neither exhaustive nor inclusive and will be changed from time to time, so as to meet the changing circumstances and demands. The Employee is expected to undertake other duties and responsibilities as are necessary to meet the needs of the School, its pupils, educational requirements and pastoral standards of care. This job description does not form part of the post-holder’s contract of employment.*

**Person Specification**

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| **Qualifications / Education / Training** |
| **No** | **Requirement / Standard** | **Essential / Desirable** | **Measured by** |
| 1. | Educated to Degree level or equivalent | E | Application Form, Documentary Evidence |
| 2. | Qualified Teaching Status | E | Application Form, Documentary Evidence  |
| 3. | Very good verbal, written and communication and English comprehension skills | E | Application Form, Documentary Evidence |
| 4. | Very good numerical skills | E | Application Form, Interview |

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| **Experience** |
| **No** | **Requirement / Standard** | **Essential / Desirable** | **Measured by** |
| 5. | Has proven experience in teaching | E | Application Form, Interview |
| 6. | Able to teach the A Level course using differentiated materials | E | Application Form, Interview |
| 7. | Uses dynamic, effective teaching strategies that engage all learners | E | Application Form, Interview, Lesson Observation |
| 8. | Experience of effectively using IT and VLE within the classroom | E | Application Form, Interview, Lesson Observation |
| 9. | Organising trips and lectures | D | Application Form, Interview |

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| **Skills and Competencies** |
| **No** | **Requirement / Standard** | **Essential / Desirable** | **Measured by** |
| 10. | Excellent organisational skills  | E | Application Form, Interview |
| 11. | Able to work under pressure, plan and prioritise own workload remaining professional at all times | E | Application Form, Interview |
| 12. | Initiative and resourcefulness; able to produce excellent teaching plans  | E | Application Form, Interview |
| 13. | Able to deliver high standards, accuracy and attention to detail, meeting all deadlines | E | Application Form, Interview |
| 14. | Flexible; a self starter | E | Application Form, Interview |
| 15. | A willingness and ability to accommodate the needs of pupils from a variety of linguistic backgrounds | E | Application Form, Interview |
| 16. | Able to develop and maintain effective working relationships with a desire to build a good rapport with colleagues | E | Application Form, Interview |
| 17. | Enthusiastic and passionate about subject, the School and the pupils | E | Application Form, Interview |
| 18. | Demonstrates patience and the ability to remain calm even in challenging situations | E | Application Form, Documentary Evidence, Interview |

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| **Other** |
| **No** | **Requirement / Standard** | **Essential / Desirable** | **Measured by** |
| 19. | Identifies with the Royal School’s Christian ethos and values | E | Interview |
| 20. | Has the necessary behaviours and attributes required to uphold the safeguarding of children  | E | Interview |
| 21. | Committed to personal career development  | E | Interview |

**Outline of Main Terms, Conditions & Benefits**

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| Job Title | **Part-time Teacher of Psychology (maternity leave)** |
| Department | **Science** |
| Date | **September 2019** |

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| **Contract Type** |  | Temporary |
| **Teaching Commitment** |  | Part time |
| **Total Periods per week** |  | 14 periods |
| **Total Minutes per period** |  | 40 / 45 |
| **Non Contact Time** |  | 3 periods |
| **Allowance** |  | Not applicable |
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| **Weeks worked per Academic Year** |  | 34 weeks school in session |
|  |  | Subject to the weeks worked above, the Teacher is not normally expected to work during the School holidays, although they should be prepared to make themselves available for meetings, school trips etc  |
| **Lesson Times** |  | 08:30 to 16:10 (Senior School) Some A Level lessons may go onto 5:30 |
| **Probationary Period** |  | Two terms |
| **Notice Period** |  | Notice period during probationary period is one month; thereafter one full term. |

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| **Benefits** |  | School meals, free parking, school fee remission after qualifying period. |
| **Pay Method**  |  | The salary will be paid in 12 equal monthly instalments by BACS transfer into the nominated bank or building society account on or around the last day of the month.  |
| **Absence** |  | If you are absent from work you are entitled to Statutory Sick Pay (SSP) provided the relevant requirements are satisfied. You may also be entitled to receive School Sick Pay; this will be specified in your contract of employment issued at the time of your appointment.  |
| **Pension Scheme**  |  | The post holder will be eligible to join the Teachers’ Pension Scheme.  |
| **Medical** |  | The post holder will be required to complete a medical declaration at the start of employment and, within the probationary period, may be required to undergo a medical examination by either the School Doctor or their own Doctor at the School’s expense.  |
| **Other Employment** |  | The individual is not permitted to undertake any work outside of the School without prior consent from the School; all requests should be submitted to the HR Manager in the first instance, for approval by the Bursar.  |