



The Tiffin Girls' School

Head of Psychology

Candidate Information Pack



The Tiffin Girls' School Vision

Our vision is to provide '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

The school's motto *sapere aude* – **dare to be wise**, is embodied in its core values of *Community, Love of Learning* and *Character*.

Community:

- Collaboration
- Active Citizens
- Celebrate diversity

Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



From the Headteacher

Dear Applicant

Head of Psychology post at The Tiffin Girls' School – for September 2019

Thank you for your interest in the post of Head of Psychology at The Tiffin Girls' School. We are an aspirational school, looking for someone who is knowledgeable and passionate about their subject, and enthusiastic about leading a high performing department and teaching students who love learning. I hope that the materials we have prepared help you to decide that you would like to apply.

The school is one of the top state schools in the country and in 2018 achieved some wonderful results:

- GCSE: 79.9% level 9-8 and 94% 9-7, Progress 8 of 1.19
- A Level: 37% A* and 92% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, *sapere aude - dare to be wise*, has been shared by generations of students and in application of this motto to our next generation of students, our vision is to promote '**An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society**'.

Central to achieving this vision are the school's core values of **Community**, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning**, inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character**, building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures involvement in self-discovery and collaboration – placing equal value on learning, outreach and engagement in a wide and diverse range of extra curricular activities.

These three values are all considered when planning for learning, delivering our lessons, in the opportunities we provide, the standards we set, and our daily interactions with the students.

Alongside this, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to lead such a successful department is an appealing one. I look forward to receiving your application.



Headteacher

The Psychology Department

The school is a high achieving girls' selective grammar school, offering Psychology at A level. There are 43 students in Year 12 and 24 in Year 13 studying the course in 2019. The results of the A level students in August 2018 were 50% A* to A, and 90% A* to B grade.

Psychology is taught and led by the Head of Department; contact time is four hours per week in both Years 12 and 13. There are two groups in Year 12 and one group in Year 13. The department follows the AQA exam Board.

Psychology is an extremely popular choice at A level, and will be increasing from three to five groups across Years 12 and 13 in September 2019.

A large proportion of our students choose to continue their studies at degree level and the department helps to prepare students every year for Oxbridge applications. An interest in, or experience of doing so would be an advantage.

The curriculum is enriched by providing students with opportunities to extend their knowledge, understanding and interest by attending lectures and we encourage students to conduct their own research investigations as part of an EPQ. Trips this year have included a visit to the Freud Museum, attending the Jack the Ripper tour and Tutor 2U workshops. Year 13 have also attended Psychology lectures at The Royal Holloway.

Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,160 girls, aged between 11 and 18, and for 139 years has been providing an education where girls can live up to the school's motto *sapere aude* - dare to be wise. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2018, we have 180 students in Years 7, 8 and 9, and 150 in Years 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents. Last year we also secured funding for a new teaching block and a science laboratory refurbishment.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups include Curriculum and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2019-20 are available to read on the website. For admission in 2019-20 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. Our determined admissions arrangements are available on our website.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Students are also given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (22 in 2018) and other Russell Group universities, a small number are choosing to study abroad.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.

Job Description

*Responsibility for the leadership and management of the **Psychology** Department.*

1. Areas of responsibility and accountability:

a) to ensure outstanding teaching and learning by:

