UNIVERSITY OF BIRMINGHAM SCHOOL



University of Birmingham School

Candidate Information

uobschool.org.uk

Subject Teacher of Psychology

CANDIDATE INFORMATION

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For more information, please go to www.uobschool.org.uk. To arrange an informal discussion with the Principal, please call our School Business Leader – Mr Robin Haslam on 0121 796 5007.

Please submit your completed application online by the closing date advised on the TES website.
http://tinyurl.com/UOBS2021

Dear Candidate,

Thank you for your interest in working at University of Birmingham School.

We passionately believe that the purpose of education is to develop the character of our pupils and students so they actively pursue a good life. We want them to be confident, curious and ambitious learners; we want them to show compassion, empathy and patience in their relationships with others and we want everyone to find a place in their local and global communities where they can flourish and thrive. The successful candidate will share our passion to make a positive and lasting difference to the lives of our pupils and students.

Our academic curriculum is delivered by our staff together with a pioneering programme of Character Education that embeds an enrichment programme of clubs, societies, sport, music, trips and visits into our school day. This approach is significantly enhanced by the full support of the University of Birmingham, to develop and integrate curricular, creative, sporting, intellectual and career enhancing links with our 'parent body'.

As the first secondary 'University Training School' in the country, we aspire to play a significant role in developing future generations of outstanding classroom practitioners, middle and senior leaders.

The Subject Teacher will work closely with the whole School community to ensure the School delivers its vision.

If you are someone with relevant experience, passion, expertise and vision, we offer an opportunity to work in a 'school for Birmingham', one that is designed to develop the flourishing citizens of tomorrow. We are committed to ensuring the well-being of our staff, but, at the same time, we have the highest expectations in terms of both quality of performance and commitment.

I hope you are as excited as I am by this challenging, yet immensely rewarding, opportunity. My team are happy to answer any questions you may have and I look forward to receiving your application.



Colin Townsend
Principal

University of Birmingham School – Information for Candidates

University of Birmingham School opened in September 2015 in a new £23 million building located on the University of Birmingham's Selly Oak campus. In that first year, we welcomed 150 students into Year 7 and nearly 200 students into the Lower Sixth Form. In September 2020 we reached full capacity.

At University of Birmingham School, we are pioneering a comprehensive school and sixth form for a truly diverse and inclusive learning community that creates great citizens. We are proud to welcome 11-19 year olds from all across Birmingham through our doors to be part of our state-of-the-art school, and give them the opportunity to develop great character and achieve academic success in a thriving community - without limits.

Our partnership with the University of Birmingham gives our pupils, students and our staff unrivalled access to their world-class resources, research and people. This partnership makes us the UK's first secondary University Training School and gives us endless opportunities to collaborate, learn and grow as a school.

Our diverse curriculum is supported by a school-wide enrichment programme that ensures all pupils and students have the opportunity to explore their passions and develop as well-rounded citizens with great character.

By balancing character development with academic success, we are creating better citizens, better communities, and a better world.

About our Education

The curriculum in Years 7 to 11 includes Art, Biology, Chemistry, Computer Science, Design Technology, English, Geography, History, Mathematics, Modern Foreign Languages, Music, Physical Education, Physics, and Religious Studies. In the Sixth Form, we offer Art, Biology, Business Studies, Chemistry, Computer Science, Design Engineering, English Literature, French, Geography, History, Mathematics & Further Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religious Studies, and Sociology.

The Form Tutor, Pupil Pastoral Managers and Year Leaders provide pastoral support and are the main conduit of communication between home and school on a day-to-day basis. Information about progress and attainment in terms of both academic performance and enrichment involvement is provided at least termly, together with an annual Parents' Meeting.

How is University of Birmingham School different?

1. Character Education

A feature of many of the most successful and traditional schools in the country is that that their structures support, not necessarily by design, the development of character. Underpinning our ethos and provision is the first difference in our school - a focus on both 'taught and caught' character education.

2. Enrichment Programme

A second distinctive feature of the school is our enrichment programme. This timetabled opportunity allows the teaching staff, alongside trainee teachers, university sports coaches and professional services staff to provide an unparalleled programme of activities and host special activities.

3. Links with the University of Birmingham

The third distinctive feature of the School are the possibilities created through the extensive links with the University resources, staff, pupils, students, and alumni.

W hy should you apply to work at University of Birmingham School?

We are committed to developing a school of the future, one focused to self-improvement and the pursuit of excellence in all aspects of our work and play. We aim to nurture, encourage and challenge all of our pupils and students to make the best of the opportunities available, to enjoy their time with us, and to realise their potential so that they can go on to make a real difference to other people and the communities in which they live.

We are seeking to recruit committed and ambitious individuals determined to transform the lives of our youngsters. In return, you will have the opportunity to work in outstanding facilities, with and for aspirational children and their parents/ carers, and receive the best quality professional pedagogical and academic support to continue to develop your knowledge and skills in a unique and high profile environment. You will also have access to the physical and intellectual resources of a world class University.

As the School has now grown to full capacity, the department and pastoral teams have also grown and, dependent on performance, this is reflected in the payment to those who hold leadership or responsibility positions. In addition, there will be growing opportunities to be involved in a whole myriad of professional development opportunities as we seek to exploit our position and utilise our resources to lead on research based teaching and learning.







Whilst we will be expecting a lot of each member of our community, the well-being and happiness of all is a priority. From experience we believe that people work best in institutions that value and promote a 'high accountability but high autonomy' approach. From time to time events occur that affect our personal and working lives. Under such circumstances, we will endeavour to provide the flexibility in approach and seek to provide access to whatever resources are required to support you when you need them.

We will expect you to do your best; to be an outstanding role model; to be committed to self-improvement; and, like the students, to demonstrate resilience and be fully committed to exploiting the opportunities available. We do hope, along the way, you will enjoy yourself and get the personal satisfaction and reward from doing what is the most important role in a modern society.

We look forward to receiving your application. We intend that our graduates will go on to make a difference to the lives of others – the real value of education. Join Team UoBS today.

Indicative Pay and Benefits

Commitment to Staff

We recognise that our staff are the School's most important asset and will value the commitment, support and goodwill of all those working at the School. To match our high expectations, we provide enhanced pay and benefits by:

- Paying staff a single salary for doing an excellent job;
- Broadly reflecting but simplifying the Standard Teachers Pay and Conditions Document (STPCD) whilst offering competitive, enhanced pay and benefits to match our enhanced expectations;
- Maintaining a properly remunerated leadership and management structure within the School that reflects the levels of responsibility that staff undertake;
- Making fair, justifiable, open, objective, and accountable decisions within agreed policies and procedures;
- Promoting excellence, as well as a sustained, substantial contribution to the distinctive nature of the School;
- Putting care for staff, their wellbeing and professional development at the heart of the School;
- Establishing a culture of robust performance development and appraisal to underpin this policy;
- Developing and maintaining a harmonious working environment.

Salary Scales 2020/21

Classroom Teachers and Subject Leaders

The job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Principal.

Spine Point	Classroom Teachers	Music, Art, History, Geography, DT, RS, Computing	Biology, Chemistry, Physics, Languages, PE	Maths, English
UoBS 1	£26,714			
UoBS 2	£28,600			
UoBS 3	£30,664			
UoBS 4	£32,778			
UoBS 5	£35,100			
UoBS 6	£37,961	£36,971	£36,971	£36,971
UoBS 7	£38,826	£38,826	£38,826	£38,826
UoBS 8	£39,690	£39,690	£39,690	£39,690
UoBS 9	£41,124	£41,124	£41,124	£41,124
UoBS 10	£42,604	£42,604	£42,604	£42,604
UoBS 11		£44,275	£44,275	£44,275
UoBS 12		£45,892	£45,892	£45,892
UoBS 13		£47,512	£47,512	£47,512
UoBS 14			£49,131	£49,131
UoBS 15				£50,751
UoBS 16				£52,371

Pension: All teaching staff will be eligible to contribute to the Teachers' Pension Scheme.

University of Birmingham School - Job Description

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Post Title: **Subject Teacher of Psychology**
Salary: **University of Birmingham School Pay Scale.**
Reporting to: **Subject Leader.**

Core Purpose

The Teacher's role is to carry out the responsibilities as a subject teacher and Form Tutor (Character Mentor) and to support the ethos and vision of University of Birmingham School.

