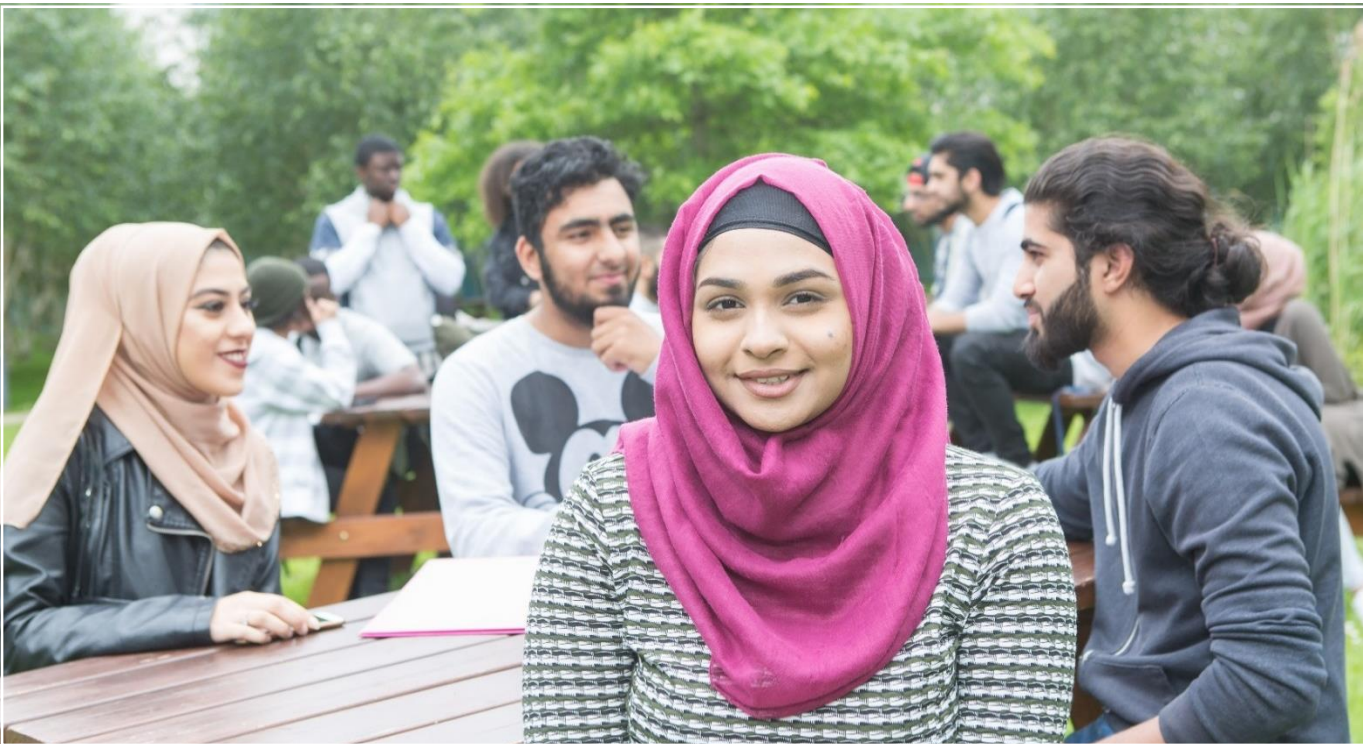


Application Pack

Teacher of Health and Social Care



Raising Aspirations for Successful Futures

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INTRODUCTION FROM THE PRINCIPAL

Dear Colleague,

Thank you for your interest in the position of **Teacher of Health and Social Care** at Joseph Chamberlain Sixth Form College. This is an excellent opportunity for a remarkable candidate to work in a large, inclusive and highly successful Sixth Form College near central Birmingham. I joined the College in 2012 as the Deputy Principal and have recently been appointed as the Principal from January 2019. I am really proud and excited to be leading our exceptional college, where the staff and students are an absolute pleasure to work with.

Our 16-18 year old students come from diverse backgrounds and, being placed in one of the more deprived areas of the country, presents us with some challenges. However, what makes Joseph Chamberlain College so special, and such an energising place to work at, are the rewards that come from seeing those same students achieve phenomenal success and develop as confident, aspirational young adults who enter Higher Education at the end of two years with us. We take great pleasure in knowing that we make a really positive difference to the lives of hundreds of young people each year, setting them off on the right path to secure excellent careers in the future. In addition, our separate Adult Learning Centre provides an outstanding curriculum at all levels to our local community, with a particular focus on improving the English and maths skills for students whose first language is not English.