- delivering conceptual teaching at the highest level, acting as a role model with similar high expectations of colleagues
- quality assuring and reviewing the teaching practice of self and departmental colleagues, leading critical self-evaluation of the department
- ensuring a relentless focus within the department on teaching and learning and student outcomes, observing lessons and providing focused feedback to colleagues
- leading discussions on pedagogy and methodology, devising and delivering practices and processes to enable the highest achievement of colleagues and students
- managing change within the department e.g. reviewing exam syllabi to ensure best fit with school's high aspirations for students
- ensuring an effective ambience, climate and environment for learning within the subject area
- ensuring consistency of assessment and feedback across the department through the Quality Assurance processes
- analysing progress and providing strategies for in-class intervention where appropriate
- having Curriculum Outlines in place for all year groups
- adapting Schemes of Learning and Assessments to optimise feedback
- organising standardisation or moderation within the department where appropriate
- following the Assessment, Recording and Reporting process for each year group and referring to the Assessment Calendar
- analysing both internal and external assessment data, identifying areas for development or improvement with a specific focus on closing recognised gaps
- regularly monitoring assessment data across the department and general marking
- regularly carrying out feedback and progress checks to monitor the quality of marking and feedback, and student responses
- supporting and guiding individual teacher assessment
- planning, developing and rewriting SoL in your subject area in light of changes from Ofqual, learner performance and feedback
- organising the teaching across all key stages in your subject area
- preparing students effectively
- ensuring that all the needs of students are met, including the management of behaviour and its impact on learning
- ensuring that there is appropriate and varied provision of educational enhancement outside timetabled lessons (eg booster lessons, trips/visits)

b) to ensure the agreed policy on performance management is implemented in the department by:

- translating outcomes from departmental evaluation into challenging and developmental objectives for assigned teachers and support staff
- developing induction, reflecting school/department/individual needs and aspirations
- dealing with issues of underperformance and capability
- ensuring the effective professional development of staffing
- using coaching as a means to support staff development

- c) to ensure the development of personal and departmental knowledge, skills and expertise by:**
- the use of comparative attainment and progress data
 - updating knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
 - knowing and implementing national statutory requirements
 - keeping ICT skills updated to ensure effective use of technology
 - committing to own professional development
 - mentoring trainee teachers or ensuring that they are mentored effectively by other members of the department
- d) to ensure the contribution of the department at a school level by:**
- the consistent application of whole school policies by the department
 - contributing to whole school literacy, by ensuring effective literacy practice within the department to ensure subject specific terminology is embedded and students are confident users of it
 - ensuring that staff within the department focus on disadvantaged students and track progress and learning accordingly
 - liaising with external agencies
 - representing views, concerns and interests of the subject team
 - supporting the school ethos and following policies
 - ensuring the strategic direction and development of the subject area
 - presenting to governors, parents and students as appropriate
 - monitoring, celebrating and rewarding student progress
 - interacting with parents in a professional manner
 - dealing with complaints as (and if) they arise
- e) to perform a personnel function for the department and seeking advice and liaising as appropriate with the HR Director by:**
- participating in the selection of new staff
 - participating in the development of future teachers (eg through PGCE and Schools Direct routes)
 - delegating to members of the department as appropriate
 - ensuring efficient and effective communication with the department
 - good organisation and management of assigned members of the department
 - supporting, guiding, developing and motivating teaching and support staff team members
 - sharing a common vision with team members to secure their commitment
 - developing and ensuring teamwork
 - chairing meetings as appropriate
 - being responsible for coaching and monitoring staff
 - giving advice and support for staff on threshold, UPR scale, promotion, induction, ITT and students
- f) to manage the resources of the department by:**
- ensuring the assets of the department are prudently managed
 - proactively and effectively managing financial resources raised through capitation
 - supervising the use of accommodation and the provision of an appropriate environment for learning
 - undertaking effective risk management assessments to ensure a safe learning environment
 - ensuring value for money when making purchases
 - maintaining a purposeful and well presented learning environment within the subject area
 - ensuring compliance with the school's Health & Safety Policy
 - ensuring that inventories are completed and checked

g) to be an effective Form Tutor by monitoring student progress and supporting all members of the tutor group in making progress commensurate with their ability by:

- being aware of the strengths and needs of each student
- undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
- monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
- promoting high standards of behaviour and attitudes to work within the group
- promptly completing administrative tasks relating to the group
- other tasks appropriate to the tutor role

These duties are in addition to performing those of a main scale classroom teacher as outlined in the STCPD/STRB documents.

