



ILKLEY GRAMMAR SCHOOL



**Teacher of Sociology – Maternity Cover
(0.9 FTE)**



September 2017

TEACHER OF SOCIOLOGY (Maternity Cover 0.9 FTE)

Thank you for requesting details for the post of teacher of Sociology. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. This fixed term post is required from **30 October 2017** until the return of the substantive postholder.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in the Social Sciences department which consists of Psychology & Sociology, as well as towards enhancing our provision for enrichment and intervention. The post is for a teacher of 'A' Level Sociology predominantly. There will also be a requirement to deliver up to 9 lessons a fortnight of Health and Social Care at GCSE level where outcomes are consistently outstanding. The current timetable of the teacher means that the successful post holder would not be contracted to work on a Friday afternoon of Week A and Monday morning (up to 11.15am) of week B resulting in approximately a .9 FTE timetable. However, there may be some flexibility in this for the right candidate.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21st Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community.

Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behavior is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment." (Ofsted March 2017). Our 2017 'A' Level results were outstanding, and we have a very successful and thriving Sixth Form.

If you are inspired by this opportunity and have the qualities to contribute to our high quality provision, then we would be delighted to hear from you.

As part of your **online application** in the Personal Statement section (no more than 2 sides of A4) please explain:

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications is **8am Monday 25th September 2017**

Interviews will be held: **Later during that week**

If you do not receive an invitation to interview by **Thursday 28 September** we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader: Humanities/Head of Psychology & Sociology

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

□ Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PPI etc)
- To know and implement the 'How Needs May Be Met' information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

□ Teaching and Learning

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To develop and use the iPad to secure best progress
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

□ Assessment for Learning

- To employ a range of AfL opportunities and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

□ Personal Best

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson

- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)
- To communicate and consult with parents as required
- ❑ **Enrichment**
 - To commit to the Humanities programme of extra-curricular and enrichment opportunities and visits
 - To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad
- ❑ **Continuing Professional Development**
 - To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share learning and be creative
 - To commit to the school's CPD programme
 - To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs
- ❑ **Quality Assurance**
 - To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities
- ❑ **Professional Standards**
 - To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values and aspirations of the school
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated April 2016

ILKLEY GRAMMAR SCHOOL

The Humanities Curriculum Area

As a team, Humanities is passionate about learning and enabling students to achieve their full potential. Our team believes Humanities has an increasingly important role in enabling students to better understand the dynamic and changing world in which they live and what it means to be part of it. Teachers' enthusiasm for their subjects ensures that lessons are engaging, enjoyable and accessible to all. Everyone strives to enter into a spirit of teamwork, resource sharing, mutual support and co-operation. This is at the heart of everything we do.

Humanities represents one of the largest, most diverse, dynamic and successful Curriculum Areas in the school. It comprises six different departments covering 12 subjects. These are supported by 27 full or part time staff located in either modern or fully refurbished rooms across the school. Each classroom comes equipped with a digital projector and has access to laptops or computing facilities. Photocopying and reprographics are available for all colleagues.

In KS3, students in Years 7-9 do core History and Geography regularly every week. The same is true for RE as a statutory requirement. In Year 9 students can take early options in Philosophy and Ethics, Business and Law.

The aim is to prepare our students to be 21st century independent learners. A driving factor in this is the use of iPad technology as a way empowering students in owning and leading their learning. The skills taught at this stage are built upon throughout the rest of the key stages.

At Key Stage 4 and 5, the composition of the teaching groups in all Humanities subjects is dependent on the options system. At GCSE most groups tend to be of mixed ability, however, setting may occur where possible.

Nat Adams
Curriculum Leader: Humanities

ILKLEY GRAMMAR SCHOOL

The Humanities Curriculum Area

Departmental Subject Profile: Psychology and Sociology

Department Ethos

Our aim in the Psychology and Sociology department is to provide students with an engaging and exciting learning experience that encourages independence and prepares students for the next step, be it Higher Education or Work. We aim to teach students the skills to be able to investigate and question the causes of human behaviour in an evaluative way. As well as learning a new subject, students also develop skills such as independence, collaboration and self-reflection to prepare them for life beyond post-16.