Since I joined the College, I have watched it grow from strength to strength. Our achievement rates are extremely high and the progress our students make places us in the top 10% of all school sixth forms, Sixth Form Colleges and FE Colleges in the country. We are the highest performing Sixth Form College in the Midlands and, in our most recent Ofsted inspection, we were awarded their highest grade of 'outstanding' in all categories. This is, I believe, because our teachers are some of the best in the country and they are relentless in their dedication to our students. Our teachers are also ably supported by fantastic support service teams, who are equally dedicated and committed to the ensuring the success of the students we work with.

I want to continue to appoint positive like-minded individuals, who share a passion for working with young people to transform their lives for the better, who will work with drive and determination to help them achieve and who will care a great deal about their development and well-being. In return, whatever your experience, I will ensure that you are fully recognised and appreciated for this hard-work and benefit from extensive professional development, great career opportunities, first-class facilities and positive support from exceptional colleagues and leaders who care about those they work with.

Finally, I would like to say that I do appreciate your investment of time in exploring the College and, hopefully, submitting an application for this role. If you have any questions at all, please do contact us and we will be more than happy to help.

Whatever the outcome, I wish you the very best in the future.

Tony Day – Principal

ABOUT JOSEPH CHAMBERLAIN COLLEGE



Background and Context

Joseph Chamberlain College is a popular and highly successful Sixth Form College that was established in 1983 and now offers a wide range of academic courses at all levels to around 2300 school leavers and approximately 700 adults on a separate site.

Our curriculum offer and entry criteria are highly inclusive, offering clear progression routes to success for all students, regardless of their starting points and backgrounds. Approximately 80% of our work is with 16-18 year olds at Level 3, who study AS/A2 Levels or Level 3 BTEC Extended Diplomas. At Level 2, we offer BTECs and a comprehensive GCSE programme to 16-18 year olds; at Entry Level and Level One, we have a relatively extensive ESOL provision for both 16-18 year olds and 19+ learners. In addition, our Adult Learning Directorate offers classes in ESOL, Literacy, Numeracy, Access to HE, Higher Education, Teacher Training and a range of Vocational Provision to the local community. Our wider curriculum is also rich and varied and students benefit from a great deal of choice in sports, additional languages, performing arts, citizenship, and various other student-led clubs/societies.

In 2019, Joseph Chamberlain College achieved an A-level pass rate of 99.4 % which are the best results in the history of the College. In our recent inspection in 2017 we were graded as 'outstanding' in all categories and we continue to provide a broad, inclusive and high quality education to all of our students that results in some of the highest levels of progression to Higher Education in the sector. The College is situated within easy reach of Birmingham city centre in a state of the art building with superbly equipped classrooms and outstanding facilities.

We were featured in the 2015 Parliamentary Review for best practice in further education and were awarded the CPD Mark last year for our comprehensive package of innovative and high impact professional development. As part of a local Teaching Alliance, we support all newly qualified teachers, from both secondary and post-16 backgrounds, to complete their NQT year and achieve either QTS or QTLS.

We are ambitious institution, with a clear strategy to keep being highly successful for our students. Staff, students and visitors often comment on the warm and welcoming atmosphere at the College and the strong sense of community that permeates the organisation.

Our Purpose – What we are here to do

To provide an exceptional learning experience for all of our students, raising their aspirations and improving their achievements so that they can enjoy a level of success in later life that realises their highest ambitions.

Our Vision For 2019

In 2019, Joseph Chamberlain College will be the first choice for school leavers in Birmingham because it will be recognised for excellence in academic achievement, exceptionally high standards of teaching and its capacity to raise the aspirations and ambitions of all of its staff and students so that they can enjoy rewarding and successful futures.

Our Core Values

Central to all that we do, are our core values. As a team of staff, students and governors, we believe in:

- **Excellence and Ambition**

- Everything we do is focused on improving the student learning experience.
- We have high ambitions, expectations and commit to excellent in everything we do.
- We demonstrate a 'can do' attitude, embracing the need for continuous improvement and positive change.

- **Cooperation and Communication**

- We work together positively as a team for the benefit of the College.
- We learn from our own and each other's mistakes and successes, taking responsibility for our actions.
- We are professionally honest with each other and create trust through effective relationships and transparent communication.

