



Application Pack for the position:

## Teacher of Psychology

1st September 2023



Dear Applicant,

Welcome to Durham Sixth Form Centre and thank you for your interest in the advertised post. I hope the following information gives you an insight into our school.

Durham Sixth Form Centre is the largest post-16 school in the North East of England, with approximately 1,800 students on roll. We are situated in the middle of Durham City centre, a couple of minutes walk from both the bus and railway stations. Students generally enrol at Durham Sixth Form Centre from over 50 different secondary schools from across County Durham, Sunderland and into Northumberland.

We were inspected by Ofsted on 1<sup>st</sup> and 2<sup>nd</sup> March 2017 and are delighted with the outcome. We are an 'outstanding' post-16 school. Our students have an excellent record of success, which they work hard to achieve. Trends over time in successive years in which formal examinations took place (2017, 2018, 2019) demonstrate the following headlines:

In academic qualifications:

- Progress (VA) has been consistently above the National Average (NA) and has continued to improve over time.
- We ranked in the top 20% of schools and colleges nationally and this is consistent over time.
- Overall attainment (APE) is consistently above the NA and continues to improve over time.

In applied general qualifications:

- Progress (VA) has been consistently above the NA.
- Progress (VA) rankings improved consistently from 2017-2019. By 2019, progress in applied general qualifications had improved from being above average to well above average, ranking us in the top 5% of schools and colleges nationally.
- Overall attainment (APE) is consistently above the NA.

Our award winning Careers, Progression and Aspirations team is renowned for their success in supporting students' progression achievements whether that be to competitive universities and courses, higher and degree apprenticeships, further study or employment.

We are celebrating 110 years in education this summer. We are housed in various buildings, often referred to as a mini university setting. Our site comprises a 1913 former girls' grammar school, which was converted to sixth form accommodation in 1983. In addition to the original building, there is now a science specific wing; a 210 seated theatre; our Hunter resource centre; visual arts centre and Freeman's Quay leisure centre. In 2019, we expanded further to include our digital media centre, which houses a grab-and-go café, conference facility, TV studio, small cinema room and additional classroom space. We will formally open our new art gallery this summer as part of our ongoing celebrations.

We are currently on a journey towards establishing our own Multi Academy Trust with Durham Mathematics School. Based in Durham City centre, this new school will be a specialist school for A level mathematicians who also have a keen interest in physics and / or computer science. We continue to work very closely with the Department of Education and Durham University and look forward to making further announcements about Durham Mathematics School in the coming months.

Through sustained effort, and a clear focus and direction, Durham Sixth Form Centre is a truly embracing and dynamic organisation. We are committed to promoting the principles of equal opportunities and we aspire to an environment where all our students and employees can develop their potential. We have a strong professional development programme and have achieved CPD Mark accreditation, Investors in People Gold and Governor Mark among others. Our most recent Ofsted inspection report said 'The Headteacher and the highly skilled leadership team have established a culture in which students flourish and grow. Consequently, there is a healthy appetite for learning and achievement in an environment that demands high expectations for academic, vocational and personal excellence'.

Our school operates according to values which we feel help to determine the culture, ethos and atmosphere of Durham Sixth Form Centre. We value:

- high quality, inspirational teaching and learning;
- excellent support, care and guidance;
- personal and professional integrity;
- ambition and progress for our students, our communities and ourselves.

If you are energetic and passionate about post-16 education and have the skills and aptitude required for the role then we would welcome your application and look forward to hearing from you.

Ellen Beveridge  
Headteacher

Dear future colleague,

Welcome to our school and in particular to the **Human Sciences Faculty**. We hope this brief introduction gives you a sense of who we are and how we work together. First and foremost our aim is to make the education of our students our first priority. We recognise the importance of our students achieving the highest possible standards in their work and conduct with skills development, subject enrichment and aspiration also at the heart of how we work. Many of our students, on the successful completion of their courses, progress to university, including those that are regarded as more prestigious.

We are looking for a colleague to join our team who will act with honesty and integrity, has strong subject knowledge and is keen to keep their knowledge and skills as a teacher up to date. The successful candidate should be self-critical, forge positive professional relationships and work with parents / carers in the best interest of their students.

The Human Sciences Faculty is focused on teaching and learning and are skilled at trialling new and innovative teaching strategies. The curriculum areas within the faculty are some of the most popular in the school by way of student numbers and progression pathways. We are one of three faculties at Durham Sixth Form Centre, the other two are the Arts, English and Business Faculty and Science, Technology and Mathematics Faculty. We are a hardworking, dedicated team with a vast array of experience and qualifications. We contribute significantly to overall school outcomes and particularly to A level and Academic success measures.