The Team and teaching Structure

The department currently consists of 3 teachers: the Head of Department, a Teacher of Sociology and a Teacher of Psychology. Staff are passionate about their subject and work collaboratively in their planning to ensure students have a consistent experience throughout the department. Lessons are innovative and focus on the application and evaluation of subject knowledge using a variety of tasks, learning strategies and resources.

The team uses a distinct teaching structure. Each topic cycle has a sequence of lessons starting with an overview lesson, which gives a big picture of the whole topic area, followed by 3 or 4

lessons where concepts are revisited in more depth. The final lesson is a tutorial used for consolidating knowledge, implementing intervention and developing exam skills. The teaching structure allows for opportunities to personalise learning and for students to build on their knowledge throughout the cycle.

Results

The department prides itself in gaining consistently high raw and value added results which are significantly above the national average. The average alps score over the past 3 years in Psychology is grade 3 and in Sociology is grade 3.3.

The Curriculum

Health and Social Care Technical Award (Pearson)

Health and Social has some of the strongest results in the school and we have moved this year to the HSC Technical award with Pearson. The successful candidate will be required to teach 6 lessons a cycle to Year 10 and 3 lessons a cycle to Year 11 (For Year 11's this is the BTEC first level 1/2 in Health and Social care). Class sizes are typically about 15-20 students. All groups are mixed ability.

A level Sociology (AQA)

Sociology is a popular A level subject currently with 60 students studying the subject at A level. We teach the new AQA Sociology specification and currently students choose to sit the AS level at the end of year 12 or the full A level at the end of year 13. Although the number of groups vary from year to year, there are typically 2 year 12 groups (11 lessons per 2 week cycle each) and 2 year 13 groups (11 lessons per cycle each). All groups are mixed ability with target grades ranging from grades A* to D.

A level Psychology (AQA)

In Psychology we also teach the new AQA Psychology specification and students choose to sit the AS after one year or the full A level after 2 years. Psychology is one of the most popular A level subjects in the school with over 100 students currently studying the subject at post 16. There are currently 4 year 12 groups and 3 year 13 groups. All groups are mixed ability with target grades ranging from grades A* to D.

Departmental Resources

The department is based in the main school building with 3 refurbished teaching rooms. The department has its own office and access to computer suites and laptops. Schemes of work and teaching resources for all the new A level teaching topics are held centrally allowing staff to access shared resources. Students have access to a digital textbook in Psychology and there is a class set of text books for each classroom in Psychology and Sociology. Copies of the textbooks are also available in the library with students encouraged to buy their own.

General

The department has an excellent reputation and many students achieving outstanding results. The post would ideally suit an individual who is committed to continuing the development of initiatives which support the ability range of learners. An excellent subject knowledge of Psychology is required with a commitment to develop the teaching and learning of Psychology and Sociology.

March 2017

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Sociology (Maternity cover 0.9 FTE)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching Sociology to KS5	D	Application and selection process
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching Sociology, (knowledge of Psychology would be advantageous)	E	Application and selection process
<input type="checkbox"/> Ability to deliver the Health & Social Care GCSE curriculum	E	
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	

<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E		
Values	Essential/ Desirable E/D	How Identified	
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process	
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E		
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E		
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E		
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E		
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E		
Personal Qualities	Essential/ Desirable E/D		How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process	
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E		
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E		
<input type="checkbox"/> Enthusiastic about education and learning	E		
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E		
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E		
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E		
<input type="checkbox"/> Abides by the Academy's policies	E		
<input type="checkbox"/> Professional appearance	E		
<input type="checkbox"/> Emotionally intelligent	E		
<input type="checkbox"/> Sense of humour and perspective!	E		
Equal Opportunities	Essential/ Desirable E/D		How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E		Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E		
Circumstances - Personal	Essential/ Desirable E/D	How Identified	
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process	
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E		
<input type="checkbox"/> Will not require holiday during term time	E		

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature**.....

Line Manager:

Print Name **Signature**

Date: