

CANDIDATE INFORMATION PACK



The NCS
sixthform.london

Teacher of Psychology (A Level) – Maternity Cover

EMBRACING TRADITION • PURSUING EXCELLENCE • LEADING CHANGE

CEO WELCOME

Dear Applicant,

I am delighted that you have chosen to apply for a post with the City of London Academies Trust.



COLAT is driven by the ambition to deliver exceptional educational outcomes for the young people we serve, combining the heritage and traditions of the City of London Corporation with a creative and effective approach to teaching and learning.

Our expectations are high for both our students and our staff and as such we work to three core values: integrity, professionalism and care. We demonstrate real care by insisting on the highest expectations of behaviour in every phase and setting. Our curriculum is regularly reviewed and updated to ensure that every young person is afforded the knowledge and skills they need to be successful. We promote and support excellent classroom pedagogy as well as ensuring we have common approaches to assessment and intervention. This is how we care for our young people and ensure that they achieve the highest possible outcomes and are able to counter the many aspects of disadvantage they, their families and our wider communities experience.

Our 'Foundations of Excellence', which run through all Trust schools, have been the framework for our sector-leading success so far. These core principles led to the City of London and COLAT previously being recognised as the best performing academy chain for progress and attainment of disadvantaged children ('Chain Effects', The Sutton Trust). This fuels our determination to continue to develop the work we do, while remaining focused on the ambitions for our schools and making a significant difference to children's lives.

In striving for excellence in all aspects of our work, we are acutely aware that this will only be achieved through hard-working and motivated staff. Our care for staff means that we invest in our people, allowing them to grow and achieve their career goals within the Trust or beyond. We are committed to providing first-rate training and development opportunities to all our staff, in addition to excellent career advancement opportunities within our growing Trust.

In the classroom, and around school, we expect the kind of exemplary behaviour that allows our staff to generate exceptional learning outcomes for our children. Being sponsored by the City of London Corporation also means our staff benefit by having access to a huge range of resources, events and exciting learning opportunities that other Trusts are simply not able to offer.

We are always looking for like-minded individuals to join us on our journey. Making the choice to work for COLAT means making the choice to be part of an evolving, ambitious and supportive Trust where you are valued, encouraged and can develop your specific talents, whatever they may be. We look forward to receiving your application.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'M. Emmerson', written over a light blue horizontal line.

Mark Emmerson
Chief Executive Officer

WHO WE ARE

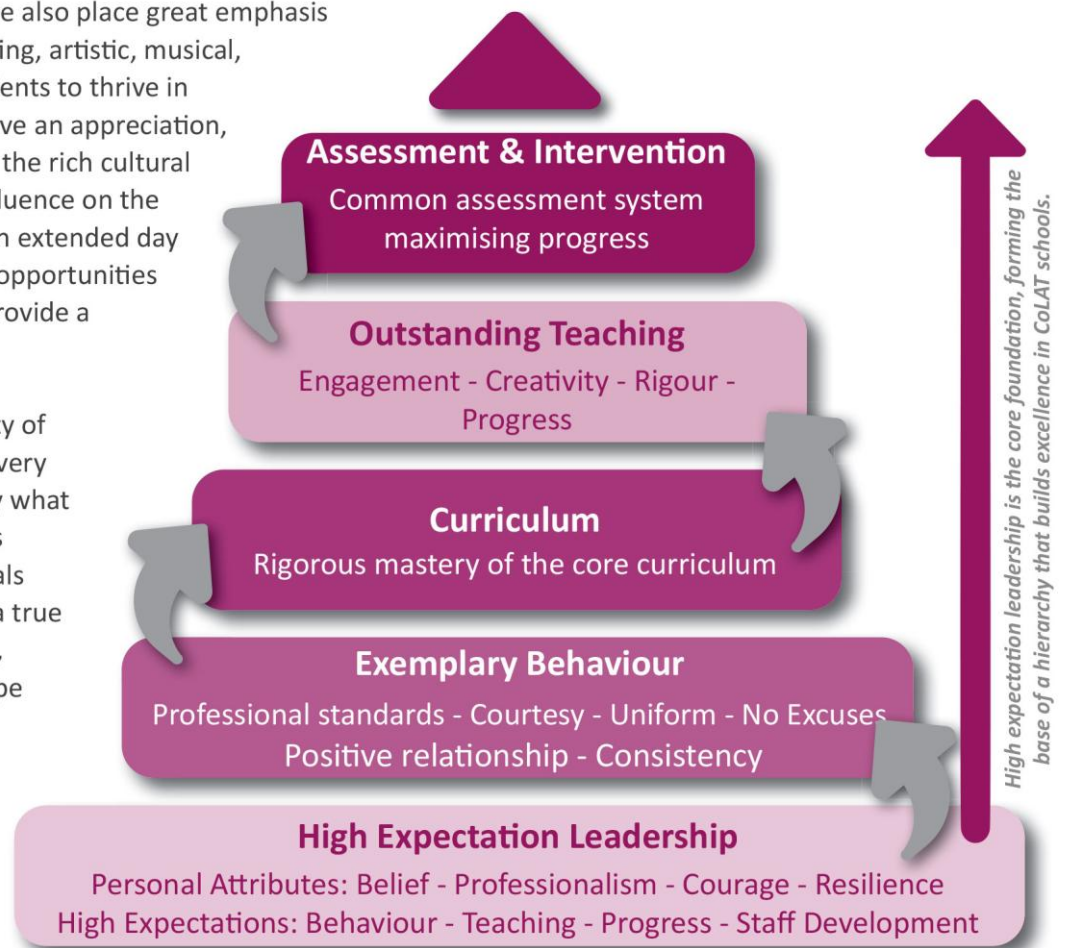
City of London Academies Trust operates schools in areas of significant disadvantage and believes strongly in the transformational nature of education.

We are unashamedly academic and unapologetically results driven because we recognise that strong SATs, GCSE and A level outcomes lead to increased life opportunities for our students. All our schools adopt a warm/strict approach, with every one of our School Leaders adhering to and aligning with our COLAT behaviour systems. Our simple, clear, and consistent routines, rituals and norms embed strong habits delivering exceptional student behaviour. In our schools, our teachers can teach, and students can learn, uninterrupted. We take great pride in curating an exceptionally positive learning environment and we obsessively guard against anything which may compromise our strong ethos and culture.

Our curriculum is knowledge rich. We believe in teaching 'powerful knowledge,' and educating our students on the 'best that's been thought and said' is crucial to giving them the best possible chance of success in life. More broadly, we find opportunities to elevate the curriculum to ensure our most able students can compete with their more privileged peers. Our curriculum is coherently and intelligently sequenced, with our Subject Improvement Leads working closely with Heads of Department to drive gains in learning and develop subject specific pedagogy. We are working on creating a standard curriculum in most of our subjects; this will help reduce teacher workload by taking away the production of high-quality resources and assessments, freeing up our expert teachers to grapple with the delivery of the content and focus on the learning.

Our teaching approach is influenced by the works of educationalists such as Doug Lemov. We are confident we know what works for schools in our specific context, and we have spent a long time codifying our approach, whilst also providing sufficient flexibility for our teachers to add their own unique personality and dynamism to their classrooms. Results are important to us, but we also place great emphasis on developing our students' sporting, artistic, musical, and linguistic talents. For our students to thrive in modern Britain, they must also have an appreciation, understanding and attachment to the rich cultural heritage of our country and its influence on the wider world. All our schools run an extended day to deliver an array of enrichment opportunities and super curricular sessions to provide a truly holistic education.

It is an exciting time to join the City of London Academies Trust, and we very much hope you will be inspired by what you learn about us. We are always excited to meet fellow professionals and there is no better way to get a true sense of a school's culture, values, and ethos than by visiting. We hope you take up this opportunity so you can see what life-changing opportunities our schools provide, and how integral our people are to this mission.



PROFESSIONAL DEVELOPMENT

We are committed to providing **individualised** and **impactful** professional development for every member of our COLAT community, and we offer a menu of talent pathways to support you at every stage in your career.

