

Teacher of Health



Candidate Pack

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Applicant Information Pack

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March 2021

Dear colleague,

Thank you for your interest in this role at South Bank UTC. We are at a very exciting time in our journey as we continue to grow in both size and stature within the local and wider London educational landscape.

We opened to students aged 14-19 in Brixton in September 2016 as a brand new school, and benefit from incredible specialist facilities that are the envy of many colleges and universities let alone schools. Close to central Brixton, we benefit from being in a vibrant, dynamic, rewarding and inspiring place to work, and enjoy excellent transport links.

Our vision is to develop young professionals with the skills and knowledge for successful careers in the engineering and health industries. We do this through a highly specialised curriculum and offer GCSE, BTEC and A-level provision. Our curriculum is supported via our core values of INNOVATION, INTEGRITY and INTENT; these help guide students and staff alike towards excellence.

Supporting our vision and values is our mission to maximise achievement through innovative teaching and learning and high quality partnerships with London South Bank University and our Industry partners including: Skanska; Essentia; Guy's and St Thomas' NHS trust; and King's College NHS trust. We are proud that our students benefit directly from real-life employer challenge projects, delivered alongside our sponsors and designed to develop authentic, contextualised learning. As a result, our students are motivated and highly engaged by the offer of a professional, mature learning environment.

Not only do our young people have the opportunity to study high quality academic and technical qualifications, they learn valuable key employability skills to equip them for the modern workplace. Our students are also fully supported through high-quality, personalised pastoral care.

This role will require high levels of personal and professional commitment and the ability to work successfully as part of a team will be essential. You will be required to be highly adaptable and flexible and will need a strong work ethic. In exchange, the UTC will offer first class career development opportunities, high quality personalised CPD, the chance to work with cutting edge equipment, with engaged employer and university partners and an outstanding group of young people.

You will have the unique opportunity to play a central role in developing an exceptional UTC. We would love to hear from you if you feel you have the skills and expertise we need for this key role. Do contact me directly should you wish to discuss the role in more depth.

Yours faithfully,

Austin Sheppard
Principal

austin.sheppard@southbank-utc.co.uk

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Package

| | |
|-----------------|--|
| Package: | South Bank Academies pay scale M1-M6 <i>(We are able to offer expert teacher scale for outstanding candidates/those who can evidence progression through threshold)</i> Teachers' Pension, perks and benefits package, free lunch, on-site gym, employee assistance programme, Specsavers eyecare scheme |
| Accountable to: | Principal |
| Location: | South Bank UTC, 56 Brixton Hill, London SW2 1QS |
| Contract type: | Full time |
| Contract term: | Permanent |
| Job start: | September 2021 |
| Deadline: | 9.00 am, Monday 19 th April 2021 |
| Shortlisting: | Monday 19 th April 2021 |
| Interviews: | Week commencing Monday 26 th April 2021 |

Job Description

Core Purpose

You will have responsibility for leading the quality of teaching and learning (GCSE and A-level) for students in your classes. This will involve setting and articulating high expectations for students; planning; teaching effectively using appropriate resourcing to challenge and engage all learners.

Key Responsibilities

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.
- Promote good progress and outcomes by students
- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- 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.

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2. 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

3. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the school's policy 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.

4. 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 physical, social and intellectual development of children, 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.

5. 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 within the agreed time, and encourage students to respond to the feedback
- follow the school's assessments reporting policies.

6. 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 school, in accordance with the school's behaviour for learning 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

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- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

7. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the School including extra-curricular
- 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.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- promoting fundamental British values, including democracy, the rule of law, individual liberty

8. Additional duties

- Work with the Principal to lead on areas of whole school responsibility as directed and negotiated.
- Lead on aspects of pastoral management at the UTC for example through contribution to the daily coaching programme.
- Actively develop opportunities to secure and embed partnerships outside the UTC: with employers, community groups, educational providers or charities for example.
- Act with integrity and ensure a high standard of care and safeguarding for all our students.
- Comply with health and safety rules and legislation, ensuring the safety of students and staff at all times.
- Provide a highly visible presence to students and colleagues through the day.
- Attend open evenings, parental events, progress review meetings and other dedicated activities, as required.
- Act in compliance with data protection legislation in respecting the privacy of personal information.
- Comply with the principles of GDPR in relation to the management of UTC records and information.
- Undertake additional duties as may be reasonably directed by the Principal or line manager where they meet the priorities of the UTC.