- **Equality and Recognition**

- We value diversity and inclusivity and let this underpin all we do, treating people with respect and fairness.
- We value and recognise everyone's work and the individual contribution they make to the lives of students.
- We display loyalty to and pride in our college and its students.



Our Strategic Ambitions

Our strategic plan up to 2019 has the following as its strategic ambitions:

1. The Academic Achievements and Success of Our Students

To be highly ambitious for all of our students and prioritise their success so that they achieve the highest standards academically, making significant progress throughout their time with us.

2. The Learning Experience of Our Students

To ensure that all of our students benefit from an exceptional learning experience that excites, inspires and broadens their minds both in the classroom and beyond.

3. The Support and Development of Our Students

To ensure that all of our students are supported to develop into confident and responsible citizens who believe in their own ability to do well in later life and who are respectful of the diverse societies of modern Britain and the wider world.

4. The Reputation and Recognition of the College

To position the College as a nationally recognised Sixth Form College that attracts an increasing number of students each year, is a highly desirable place to work and captures the interests of a wide range of partners with whom we will collaborate.

5. The Leadership of the College and its Resources

To manage our resources and finances expertly so that we can continue to grow and develop as a College to seek innovative opportunities for improvement amidst the challenges facing the sector now and in the future.

JOB DESCRIPTION



JOB DESCRIPTION: Teacher of Health and Social Care

Accountability:

The post holder will be accountable to the Head of Health and Social Care.

Duties and responsibilities:

In the first instance, the duties and responsibilities are listed below. Going forward, as the needs of the College change, the duties and responsibilities within this role may also be subject to further change.

A teacher must:

1) Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2) Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and students' intellectual curiosity.
- Set homework and plan other 'out-of-class' activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7) Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the College, in accordance with the College's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8) Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the College.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Teachers must have proper and professional regard for the ethos, policies and practices of the
- College and maintain high standards in their own attendance and punctuality.



PERSON SPECIFICATION

	Essential	Desirable	Method of Assessment *					
Education, Qualifications and Training			A	I	R	C	T	D
Degree	✓		✓			✓		
Teaching Qualification e.g. PGCE	✓		✓			✓		
Experiences and Knowledge								
Have experience of teaching relevant subject up to Level 3, such as BTEC Level 3 or AS/A2 Level.		✓	✓	✓	✓		✓	
Have a passion for teaching the subject and strong subject knowledge.	✓		✓	✓	✓	✓	✓	
Have either a successful teaching placement (applicants currently in training) OR successful record of teaching, including very good exam results.	✓		✓	✓	✓			
Skills and Qualities								
Have an ability to engage with students, inspiring learning & promoting success.	✓			✓	✓		✓	
Be a very good classroom practitioner.	✓			✓	✓		✓	
Have knowledge of active learning and teaching styles and be able to demonstrate evident of innovative practice.	✓			✓	✓		✓	
Be competent in the use of ICT.	✓				✓		✓	
Have the ability to contribute positively to teams, share ideas and develop resources co-operatively.	✓			✓	✓			
Have excellent communication and interpersonal skills.	✓			✓	✓			
Be committed to high standards of professionalism & expectations of students.	✓			✓	✓			
Be committed to professional learning & institutional improvement.	✓		✓	✓	✓			
Be positive about working in a multi-cultural, multi-ethnic environment.	✓		✓	✓			✓	
Be committed to promoting equality of opportunity.	✓			✓	✓		✓	
Be able to offer enrichment and contribute to wider college life.	✓		✓	✓				
Have a positive and enthusiastic approach to work.	✓			✓			✓	
Have the flexibility to teach more than one course if necessary.		✓	✓	✓				

Methods of Assessment: Application Form (A), Interview (I), Tasks (T), Certificates (C), References (R)

FURTHER PARTICULARS



POST TITLE: Teacher of Health and Social Care

Salary

The salary will be on the pay structure of the Colleges Teachers' pay scale. Teacher's salary ranges from £24,098 to £39,329 per annum, dependent on experience.

Start Date:

As soon as possible.

Working Week

Contact hours for full time teaching staff are up to 23 per week and may include some support, enrichment or workshop time. Other time for meetings, open days, parents' evenings, staff training, etc, is as directed by the Principal.