These pathways are research-based, designed for COLAT schools and delivered by experts from across the Trust. They provide Trust-wide training and networking opportunities to support you to achieve your career goals.

The Talent Pathway menu includes:

- **Aspiring to Middle Leadership: Leading a Department**
- **Aspiring to Middle Leadership: Leading a Year Group**
- **Aspiring to Middle Leadership: Leading a Operational Department**
- **Aspiring to Senior Leadership: Curriculum, Teaching and Learning**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Behaviour**
- **Aspiring to Senior Leadership: Personal Development, Welfare and Management**
- **Aspiring to SEND Leadership**
- **Aspiring to Operational Functions Leadership**

If you are interested in one of our Talent Pathways, please do ask for more details during your school visit or interview.

EMPLOYEE BENEFITS

We invest in and support our staff by keeping their development a priority, and we are proud to have a range of benefits to ensure staff feel valued, including:

- **Teachers' or local government pension scheme with a generous contribution from the Trust**
 - **Occupational maternity and adoption pay following 26 weeks of continuous service**
 - **Generous annual leave entitlement**
 - **Sabbatical leave entitlement for up to one year (unpaid) after five years' continuous service**
 - **Cycle to work scheme**
 - **Corporate gym membership rates**
 - **Travelcard loan scheme**
 - **Annual training and development opportunities in addition to in-house staff development**
 - **Access to City of London housing allocation scheme**
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Principal Welcome

Dear Applicant,

Thank you for expressing an interest in working at the Newham Collegiate Sixth Form (The NCS).

The NCS is a unique and inspiring Sixth Form college where young people are provided with an exceptional academic education, pastoral curriculum and enrichment opportunities that enable them to develop their academic potential and the learning habits and resilience to thrive as individuals ready to become the leaders of the future in their chosen professions.



The NCS opened in September 2014 in the second most deprived borough in London with the aim of preparing students to secure places with some of the most competitive universities in the UK and abroad. We are nationally recognised as one of the most successful sixth forms in the country, with A Level result comparable with some of the most high-profile Grammar and Independent schools. Students routinely secure 95% A*/B and 100% A*/C, an average A level grade of an A and a progress score that is well above the national average. In October 2021, Ofsted judged the NCS to be 'Outstanding' in every category.

We are located in iconic Grade 2 listed buildings giving the NCS the feel of an Oxbridge college, coupled with facilities that help create a stimulating and purposeful learning environment. We invest heavily in technology, giving all students and teachers an iPad (teachers also receive a DELL laptop) and are continually looking at ways to develop our students as 21st century learners.

We are looking for colleagues who share our belief in the transformational nature of education and understand that social deprivation should not be a ceiling to achievement. We strongly believe the greatest impact on student attainment is the teacher's ability to use their strong subject knowledge to plan and deliver rigorous and challenging lessons that allow students not only to achieve exceptional grades, but to develop a strong academic foundation in the subject. Colleagues who join us will play a full and active part in leading the learning and teaching agenda, and in collaboration with other highly talented and committed teachers will find ways to disseminate best practice and drive KS5 improvement. The NCS has a strategic partnership with UCL that provides opportunities to work collaboratively on innovative projects and initiatives as well as giving our students and staff access to world class facilities, academics and cutting-edge research.

We recognise our greatest asset is our staff and that's why we are committed to on professional development through our personalised professional learning programme. Being part of CoLAT has the advantage of Trust wide leadership development, as well as opportunities to work with colleagues in other schools.

One of the greatest attractions of working at the NCS is our highly aspirational, dedicated and scholarly students. If you enjoy challenging students to think differently, are passionate about your subject, and find the prospect of helping students develop the habits of mind to be effective lifelong learners then the NCS is definitely the place for you. Please take the time to visit our websites <https://sixthform.london/> and www.ncsteach.co.uk which contain a wealth of information about who we are and what we wish to achieve. If you feel the NCS aligns with your own values and beliefs, then I look forward to receiving an application form from you.

