



Job Title:	Teacher of Psychology
------------	-----------------------

Thorpe Underwood Estate is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

	Essential These are qualities without which the applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of Assessment
Qualifications	<p><i>The professional, technical or academic qualifications that the applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i></p> <ul style="list-style-type: none"> <li>• Good honours degree and PGCE qualification</li> </ul>	<p><i>The professional, technical or academic qualifications that the applicant <b>would ideally have</b> to undertake the role or the training that they <b>should ideally have</b> received</i></p>	<p>Contents of Application Form Production of Certificates at Interview</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to <b>predict</b> success in the role.</i></p> <ul style="list-style-type: none"> <li>• A track record of success in working with students to achieve strong examination results in A Level Psychology</li> </ul>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to <b>contribute to</b> success in the role.</i></p> <ul style="list-style-type: none"> <li>• Experience of teaching students with English as a second language</li> </ul>	<p>Contents of Application Form Interview References Lesson Observation Certificates</p>
Skills	<p><i>The skills <b>required</b> to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• Ability to teach Key Stage 5 Psychology</li> <li>• Ability to ensure learners achieve well relative to their prior attainment, making progress which is as good as, or better than, similar learners nationally</li> </ul>	<p><i>The skills that would <b>enable</b> the applicant to perform effectively in the role.</i></p>	<p>Contents of Application Form Interview References Lesson Observation Performance Management Data</p>



	<ul style="list-style-type: none"> <li>• Demonstrate excellent planning and organisational skills</li> <li>• Ability to provide relevant subject, curriculum or pupil performance information</li> </ul>		
Knowledge	<p><i>The knowledge <b>required</b> by the applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• To have 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</li> </ul>	<p><i>The knowledge that would <b>enable</b> the applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• Knowledge of iSAMS would be an advantage</li> <li>• Knowledge of Child Protection/ Safeguarding</li> <li>• To demonstrate an up to date knowledge of the new national curriculum, other qualifications and the suitability for meeting learners' needs</li> </ul>	Contents of Application Form Interview References Lesson Observation
Personal competencies and qualities	<p><i>The personal qualities that the applicant <b>requires</b> to perform effectively in the role and to ensure that the applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• <b>Motivation to work with children and young people.</b></li> <li>• <b>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</b></li> </ul>	<p><i>The personal qualities that would <b>assist</b> the applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> <li>• A sense of humour</li> </ul>	Contents of Application Form Interview References



	<ul style="list-style-type: none"><li>• To be proactive with your own professional development and in supporting others in meeting individual needs</li><li>• Be a positive role model to students and staff, demonstrating effective strategy</li></ul>		
--	--	--	--