SOCIOLOGY TEACHER



HAYES SCHOOL

Application Pack – Teaching Staff

SOCIOLOGY TEACHER

(Full/Part Time)

Required for September 2021

Main/Upper Pay Range (Outer London)

We are looking to recruit a Sociology specialist and excellent classroom teacher to join our thriving Sociology Department. The successful candidate will have excellent subject knowledge, a passion for the subject and ability to motivate and inspire students. Sociology is a popular option at both KS4 and KS5. The ability to teach another Humanities subject at KS3 is highly desirable.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

"Teaching and achievement are outstanding." (OFSTED, 2013)

"Students are extremely well cared for and thrive as a result of excellent teaching combined with highly personalised pastoral support."
(OFSTED, 2013)

We can offer:

- Motivated students with outstanding attitudes to learning.
- Outstanding student behaviour.
- Excellent facilities for staff, including an on-site fitness suite.
- An excellent induction and support programme for new staff.
- Recognised in-house leadership and teaching development programmes.
- Opportunities to work with other schools through established partnerships.
- A friendly working environment

This post is suitable for experienced and newly qualified teachers looking to develop within an outstanding school.

Closing Date: Thursday 4th March 2021

Interviews will take place: Wednesday 10th March 2021

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

February 2021

Dear Applicant

RE: VACANCY FOR TEACHER OF SOCIOLOGY

Thank you for your enquiry about the post of Teacher of Sociology at Hayes School.

I hope that this pack gives you all the information you need at this stage and that we can look forward to your application.

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application please do not hesitate to contact the school.

The closing date for all applications is 9.00am on Thursday 4th March 2021. Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Please send your completed application form and covering letter to vacancies@hayes.bromley.sch.uk

If you require any additional information or have any questions, please contact Tracy Baldwin, PA to the Principal at tmb@hayes.bromley.sch.uk

Yours sincerely

S J Whittle
Principal

Principal:
Mr S J Whittle
M.A.,(Cantab), P.G.C.E., NPQH

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HAYES SCHOOL

WELCOME

Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In June 2013, Hayes School was judged Outstanding by Ofsted:

- 'Teaching, the curriculum and pastoral support meet the needs of students extremely well'.
- 'Consistently good and, often, outstanding teaching over time ensures that all groups of students make excellent progress'.
- 'The Sixth Form is outstanding'.
- 'Students make outstanding progress across a wide range of subjects'.
- 'Staff, students, parents and carers and the school's governors are rightly proud of the school and the quality of education it provides'.

Attainment and progress at GCSE are high and significantly above local and national averages. In 2019, 80% of GCSE students achieved at least a Grade 4 in English and Maths. 29% of all grades were at Grades 7-9 (A*-A). The school achieved very good exam results at A-Level with 75% of all grades A*-C and 20% of all grades A*-A. Our students achieved significant success in the 2020 qualifications series (during which examinations were cancelled) with sustained high attainment and significantly above average progress at both GCSE and A level.

Our Sixth Form of 500 students is heavily oversubscribed and successful. 'All Sixth Form lessons seen resulted in students making outstanding progress' (Ofsted, 2013).

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters tolerance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.

Our Facilities

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have recently completed the build of a dedicated Fitness Suite, which is used by students within and outside the curriculum and is available for staff use before and after school.

Partnerships with London Scottish RFC and Saracens RFC support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- A significant number of networked computer suites across the school
- Apple Mac computer classrooms
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- Interactive whiteboards and networked PCs in all classrooms
- A high speed wireless network across the campus
- A range of software and cloud-based apps to support the curriculum

Our students

Our students are a delight to work with. They are kind, caring and supportive of each other. We have "uncompromising aspirations" for all and encourage our young people to aim high and to live our motto "Excellence through Endeavour." Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The "Hayes Way" enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. We are a community of lifelong learners and enjoy modelling this to students. A bespoke core and optional training programme provides continuous professional development, which balances the needs of the school and the individual. Teaching and leadership development programmes are delivered in-house through our Teaching School and there are opportunities to mentor and support trainee teachers, participate in Lesson Study and our coaching programme.

An induction programme, staff buddies and active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through the Teaching School.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

The Impact Multi Academy Trust

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

It is rare to see two high performing schools come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is. Both schools are high performing and popular schools serving the same community. They are also driven by a commitment to improving their schools even further to deliver the very best education, care and life chances for all children.

We believe together the schools will be able to move faster and further towards delivering this mission. We are driven by educational and moral purpose as well as enlightened self-interest. We want Hayes and Ravens Wood Schools to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

We want to establish a community Trust and not only have staff and students working together but parents and carers and other members of the community.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of both schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with good friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better and with each passing year it does become even better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of all students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes as a place is a fantastic community and this school is at the heart of it."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

What do staff say about working at Hayes School?

These are just some of the soundbites from some of our staff. For more information visit our website and click on Working at Hayes.

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"

THE SOCIOLOGY DEPARTMENT

The Sociology department is part of the Humanities faculty, which consists of History, Geography, RE, Government and Politics, Psychology and Sociology. The faculty is located in one building with subject specific teaching rooms.

The Sociology department is a vibrant one which offers this subject as an option at KS4 and KS5. Sociology has become a very popular option choice at Hayes at GCSE and A Level. In KS4 we have around 140 students over Year 10 and 11 and have around 80 across both Year 12 and Year 13.