Yours faithfully,

A handwritten signature in black ink, which appears to read 'Anita Lomax'.

Ms Anita Lomax | Principal

Teacher of Psychology – Maternity Cover - Job Description

Post: Teacher of Psychology – Maternity Cover

Accountable to: SLT

Grade Scale Point Range: MPS/UPS

Salary Range: £40,317-£62,496 (Pay award pending)

Working Pattern: Fixed Term/Maternity Cover, Full Time

Location: Newham Collegiate Sixth Form Centre

Disclosure level: Enhanced

Overall Responsibility

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance learning and teaching
- To maintain and build upon the standards achieved in the award for QTS Secondary as set out by the Teachers' Standards
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the NCS Safeguarding policy and Local Safeguarding Children's Board Protection Procedures
- To support all Sixth Form policies and procedures
- UPR teachers will continue to make a substantial and sustained contribution to the wider life and ethos of the academy, and appraisal targets will reflect this

General Teaching Duties

Learning and Teaching

- Manage and develop student learning through effective teaching in accordance with schemes of learning and policies
- Teach, assess and support students fully, to maximise their chances of A-Level examination success
- Ensure continuity, progression, rigour and cohesiveness in all teaching
- Use a variety of methods and differentiated approaches to match curricular objectives and the range of student needs
- Set and mark all student work in accordance with the Sixth Form marking policy (in and beyond the classroom), to consolidate and extend learning and encourage students to take responsibility for their own learning
- Support individual learning by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly
- Set high expectations for all students
- Use clear and precise learning objectives and defining criteria for success and progress for each lesson
- Monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with Sixth Form policy, to enable all students to achieve their full potential

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- Work effectively as a member of the Department team to improve the quality of learning and teaching, by contributing to the department planning and implementing and monitoring change
- Implement new initiatives, Sixth Form, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes
- Use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem
- Assist in the development of student resilience, confidence and intellectual curiosity

Monitoring, Assessment, Recording, Reporting, and Accountability

- Be immediately responsible for the processes of assessment, recording and reporting for the students in their charge
- Track student progress, monitoring achievement against set targets and take appropriate and early action on student outcomes and under-achievement
- Assess students' work systematically and use the results to inform future planning, teaching and curricular development
- Be familiar with statutory assessment and reporting procedures
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately

Subject Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of programmes of study and specifications for examination courses
- Contribute to the effective use of subject resources, including evaluation of new materials and equipment
- Keep up to date with technological change and the use of technology to enhance delivery and student access to the subject

Professional Standards and Development

- Arrive in class, on or before the start of the lesson, and begin and end lessons on time
- Be familiar with the Sixth Form Centre and Department policies and support all the policies and procedures
- Establish effective working relationships with professional colleagues and associate staff
- Be involved in extra-curricular activities such as making a contribution to enrichment activities, trips and visits, and Sixth Form events
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions and Teachers' Standards, and teachers' legal liabilities and responsibilities relating to all legislation
- Be a role model to students through personal presentation and professional conduct
- Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare
- Be aware of the role of the Governing Body of the Sixth Form and support it in performing its duties
- Consider the needs of all students within lessons (and implement specialist advice as required)

Continuing Professional Development

- Take responsibility for personal professional development, keep up to date with research and developments in teaching and support Sixth Form development plans
- Implement and develop pedagogic procedures introduced through Sixth Form, local or government initiatives
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received
- Carry out reflective practice exercises to move classroom practice, learning and teaching forward

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- Use any 'gained time' to revise teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional student support or any activity directed by the Principal
- Maintain a professional portfolio of evidence and learning log to support the Appraisal process - evaluating and improving own practice
- Contribute to the professional development of colleagues
- Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Teacher of Psychology – Maternity Cover – Person Specification

Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the COLAT Equalities policies.