A General Duties

- To support University of Birmingham School's ethos by ensuring the values and principles of the School are at the heart of learning and relationships.
- To maintain the highest possible personal, presentational and professional standards as an example to colleagues, pupils, and students.
- To assist in the setting of University of Birmingham School's targets and the implementation of University of Birmingham School's Development Plans.
- To promote good relationships and communications between all members of University of Birmingham School and the wider community and to attend relevant University of Birmingham School and community meetings (including parents' evenings and promotion/ information events).
- To participate in meetings at the School which relate to the School curriculum, administration and the organisation of the School (including pastoral arrangements).
- To support and share in the delivery of year group and house assemblies.
- To ensure the highest possible academic outcomes for all pupils and students taught and to contribute fully to the development of an enriching, relevant and innovative curriculum delivered in the extended School day and week.
- As a Form Tutor to support the personal development and academic progress of the pupils and students in your form group through mentoring and intervention support.
- Maintaining good order and discipline among the pupils and students and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.

B Accountabilities as a Subject Teacher

- Teachers are responsible for creating learning environments where each pupil and student can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offer support to them.
- Teachers will take an active part in the School's rewards programme celebrating achievement and, where necessary, applying School sanctions.
- Teachers are expected to engage with the widest range of educational technologies in line with University of Birmingham School's policy on teaching and learning.

- The lessons taught will be planned by University of Birmingham School staff to fulfill the School's aims and all teachers share responsibility for this planning and development.
- Teachers will use the full range of monitoring and assessment techniques to ensure learning and progress are maximised. They will participate fully in the assessing and tracking of progress towards academic and personal (character) development targets and support interventions where there is underachievement.
- Teachers are expected to prepare and mark pupil and student work and internal and external examinations as directed by their Subject Leader/ Head of Department and in line with School policies.
- Teachers will use a full range of creative teaching styles and activities which sustain pupils and students concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning.
- Expert subject knowledge and links with University of Birmingham, the sponsor, will be used to inspire pupils and students and build their understanding and to prepare them for progression to the next stage of education, training or employment.
- By directing and engaging professional services staff colleagues, teachers are responsible for the support of vulnerable pupils and students and the maintenance of highly supportive learning environments.
- By attending parents' consultation evenings and other meetings with colleagues in their teams, each teacher will play an effective part in the communication of individual pupil and student progress and in the development of curricular courses, enrichment and extra-curricular activities.
- All teachers have a responsibility within the subject for shared development of schemes of work; for development of engaging and challenging resources for learning for the VLE; for developing and using tools for assessing student progress and other self-evaluation tools; for ensuring that research informs the development of their pedagogical approach to teaching and learning; for contributing to and participating in cross subject interdisciplinary developments.
- To be responsible for improving and developing their own professional learning both within the subject and in pedagogy (including the achievement of relevant professional qualification e.g. Masters and leadership qualifications such as MLDP and NPQH).
- To participate in performance development processes.
- Contribute to, and participate in, staff development.

C Accountabilities as a Form Tutor

- All teachers are Form Tutors and are expected to be the first point of contact between the School and parents and will be responsible for knowing well each individual child in their group. Form Tutors meet with parents on consultation evenings and on other less formal occasions and are responsible for fostering good home/ school relations.
- Form tutors will be responsible for ensuring the various individual needs of their tutor group are met.
- Form Tutors will lead Form time with their group and deliver the Character Education programme of study (to include PSHE, SRE and CEIAG) as directed by the Vice-Principal (Director of Character Education) and the relevant Head of Year.
- Form Tutors will support individual consultation or guidance during self-directed activity sessions and at other times.
- Form Tutors will support induction from previous phases of education and prepare and guide on transition to next phases and maintain relationships with graduates from University of Birmingham School.
- Form Tutors ensure that pupil and student attendance is monitored and general administration is carried out for their group.

- Form Tutors prepare reports and references and have responsibility for monitoring records of pupil and student progress. They take responsibility for monitoring and supporting children's learning through individual action planning and interventions where there is underachievement.
- Form Tutors carry out supervision at break time and at other times published in advance.
- Form Tutors supervise after school detention as part of the school rota which will be published in advance.
- Supervising and, so far as is practical, teaching any pupils and students whose teacher is not available to teach them.
- Form Tutors are expected to support and share in the delivery attend and deliver in the year and house assemblies and supervise their groups as necessary. They will ensure the daily act of collective worship is delivered when a more formal assembly is not run.