	2015	2016	2017	2018	2019
<b>A level value added</b>	+0.01	+0.15	+0.12	+0.18	+0.20
<b>Academic value added</b>	+0.02	+0.16	+0.13	+0.20	+0.23
<b>Applied general value added</b>	+0.50	+0.89	+0.81	+0.46	+0.81

Our Faculty consists of the following subjects:

A level / Academic: Accounting, Classical Civilisation, Economics, French, History, Law, Philosophy, Politics, Psychology, Religious Studies and Sociology.

Applied General: BTEC Applied Law, Level 3 Criminology and Certificate/Diploma in Financial Studies.

Many of us are examiners or moderators. Some of us have teaching and learning responsibilities beyond that of a classroom teacher, some are Lead Teachers, others are Senior Leaders. We frequently have colleagues in our team who are working towards Master degrees or Doctorates.

***What do we want?***

We are looking for a highly enthusiastic, proactive person to join our team and to work with our students to ensure they learn, succeed and achieve. We seek a committed individual who is prepared to work hard to continually excel. Someone with a clear understanding of how students learn, regardless of their prior attainment.

***What will we do for you?***

We will help develop your potential by actively investing in your future career by supporting you in a wide range of continued professional development opportunities. We will encourage your ambition and welcome you into a friendly and supportive working environment. We will listen to what you have to say, no matter what age or stage of your career, and support your aspiration to be the best you can.

***Who should apply?***

You should only apply for this role if you want to make a difference to young people's lives in a hardworking, ambitious post-16 school where every student really does matter. You should have the ability to work collaboratively and flexibly as part of a skilled team. You should be confident that you have the ability to deliver continuous outstanding teaching and be prepared to go the extra mile.

Should you decide to apply for the post we very much look forward to welcoming you to our school and potentially working with you in the future.

Laura Neasham  
Leader of Learning: Human Sciences

## Advertised Post and Application Information

**Position:** Teacher of Psychology  
**Hours of work:** Full time  
**Contract:** Permanent  
**Salary:** MPS/UPS  
**Start date:** 1st September 2023

### Recruitment Dates

**Closing date:** 10am, Thursday 16th February 2023  
**Interview date:** Provisionally, week commencing 27th February 2023

### Advert

This is an exciting time to join Durham Sixth Form Centre; we are an oversubscribed post-16 institution; our results are significantly above national averages; we are expanding our premises; we have gained external recognition and national awards for our work.

We know that the very best way to provide outstanding education is to ensure our staff are outstanding. With this in mind we wish to appoint a passionate, ambitious teacher to join our team to deliver lively, exciting and challenging lessons in the following subjects:

**A Level Psychology**  
**L3 BTEC Psychology**

The successful candidate will have exceptional planning and time management skills; be able to inspire and challenge both students and colleagues; have the ability to communicate effectively with a wide range of stakeholders including students and parents; have evidence of outstanding results and student outcomes; and be committed to working in an inclusive environment in support of the values, vision, purpose and direction of Durham Sixth Form Centre.

### Application Process

Applicants should submit the following information on, or before the closing date:

1. A completed Application Form using the GoogleForm using this [link](#).
2. A supporting Letter of Application of a maximum of two sides of A4, which should include the following titles and response to them:
  - Details of the outcomes of students you have taught (e.g. value added, attainment, progression).
  - Details of the strengths that you would bring to the post (with reference to the person specification).
  - An answer to the question: How would you best describe your behaviour traits?
  - An answer to the question: What *extra* would you bring to the role if appointed?

Note: The supporting Letter of Application should be uploaded in the relevant section on the GoogleForm.

### Additional Information

Durham Sixth Form Centre:

- Ensures all appointments are subject to an enhanced DBS check, satisfactory medical report and satisfactory references.
- Is an equal opportunity employer.
- Is currently a Local Authority Maintained school although the school has an Academy Order to academise.
- Operates a strict no-smoking policy.

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

## Job Description

### TEACHING

This job description is set out in accordance with the Teachers Standards in England.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Job Title: **Teacher of Psychology**  
 Contract: **Full time**  
 Scale: **MPS/UPS**  
 Responsible to: **Leader of Learning: Faculty of Human Sciences**