The AQA syllabus is followed at GCSE and Advanced Level and results are consistently high. In 2019, almost 1 in 3 grades at GCSE were 7-9 and 75% of all GCSE entries were awarded a Grade 4 or better. Students attained 40% A*-B and 89% A*-C grades at A-Level last year. Teachers in the department have experience of marking with exam boards and this is a desirable skill to have.

At GCSE, in Year 10, students study Research Methods, Families and Households and Education. In Year 11 students study Crime and Deviance and Social Stratification. The course is engaging and students find the material covered to be enjoyable.

At A level the department follows the new AQA syllabus. The following modules are studied:

1) Research methods
2) Families and Households
3) Education
4) Theory
5) Crime and Deviance
6) Beliefs in Society
7) Methods in Context

The subject has seen great academic success at both GCSE and A Level.

Testimonial from John Harvey (Head of Department)

I have really enjoyed my time so far at Hayes. I was recruited as a Teacher of Sociology in 2011 and have been part of the department ever since. It is a supportive and proactive department that readily shares ideas and strategies. The department itself is very experienced having considerable teaching experience.

Hayes School offers a large number of bespoke training and development courses, many of which I have personally benefited from. In my time at Hayes I have taken part in programmes that have not just developed my teaching potential but have also helped to develop my long term goals. From programmes such as Coaching, Outstanding Leaders in Education and the Outstanding Teacher Programme to name a few. Each of these experiences has had an extremely positive impact on my classroom routines.

The Hayes Learner initiative is designed to shape pupils and equip them with key attributes, and this is apparent during lessons and around school. The students are, on the whole, proactive, engaged and willing learners. They benefit from the broad, topical and creative curriculum the Sociology department offers. As such, the subject is an extremely popular choice for GCSE and A-Level.

Hayes School offers a wide range of opportunities for individuals, from running extra curricular clubs in a number of different subjects to attending school trips. There is a whole range of activities and experiences that are available. I myself have had the opportunity to go to India, Germany, America and the Isle of Wight with other departments in the school.

PERSON SPECIFICATION

The person appointed to this post will:

- Have excellent subject knowledge
- Be an excellent classroom teacher
- Be able to teach Sociology to students of all abilities at KS4 and KS5.
- Have a love of Sociology and the desire and ability to convey this to students
- Be enthusiastic and energetic
- Be highly motivated and committed to working as a team
- Ensure all students make good progress and reach their potential
- Monitor students' progress via regular assessment, feedback and marking
- Provide appropriate support and promote high attainment in public examinations.
- Have a knowledge of IT and its use in teaching
- Possess clear and effective communication skills
- Have a commitment to equal opportunities
- Demonstrate a commitment to continuous professional development
- Be actively involved in the school's Initial Teacher Training Scheme, if appropriate
- Support the development of students' communication skills and promote their acquisition of lifelong learning skills
- Be committed to extra-curricular activities
- Ensure the needs of all students are met, including students with special educational needs and disabilities
- Work productively and co-operatively with the line manager

- The ability to offer an additional humanities subject/social science would be desirable.

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

Please note the appointment will be subject to satisfactory references, medical clearance and an Enhanced Disclosure and Barring Service check.

Teaching Staff – Selection Criteria

Qualifications & Training	
Good Honours Degree or equivalent	**Essential**
Qualified Teacher Status	**Essential**
Evidence of relevant continuous professional development	**Desirable**
Professional Experience & Knowledge	
Knowledge of assessment and target setting in your subject	**Essential**
Evidence of planning and developing resources	**Essential**
Have an understanding of current educational initiatives	**Essential**
Professional Expertise	
Exhibit a range of teaching, learning and behaviour management strategies.	**Essential**
Be able to create a positive learning environment where expectations of students are high and behaviour is good.	**Essential**
Act as a role-model for students and staff through their personal and professional conduct	**Essential**
Have an understanding of how to improve results	**Essential**
Be reflective about your own practice	**Essential**
Be able to articulate ideas in both verbal and written form	**Essential**
Be committed to improving practice through professional development	**Essential**
Be able to cope with change, be flexible and handle uncertainty	**Essential**
Have an understanding of the features of an outstanding lesson	**Essential**
Potential to be an good or outstanding classroom teacher	**Essential**
Have good time management and personal organisation skills	**Essential**
Be willing to contribute to the wider life of the school	**Essential**
Personal Attributes	
Be passionate about young people and their education	**Essential**
Have a commitment to raising standards and achievement	**Essential**
Show evidence of being able to build and sustain effective working relationships with students, staff, governors, parents and the wider community	**Essential**
Have an excellent punctuality and attendance record	**Essential**
Have a capacity for hard work	**Essential**
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	**Essential**

EXPLANATORY NOTES

Application Procedure

1) Read carefully all the information about this post.

2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.

3) In section 'details in support of your application' please tell us:

a) Why you are applying for this post.
b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

1) Suitable applicants will be shortlisted for an interview.

2) If you are successful you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.

3) Candidates called to an interview will:

a) Be given a tour of the school.
b) Have an opportunity to meet with members of the department.
c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Principal. Details of the lessons to be taught will be given in advance.
d) Have a formal interview with the Head of Department and a member of the Senior Leadership Team.

Pre- Employment Checks

The successful applicant will be required to:

1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
3) Provide proof of eligibility to work in the UK.
4) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Maitland Medical.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Salary

The salary will be in accordance with Main Pay Range or Upper Pay Range (as applicable) for Outer London.

Pension Scheme

Teachers, whether full or part time, will automatically be a member of the Teachers' Pension Scheme unless they elect to opt out.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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