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Person Specification

| Essential | Desirable |
|--|--|
| Qualifications and background | |
| <ul style="list-style-type: none"> ▪ Bachelors degree (or equivalent). ▪ QTS (qualified teacher status). (Overseas trained teachers will also be considered). | <ul style="list-style-type: none"> ▪ A continuing engagement in current issues, ideas and research around secondary education. ▪ Masters degree in relevant subject. |
| Relevant Experience | |
| <ul style="list-style-type: none"> ▪ Teaching 11 to 18-year-old students in a school setting. ▪ Teaching students to A level. | <ul style="list-style-type: none"> ▪ Has led initiatives which demonstrate impact on student attainment and progress. |
| Personal values and skills | |
| <ul style="list-style-type: none"> ▪ Commitment to the values of the school. ▪ Good understanding of inner city schools and a commitment to enable equality of opportunity in all aspects of school life. ▪ An understanding of the impact an outstanding school can have on the whole community. ▪ Promotion and celebration of cultural diversity. ▪ Enthusiasm, energy and dedication for the role. ▪ A range of high quality teaching skills and a focus on self-reflection and evaluation of your teaching ▪ Good interpersonal and collaborative working skills. ▪ Effective and appropriate communication skills for a wide range of audiences ▪ Appropriate use of ICT to enhance learning and teaching and an interest in developing this ▪ An ability to use data and formative assessments to plan next steps ▪ The ability to plan effectively to raise individual and class attainment | <ul style="list-style-type: none"> ▪ A developed personal commitment to continue to evaluate and improve your classroom practice through collaborative professional development ▪ An ability to set out and communicate a coherent educational vision for your subject within the school ▪ A passion to engage students in enriching learning experiences beyond your subject |

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Information for Candidates

Disclosure

This position is exempt from the Rehabilitation of Offenders Act (1974). As such, shortlisted candidates will be required to declare full details of any criminal background, regardless of whether the conviction is spent, and the Trust will be required to apply for a standard or enhanced disclosure (a criminal records check) from the Disclosure and Barring Service. Any declaration should be submitted, at the point of application, in a separate sealed document.

A criminal record will only be taken into account for recruitment purposes where the conviction is relevant to the position being applied for and, where this is the case, will not necessarily bar a candidate from employment. Any decision will depend on the precise nature of the work, the circumstances and background to the offence(s). The same procedure will be followed for staff applying internally for a vacancy. Further information about the Disclosure scheme can be found at: www.gov.uk/dbs. DBS clearances are held on an employee's file for the duration of their employment and are renewed every five years for all employees.

Safeguarding recruitment statement

South Bank Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments will be made subject to an enhanced Disclosure and Barring Service (DBS) clearance, references covering the previous five years of employment and overseas police checks where appropriate. Our recruitment and selection panels consist of at least one 'safer recruitment' trained member and all staff, on induction to our school, are required to undertake safeguarding training within the government's Keeping Children Safe in Education agenda.

Equal opportunities

South Bank Academies recognises that equality of opportunity and the recognition and promotion of diversity are integral to its academic and economic strengths. The following principles apply in respect of the school's commitment to equality and diversity:

- To provide and promote equality of opportunity in all areas of its work and activity;
- To recognise and develop the diversity of skills and talent within its current and potential community;
- To ensure that all school members and prospective members are treated solely on the basis of their merits, abilities and potential without receiving any unjustified discrimination or unfavourable treatment on grounds such as age, disability, marital status, pregnancy or maternity, race, religion or belief, sex, sexual orientation, trans status, socio-economic status or any other irrelevant distinction;
- To provide and promote a positive working, learning, and social environment which is free from prejudice, discrimination and any forms of harassment, bullying or victimisation;
- To promote good relations between individuals from different groups.

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Applicants with disabilities

We are keen to increase the number of disabled people we employ and therefore encourage applications from individuals with a disability who are able to carry out the role. If you have special needs in relation to your application please email sahra.gaade@southbank-utc.co.uk

Travel expenses

The school will reimburse reasonable travel costs, for example standard class rail fare, to and from interview within the United Kingdom if agreed in advance.

Informal Discussion

Applicants who wish to have an informal discussion about the role should contact Rob Harding, Vice Principal via email rob.harding@southbank-utc.co.uk

Applying

If you wish to apply for this post, please complete an application form on the TES portal (this is preferred).

If you are applying through the Guardian or our website, use our application form which can be found [here](#). This should include a letter of application or supporting statement (no more than two sides of A4) telling us why you wish to be considered for the post. Please send your final application to sahra.gaade@southbank-utc.co.uk by the closing date detailed on page 3.

Response

We very much regret that, due to limited resources and the large number of applications we receive, we are only able to inform shortlisted candidates of the outcome of their application. If you do not hear from us within four weeks of the closing date, please assume you have been unsuccessful on this occasion. We would like to assure you that every application we receive is considered in detail and shortlists drawn up after careful reference to a detailed person specification.

If your application is not successful, we hope that you will not be discouraged and will still apply for suitable vacancies as and when they are advertised.

Complaints

Any complaints regarding the application process should be sent to Jacqui Collins, Trust HR Manager jacqui.collins@sbatrust.co.uk

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