



City of London Academy (Southwark)
Job Description
Teacher of Psychology

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| Salary | Up to UPS3 (Inner London) |
| Responsible to | Head of Social Studies |
| Job Purpose | <ul style="list-style-type: none"> • Under the reasonable direction of the Principal, carry out the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) • To support the Head of Social Studies to raise standards of student attainment and achievement within the Psychology curriculum area and to monitor and support student progress • To be accountable for student progress and development within own Psychology lessons • To assist the Head of Social Studies to maintain standards of teaching and learning across Psychology curriculum • To take responsibility for aspects of the curriculum for Psychology curriculum as predetermined with the Head of Social Studies |
| Key Accountabilities | <p>CURRICULUM MANAGEMENT</p> <ul style="list-style-type: none"> • To liaise with the Head of Social Studies to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Development Plan and School Evaluation • To support the Head of Social Studies in curriculum development for Psychology • To ensure that the statutory requirements of the National Curriculum are met • To keep up to date with national developments in Psychology teaching practice and methodology • To monitor actively and respond to curriculum development and initiatives at national, regional and local levels • To work with the Head of Social Studies to ensure that the development of Psychology is in line with national developments • To assist the Head of Social Studies in developing a coherent academy-wide approach to literacy • To assist the Head of Social Studies in developing a coherent academy-wide approach to enterprise learning • To ensure that innovative and appropriate approaches to learning are made available to students with specific learning needs. For example: those with a low skill base, hearing or visual impairment and gifted and talented students • To set targets for pupil achievement and monitor and evaluate progress towards meeting pupil achievement targets in own classes and those aspects of the Psychology curriculum for which s/he is responsible • To support the Head of Social Studies in ensuring that there is an effective assessment, recording and reporting system of student progress <p>PEOPLE MANAGEMENT</p> |

- To continue own professional development as agreed with Head of Social Studies
- To make appropriate arrangements for classes when absent, ensuring appropriate cover within the Psychology area liaising with the Cover Supervisor/relevant staff to secure appropriate cover
- To promote teamwork and to motivate others in the Psychology team to ensure effective working relations

QUALITY ASSURANCE

- To ensure the effective operation of quality control systems
- To support the Head of Social Studies in maintaining the process of the setting of targets within the Psychology area and to work towards their achievement
- To support the Head of Social Studies in maintaining common standards of practice and develop the effectiveness of learning and teaching styles
- To contribute to the Academy procedures for lesson observation
- To support the Head of Social Studies in monitoring and evaluating the Psychology area in line with agreed Academy procedures including self-evaluation against quality standards and performance criteria in line with the OFSTED framework for inspection
- To seek/implement modification and improvement where required

MANAGEMENT INFORMATION

- To ensure the maintenance of accurate and up-to-date information concerning the own classes on the management information system
- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken
- To produce reports within the quality assurance cycle for own classes

COMMUNICATIONS AND LIAISON

- To ensure effective communication/consultation as appropriate with the parents of students
- Where appropriate to contribute to the planning and delivery of school liaison activities
- To promote actively the development of effective Psychology links with external agencies
- To represent the Psychology area's views and interests

RESOURCE MANAGEMENT

- To support the Head of Social Studies in managing the available resources of space and equipment efficiently within the limits, guidelines and procedures laid down
- To follow Health and Safety policies and practices, in line with national requirements and are updated when necessary, in liaison with the Academy's Health and Safety Officer

MANAGING STUDENT LEARNING

- To monitor and support the overall progress and development of students in own classes
- To liaise with relevant Year Heads in monitoring student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

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| | <ul style="list-style-type: none">• To ensure the behaviour management system is implemented in own classes and in the Psychology area so that effective learning can take place• Undertake such other duties as reasonable correspond to the general character of the post and commensurate with roles of this level within the Academy |
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The City of London Academy (Southwark) is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.



City of London Academy (Southwark)
Person Specification
Teacher of Psychology

QUALIFICATIONS

| No | Description | Rating |
|----|------------------------------|-----------|
| 1. | Good Honours Degree | Essential |
| 2. | Teaching Qualification (QTS) | Essential |

SKILLS & EXPERIENCE

| No | Description | Rating |
|-----|---|-----------|
| 3. | Ability to teach Psychology ideally up to 'A' Level standard/equivalent | Essential |
| 4. | Capable of maintaining and delivering innovative curriculum | Essential |
| 5. | Proven ability to transfer enthusiasm and understanding of Science to pupils and departmental staff | Essential |
| 6. | Excellent understanding of the strategic importance of ICT to raising standards and a commitment to e-learning across the curriculum | Desirable |
| 7. | Expertise in developing teaching and assessment methodology, practical skills, extension of knowledge of Psychology and their practical application. | Essential |
| 8. | Ability to assess students' progress and achievement accurately | Essential |
| 9. | Ability to research, adopt and appropriately integrate practices from the business sector into the curriculum and departmental activities | Desirable |
| 10. | Self-motivated with outstanding organisational and planning skills | Essential |
| 11. | Ability to use data to evaluate performance of students and develop strategies to help individuals and groups of students improve | Essential |
| 12. | Ability to produce required outcomes with minimal supervision | Essential |
| 13. | Excellent communication and user ICT skills | Essential |
| 14. | Exceptional practical skills in specialist subject | Essential |
| 15. | On-going participant in Psychology related activities | Essential |
| 16. | Involvement in networking and sharing of best practice | Essential |
| 17. | Enthusiasm for continuing professional development, awareness of strengths and areas for improvement and proven ability in self-evaluating own practice | Essential |
| 18. | Supporting students health and welfare and supporting their personal development as a member of the community | Essential |
| 19. | Capable of initiating and maintaining innovative curriculum design and delivery | Desirable |
| 20. | Proven record of raising standards in Psychology at all ability levels | Desirable |
| 21. | Ability to teach another subject | Desirable |
| 22. | To promote the safety and wellbeing of students, ensuring that the school's Child Protection and Safeguarding policies and procedures are promoted within the Academy | Essential |