D Accountabilities to Senior Leadership

- All teachers have a responsibility within their subject/ pastoral teams for the shared development of schemes of work that develop the skills, knowledge and understanding that support the implementation of the School's Subject and Character Education programmes of study.
- All teachers have a responsibility to create links between their subject area and others.
- All teachers have a responsibility to ensure that learning is collaborative, fosters adaptive capabilities, encourages self-motivation and independence, is research based and active, is located in problem-solving approaches, in real life settings and develops reflection and skills of metacognition.

E Responsible for contribution to whole school pupil and student outcomes

- Pupil and student enjoyment of learning; their safety; understanding of healthy lifestyles and their contribution to the wider community including opportunities to be of service, their development of life skills and financial awareness;
- Pupil and student spiritual, moral, social and cultural development including personal insight and purpose, and understanding of society's shared and agreed values;
- Encouragement of pupil and student exploration and understanding of spiritual and moral development.

F Other

- This job description and allocation of responsibilities may be amended, after consultation, from time to time. Performance Development procedures will aid this process by considering the relevance of the teacher's role in the context of the changing needs of University of Birmingham School and the professional development of the teacher;
- The Governing Body and Principal reserve the right to ask teachers to carry out other such duties as may, from time to time, be reasonably assigned operating within their conditions of service. The job specification does not allocate a particular amount of time to any of the above responsibilities.
- This job description applies to all teaching staff in University of Birmingham School.
- Some staff will, in addition, have extra responsibilities, which are described in a supplementary job description.
- All teachers are expected to operate, at all time, within the stated policies and practices of University of Birmingham School.
- Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in the job description.

- University of Birmingham School will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- University of Birmingham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background wills not necessary debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.
- This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.



Teacher - Person Specification E = Essential, D = Desirable and O =Optimal (HT = How Tested, AF = Application Form, R = Reference, I = Interview)	**E**	**D**	**O**	**HT**
Qualifications				
5A*-B grades at GCSE including at least C grade in English and Mathematics	✓			AF
Qualified teacher status (QTS)	✓			AF
A Level Grades – ABB or better		✓		AF
Honours degree or equivalent in the subject that you teach	✓			AF
An Upper Second or 1st Class Degree		✓		AF
A Middle Leadership Qualification (e.g. NCSL – MLDP)		✓		AF
A Master's Level Qualification (M Ed / MSc / MA)			✓	AF
Delivery of Level 2 vocational qualification courses		✓		AF
Personal				
A desire and willingness to make a full contribution to the School's enrichment programme	✓			AF/I
A desire and willingness to make a full contribution to the School's extra-curricular programme		✓		AF/I
A desire and willingness to act as a role model and 'Character Mentor' and to deliver outstanding lessons in 'Character Education'	✓			AF/I
Must be able to manage own work load effectively and respond swiftly to tight deadlines	✓			R
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓			R
Drive, energy, resilience and a sense of humour	✓			R/I
High expectations of self and others	✓			R/I
Passionate about their subject	✓			AF//I
Since leaving university they have undertaken further development of pedagogical knowledge, skills and understanding		✓		AF/I
Since leaving university they have undertaken further development of subject knowledge, skills and understanding		✓		AF/I
Sound understanding of current areas of development in the subject	✓			I
Ability to work under pressure and to deadlines	✓			R
Demonstrate good judgement	✓			R
Display an awareness, understanding and commitment to the protection and safeguarding of children and young people.	✓			R/I
The ambition to develop each child to his or her maximum potential	✓			AF/I
Excellent communication skills	✓			AF/I
Interpersonal skills which demonstrate an ability to motivate staff and students and to convey enthusiasm for teaching and learning	✓			R/I
Knowledge and Experience				
Performance Development or ITE (Spring/Summer Term) Lesson Observations in last two years are good or better	✓			R
Performance Development or ITE (Spring/Summer Term) Lesson Observations in last two years are outstanding		✓		R
Good/Outstanding Behaviour Management Skills	✓			R/I
Has a clear understanding of the diverse needs of students and how to raise progress and attainment of all students (e.g. the use of intervention strategies)	✓			I
Able to plan, assess, review and evaluate effectively and efficiently through good analysis, understanding and interpretation of data/evidence and other information		✓		R
Able to demonstrate the potential for future promotion		✓		I
Has a good understanding of Performance Development	✓			I
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	✓			AF/I
Evidence of understanding the 'Every Child Matters' Agenda including diversity, community cohesion and sustainable development	✓			I

Complaints

If following a future review, amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by _____
(Signature of the Principal)

Copy received by _____ Date: _____
(Signature of teacher)