	Essential	Desirable
Qualifications		
Degree status and DfE recognised qualification	X	
Qualified Teacher status	X	
Experience, Skills and Knowledge		
A clear understanding of issues related to the promotion of effective learning and teaching and student achievement	X	
Knowledge and understanding of current curriculum developments	X	
Knowledge of current assessment and target setting practices	X	
Excellent ICT skills and a good awareness of the role of ICT in supporting learning and teaching and raising attainment		X
Knowledge and understanding of strategies to promote positive behaviour, discipline, social inclusion and the development of student self-esteem	X	
Ability as an effective classroom practitioner	X	
A high level of literacy and numeracy skills	X	
Good verbal and written communication skills	X	
The ability to work independently and as part of a team	X	
Personal Qualities		
Excellent inter-personal skills. The ability to develop good relationships with students, parents and colleagues and other stakeholders	X	
Enthusiasm and ability to inspire students, staff, parents / carers and other stakeholders	X	
Commitment to put the needs of the students first and work with them to achieve their full potential	X	

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A high level of commitment to the Sixth Form and its continuing development	X	
Flexibility and the ability to balance priorities and absorb pressure	X	
An ability to review own practice, set personal targets and take responsibility for own personal development	X	
Willingness to be contribute fully and be involved in the diversity of Sixth Form life	X	
Good time management skills, an ability to manage own workload and that of others, where appropriate	X	
Honesty, integrity, reliability and the ability to maintain confidentiality	X	
Excellent inter-personal skills. The ability to develop good relationships with students, parents and colleagues and other stakeholders	X	
Enthusiasm and ability to inspire students, staff, parents / carers and other stakeholders	X	
Commitment to put the needs of the students first and work with them to achieve their full potential	X	
Other		
Commitment to safeguarding and promoting the welfare of children and young people	X	
Willingness to undergo appropriate checks, including enhanced DBS Checks	X	
Motivation to work with children and young people	X	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X	
An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations	X	

NEWHAM COLLEGIATE SIXTH FORM CENTRE

HOW TO COMPLETE THE APPLICATION

Vacancy Title: Teacher of Psychology – Maternity Cover

Vacancy Description: Fixed Term/Maternity Cover – Full Time

Vacancy Location: Newham Collegiate Sixth Form Centre

Vacancy Closing Date: Monday 14 September 2026 at 9am

Submission: Applications must be submitted via My New Term

It is essential that a fully completed application form is submitted. City of London Academies Trust cannot accept CVs alone. It is recommended that you retain a copy of your application form, so you can refer to it if you are invited for interview.

The main sections of the application form ask for various information relating to your work, educational and personal history. This information allows your application to be fully assessed against the criteria/competencies required for the job. When completing the application, you should provide your entire work history, including a description of any gaps in employment. In addition, outline your skills, qualifications and any notable awards. These can be selective, and you only need to provide those you consider relevant to the job you are applying for.

Your letter of application/supporting statements is the most significant element of the application form. Using no more than 1,000 words please provide an accompanying letter explaining why you are applying for this post and how your experience, skills, training and personal qualities match the requirements of the role as set out in the job description and person specification.

As part of your letter of application/supporting statement we are interested in knowing your impact so please provide relevant evidence. For instance, if you are seeking a pastoral role provide relevant data on the reduction of exclusions. If seeking a teacher role provide progress and attainment data of classes taught. If you do not meet all the essential criteria, it is unlikely that you will be shortlisted.

City of London Academies Trust asks that all potential employees highlight any relationships to school governors or employees to ensure all applicants are treated fairly.

For example, it may be inappropriate to offer someone a position within an organisation where they work for a family member or asking someone to take a position where they manage grants for voluntary services when their family works for a relevant voluntary organisation.

City of London Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks in line with Keeping Children Safe in Education, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from City of London Academies Trust vision and values.

Please provide details of two referees, one of whom should be your present/most recent employer. References will not be accepted from relatives or friends. References are requested for all shortlisted candidates unless you specifically request us not to do so. Open references will not be accepted.

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are appointed, you will be required to complete a DBS check. Any information received from the DBS will be treated in the strictest confidence. Having a criminal record will not exclude you from appointment, unless it is considered that the conviction renders you unsuitable to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence if an individual who is disqualified from working with children knowingly applies for, offers to do, accepts or does any work with children.

The role is covered by part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.



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