Please be aware that our term dates fall in line with Birmingham City Council term dates, with the exception of the summer term, which ends during the second week of July. The autumn term begins on GCSE examination results day.

Superannuation

The successful candidate will be eligible to join the Teachers' Pension Scheme and you will automatically become a member unless you opt not to join.

Staff Benefits

We offer the following benefits to our staff:

- Extensive professional development opportunities
- Occupational pension scheme (either Teachers' Pension Scheme or Local Government Pension Scheme)
- BHSF – private healthcare insurance plan
- Cycle scheme
- Interest free annual travel card loans
- Discounted college gym membership

HOW TO APPLY



- Complete the JCC Staff Application Form. Please state clearly on your application the position you are applying for.
- Provide a supporting statement (in section 8 of the application form) of no more than two sides of A4, in which you demonstrate how your skills, abilities and experience make you a suitable candidate for the role. Please give specific details and examples of how you meet all aspects of the person specification.
- If you are applying for a teaching or curriculum based role, please complete the examination results form provided (applicants who are still completing their PGCE course need not complete this).
- The completed form should be returned by email to: personnel@jcc.ac.uk or by post to:

The Director of HR
Joseph Chamberlain Sixth Form College, 1 Belgrave Road
Highgate
Birmingham
B12 9FF
Telephone: 0121 446 2200

Deadline

The deadline for the post(s) is Monday 21st October 2019 (to arrive no later than 12 noon).

Shortlisting

Unfortunately, we will be unable to notify candidates who are not on the shortlist. Therefore, if you have not heard from us by 18th November 2019, please assume your application has been unsuccessful on this occasion.

Equal Opportunities Policy

Joseph Chamberlain College is committed to equality of opportunity in recruitment and selection. Every care has been taken in the drawing up of this job description and person specification to ensure that the requirements of the post are not discriminatory on any grounds and particularly in relation to any protected characteristics, as defined by the Equality Act 2010. Similar care will be taken during the short-listing and interviewing stages. If candidates are dissatisfied about any part of the process, they should write in the first instance to the Principal of the College setting out the nature of their complaint.

Guide to the General Data Protection Regulation (GDPR - 2018)

Under the General Data Protection Regulation (2018), the College needs to have your consent to collect and process information about you for the proper administration of the selection process and the employment relationship should you be appointed. Please accordingly make sure you sign the declarations at the end of the application form. After an appointment has been made, all the papers of unsuccessful candidates are kept for a period of nine months and are then destroyed. For further information about how the College processes personal data please visit our website.

Candidates with a Disability

The College is a Disability Symbol User. If candidates with a disability need any special arrangements for interview, they should enclose a letter giving details of these, marked for the attention of the Director of Human Resources.

Rehabilitation of Offenders Act 1974

In accordance with the above Act employees with access to children and young people under the age of 18 are not allowed to withhold information regarding criminal convictions no matter when they occurred.

Disclosure and Barring Service Check

The college is committed to safeguarding and promoting the welfare of its students. We will carry out checks on all those who are offered employment with us.

Appointment is subject to you obtaining a satisfactory Enhanced Criminal Records Check through the Disclosure and Barring Service (DBS). The successful candidate will be required to provide relevant evidence to enable a DBS check to be undertaken prior to commencement of employment. The College follows the Code of Practice laid down by the DBS (available from the DBS website). Further details will be given upon appointment.

In the future, you may also be asked to subscribe to the DBS Update Service and to maintain that subscription of an annual basis. There will be a small annual cost to the individual. The College will undertake 'status checks' on DBS Disclosures to assess that the information on the original certificate remains current; membership of the Update Service is therefore mandatory to enable status checks to be completed.

Any offer of employment will be conditional upon DBS clearance and a satisfactory outcome to other safeguarding checks as deemed to be appropriate by the College.

The Selection Process

Short-listing of candidates for interview will be undertaken by the line manager and a member of the senior management team. All candidates invited to interview will be asked, on the day, to complete a practical task. The results of these assessments will be used to decide whether to shortlist you further for interview. The interview panel usually consists of three or four members of senior and middle managers.

During the interview we ask the same main questions to all candidates, as well as any supplementary questions either arising from initial responses or specific to individual applications. At the end of the interview you will be given the opportunity to add anything further in support of your application or ask any questions. The panel will make its decision based on the evidence presented throughout the process and will contact all candidates with an outcome as soon as possible.