Key Areas of Responsibility	Priorities
<p><b>PART ONE: TEACHING</b>  <b>A teacher must:</b></p>	<ol style="list-style-type: none"> <li><b>1. Set high expectations which inspire, motivate and challenge students</b> <ul style="list-style-type: none"> <li>● establish a safe and stimulating environment for students, rooted in mutual respect</li> <li>● set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>● demonstrate consistently the positive attitudes, values and behaviour which are expected of students?</li> </ul> </li>   <li><b>2. Promote good progress and outcomes by students</b> <ul style="list-style-type: none"> <li>● be accountable for students' attainment, progress and outcomes</li> <li>● plan teaching to build on students' capabilities and prior knowledge</li> <li>● guide students to reflect on the progress they have made and their emerging needs</li> <li>● demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li> <li>● encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul> </li>   <li><b>3. Demonstrate good subject and curriculum knowledge</b> <ul style="list-style-type: none"> <li>● have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings</li> <li>● demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>● 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</li> <li>● if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul> </li>   <li><b>4. Plan and teach well-structured lessons</b> <ul style="list-style-type: none"> <li>● impart knowledge and develop understanding through effective use of lesson time</li> <li>● promote a love of learning and student's intellectual curiosity</li> <li>● set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>● reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>● contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul> </li>   <li><b>5. Adapt teaching to respond to the strengths and needs of all students</b> <ul style="list-style-type: none"> <li>● know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li> <li>● have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>● demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development</li> <li>● 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.</li> </ul> <p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>● know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>● make use of formative and summative assessment to secure students’ progress</li> <li>● use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>● give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.</li> </ul> <p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>● have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</li> <li>● have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>● manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them</li> <li>● maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.</li> </ul> <p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>● make a positive contribution to the wider life and ethos of the school</li> <li>● develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>● deploy support staff effectively</li> <li>● take responsibility for improving teaching through appropriate</li> <li>● professional development, responding to advice and feedback from colleagues</li> <li>● communicate effectively with parents with regard to students’ achievements and well-being.</li> </ul>
<p><b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b> <b>A teacher must:</b></p>	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> <li>● treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>● having regard for the need to safeguard students’ well-being, in accordance with statutory provisions</li> <li>● showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.</li> </ul> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>

<p><b>POST-THRESHOLD TEACHERS</b> <b>A teacher must:</b></p>	<p>P1 contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation</p> <p>P2 have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential</p> <p>P3 have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications</p> <p>P4 have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs</p> <p>P5 have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them</p> <p>P6 have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people</p> <p>P7 be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those resulting to subject/curriculum knowledge</p> <p>P8 have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally</p> <p>P9 promote collaboration and work effectively as a team member</p> <p>P10 contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</p>
<p><b>AT DURHAM SIXTH FORM CENTRE</b> <b>A teacher must:</b></p>	<ul style="list-style-type: none"> <li>● lead and model the values, ethos and vision of the school in pursuit of excellence and equity, valuing individual achievement</li> <li>● help build, communicate and implement a shared vision</li> <li>● role model and actively promote high expectations for all members of the school community</li> <li>● inspire, challenge, motivate and empower others within the organisation</li> <li>● be a role model to students through personal professional presentation and professional conduct</li> <li>● arrive in class, prior to the start of the lesson, and to begin and end lessons on time</li> <li>● be familiar with school, Department and Faculty handbooks, policies and protocols</li> <li>● establish effective working relationships with colleagues and associate staff</li> <li>● contribute to student transition arrangements at appropriate times throughout the year</li> <li>● keep an up-to-date, understanding and knowledge of educational and career progression routes for students which is shared at relevant times throughout the year</li> <li>● maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children</li> <li>● undertake any reasonable task as directed by the Leader of Learning, Head of Department or member of the school's Senior Leadership Team including the Headteacher</li> <li>● be aware of the role of the Governing Body of the school and to support it in performing its duties</li> <li>● be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by individual action/inaction.</li> </ul> <p>Every subject teacher will be expected, at some time, to have pastoral responsibilities.</p> <p>Every teacher will undertake performance management in line with the school's Performance Management Policy.</p>

## Person Specification

### TEACHING

	Person Specification	Essential	Desirable
1.	Subject specific graduate. Degree in a related subject.	✓	
2.	Qualified Teacher Status, QTLS or QTS FE.	✓	
3.	Experience of post-16 teaching.		✓
4.	Exemplary health and attendance.	✓	
5.	Evidence of being an outstanding teacher (or NQT).	✓	
6.	Exude passion for teaching, learning and subjects taught.	✓	
7.	Ability to inspire and challenge both students and colleagues.	✓	
8.	ICT competency.	✓	
9.	Evidence of outstanding student results.	✓	✓ If new/returning to teaching.
10.	Outstanding interpersonal skills (in a range of contexts).	✓	
11.	Attention to detail, organisation, energy and drive.	✓	
12.	Aptitude to evaluate, monitor and prioritise work.	✓	
13.	Committed to working in an inclusive school in support of the values, vision, purpose and direction.	✓	
14.	To promote and safeguard the welfare of children and young adults.	✓	
15.	To have the ability to exude a 'can do' positive attitude in a busy and demanding role.	✓	
	<b>Equalities and Safer Recruitment</b>		
16.	Ability to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the appropriate policies.	✓	
17.	Ability to demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children, young people and colleagues.	✓	
18.	Ability to demonstrate emotional resilience (and distance where appropriate) in working with challenging behaviours or sensitive situations.	✓	