- 2. Accountable to:** Headteacher
- 3. Accountable for:** Academic progress and attainment of the students
Performance management of subject staff in your subject area
- 4. Important relationships:** Students and parents
Other members of the teaching and support staff
Link member of SLT
Heads of other departments
Head of Year and relevant pastoral team
- 5. Important external relationships:**
 - Staff in all phases of local schools and other relevant educational establishments
 - Professional associations
 - School improvement partner/external quality assurance

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Experience		
Strong track record of high success rates and positive value added in teaching at A level	✓	
Evidence of raising student attainment and adding value	✓	
Experience of involvement in developing and supporting colleagues through coaching and mentoring	✓	
Managing and planning a departmental budget		✓
Manage and organising events and trips including practical co-ordination with support staff, caretakers and Senior Leadership Team	✓	
Awareness of current developments in education training		✓
Experience of undertaking Form Tutor role		✓
Skills and abilities		
Ability to demonstrate excellent teaching practice against the current Teaching Standards at A level	✓	
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques in yourself and in colleagues	✓	
Ability to demonstrate an ambitious vision for academic and extra-curricular performance of students in your subject area	✓	
Ability to devise strategies to ensure outstanding achievements of colleagues and students	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom and department	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to prepare Sixth Form students for Oxbridge		✓
Ability to quality assure and evaluate departmental teaching practice	✓	
Ability to use performance management processes successfully to contribute to school improvement		✓
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Ability to oversee and take a lead in developing the extensive extra-curricular program of the department	✓	
Personal qualities		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
Ability to work effectively as part of a middle leadership and departmental team, demonstrating the ability to inspire and motivate colleagues, working collaboratively across departments	✓	
Ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	

Be committed to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Demonstrable commitment to safeguarding and promoting the welfare of children. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times	✓	

Why teach at Tiffin Girls'?

Mrs Katerina Sousa

Biology Teacher



“I trained on the GTP in a very challenging comprehensive, then worked as a Head of Department in another similar context before coming here. I was unsure what to expect but knew that I would be challenged daily to deliver engaging lessons that go above and beyond the curriculum and this was something I was very excited about. The students are great to work with, they are fun and very engaged but mostly, they really embrace challenge, which is so refreshing to see. One of the nicest parts of working here is how strong the sense of community is within the school and how dedicated the students and staff are towards keeping the school traditions alive. It's a very supportive atmosphere at Tiffin Girls'; teachers are greatly valued by both students and SLT. My line managers have taken an interest in my career aspirations and allowed me opportunities to gain experience towards achieving them.”

“I started here as a NQT following my Masters. You know it's going to be highly academic but I have been surprised by how great the girls are to work with. They ask really interesting questions and it's really stimulating – they share your love of your subject. If you love your subject, you should teach here. I really enjoy teaching A-Level as they work at such a high level and you can get into really interesting debates. As a school, it has a particular culture, there's definitely a 'Tiffin vibe', a Tiffin feel which is unique. It has a sense of community – the school song, the school birthday are examples. It makes it easier to become part of the school as you can take part in these things and feel you instantly belong. I've really enjoyed getting involved in the Sixth Form entertainment, Year 9 fashion show and Duke of Edinburgh. There's a nice relationship between staff and students. The staff as a body are really friendly.”

Mr Nathan Graff

Second in English



Miss Rachel Smith

Head of Drama



“Working in mixed state schools prior to coming to Tiffin Girls', I was initially concerned that perhaps I wasn't up to teaching so many high achieving students. What I was able to determine just from my interview lesson, was how passionate, enthusiastic and driven the students were to learn. Although they are very bright, they're also just human, teenagers, who trust in your expertise. Every student is different, with different needs, and they work tirelessly to achieve well. The students will just one day completely astound you, from producing exemplary work, or turning up to your office to bring you birthday cupcakes! A big part of school life for me is having a good support network around me. I have made some really special friends here and there's a good sense of camaraderie with staff.”

Benefits of working at Tiffin Girls'

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare vouchers (salary sacrifice scheme)
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social event.

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs