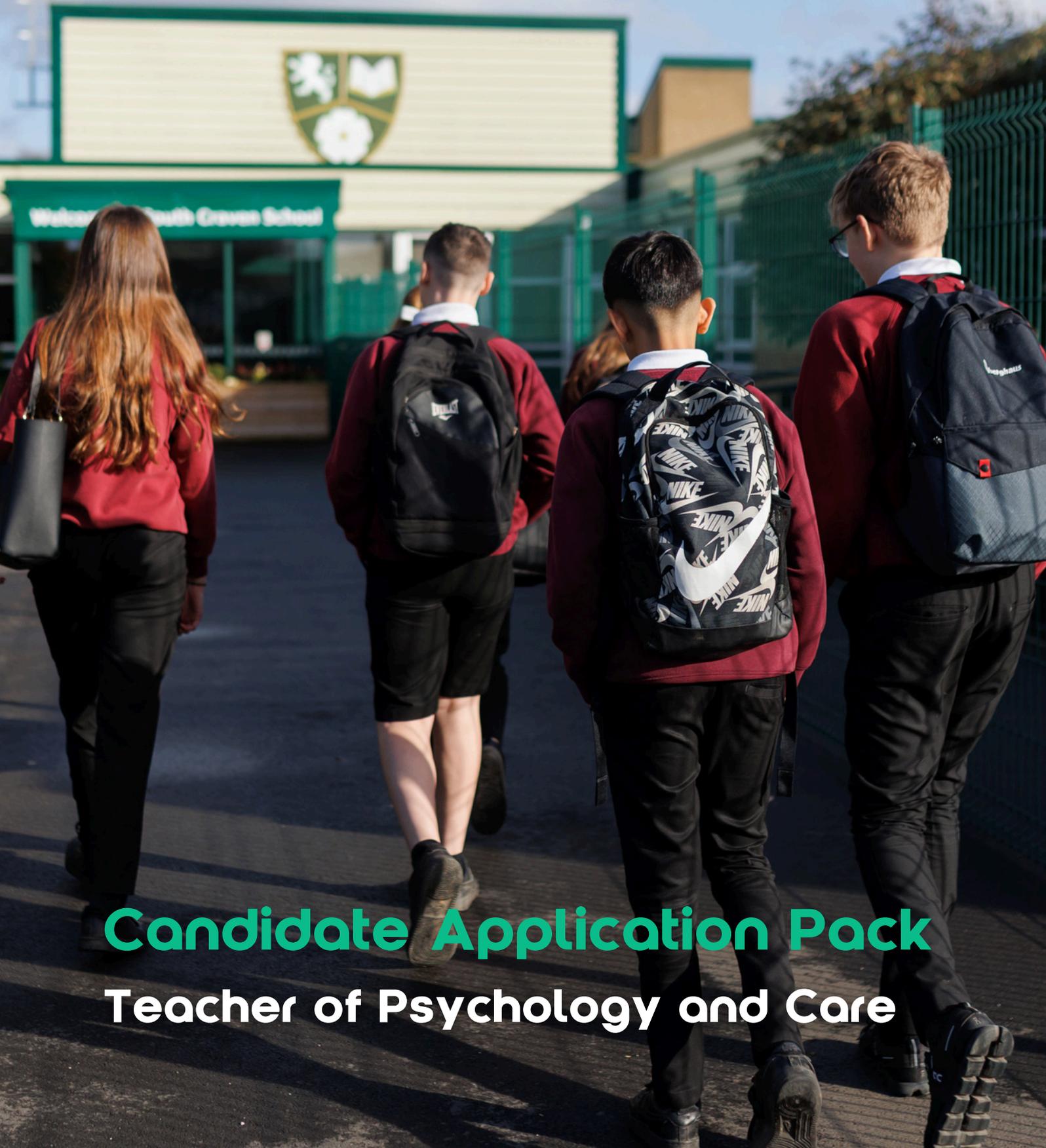




South Craven School



Candidate Application Pack

Teacher of Psychology and Care



A Message from the Headteacher

I am delighted to welcome you to South Craven School, a large, thriving and successful comprehensive school situated in Cross Hills.

Learning is placed firmly at the heart of the South Craven School community. Our main priority is to ensure our students have the best opportunities for success and the highest possible aspirations for the future. We are proud of our excellent reputation in our local community and aspire to provide the highest quality of education for all of our students.

We recognise our responsibility to provide young people with the skills and qualities they need to respond to the challenges of a fast-changing world. We do this by promoting our South Craven Learner principles of Courage, Enquiry and Growth and focusing on preparing our students for life as active and productive citizens. We value each and every one of our students and aspire for them to achieve academically, socially and personally. Our formula for success is built on partnership between home and school, teacher and student, school and community. We are also part of the Red Kite Teaching School Alliance, where we work alongside a number of schools.

I hope you will want to visit us and meet the people that make South Craven a success: our students, staff and trustees. We welcome your interest and invite you to come and see the school for yourselves.

Martyn Hill
Headteacher



A Message from the Chief Executive Officer

I am both proud and excited to have been given the opportunity to lead the Trust in this next stage of its development, and to work with other school and trust leaders locally to ensure the very best education for young people in Craven, Pendle and across the wider region.

Apex Collaborative Trust is a vibrant, cross phase multi-academy trust formed by the merger of the Pennine Trust and South Craven Academy Trust.

Our trust consists of two secondary schools and three primary schools. South Craven School also has a large Sixth Form.

We are delighted that Pendle Vale College, in Nelson, will be an associate member of the Trust and has indicated an intention to join fully within the next 12 months.

John Tarbox

Chief Executive Officer



Apex Collaborative Trust

Apex Collaborative Trust is a values-led organisation. Our core values of Ambition, Collaboration and Trust are fundamental to our approach and shape our culture. We believe establishing a strong culture is the most important ingredient for our success, so that we create an ideal environment for learning where all members of our trust community can flourish. We are also committed to providing fantastic opportunities for our young people, so that they can fulfil their aspirations now and in the future.

Our Trust and schools must be rooted in our community. Many local families have an association with our schools across many years, and even generations. Deep relationships help us to develop knowledge and understanding of the community and to form effective partnerships with other institutions. These partnerships support holistic development of young people.

Staff benefits



Bike2work
scheme



CPD
opportunities



Employee
assistance
programme



Local
discounts



Occupational
health
support



Ambition

Inspiring excellence and growth

- We set high expectations for our students, staff, and leadership.
- We challenge the status quo, encouraging innovation and creativity in education.
- We believe in potential empowering individuals to reach new heights in their learning and careers.
- We celebrate success, recognising achievements at every level.

In Action: We provide cutting-edge professional development, encourage students to dream bigger, and support schools in raising academic and personal aspirations.



Collaboration

Stronger together

- We share best practices, creating a network where knowledge flows freely.
- We support and challenge each other, working together to find solutions.
- We listen and respect diverse perspectives, ensuring every voice matters.
- We value teamwork, building relationships that foster trust and openness.

In Action: Schools under the trust work as partners, not competitors, pooling resources and expertise to deliver the best education possible.



Trust

Integrity, transparency and accountability

- We do what we say we will do, building confidence in our leadership.
- We communicate openly and honestly, ensuring transparency in decision-making.
- We hold ourselves accountable, measuring success by our impact.
- We foster a culture of psychological safety, where staff and students can thrive without fear of failure.

In Action: We ensure clear communication with parents, staff, and students, always acting with honesty, fairness, and responsibility.

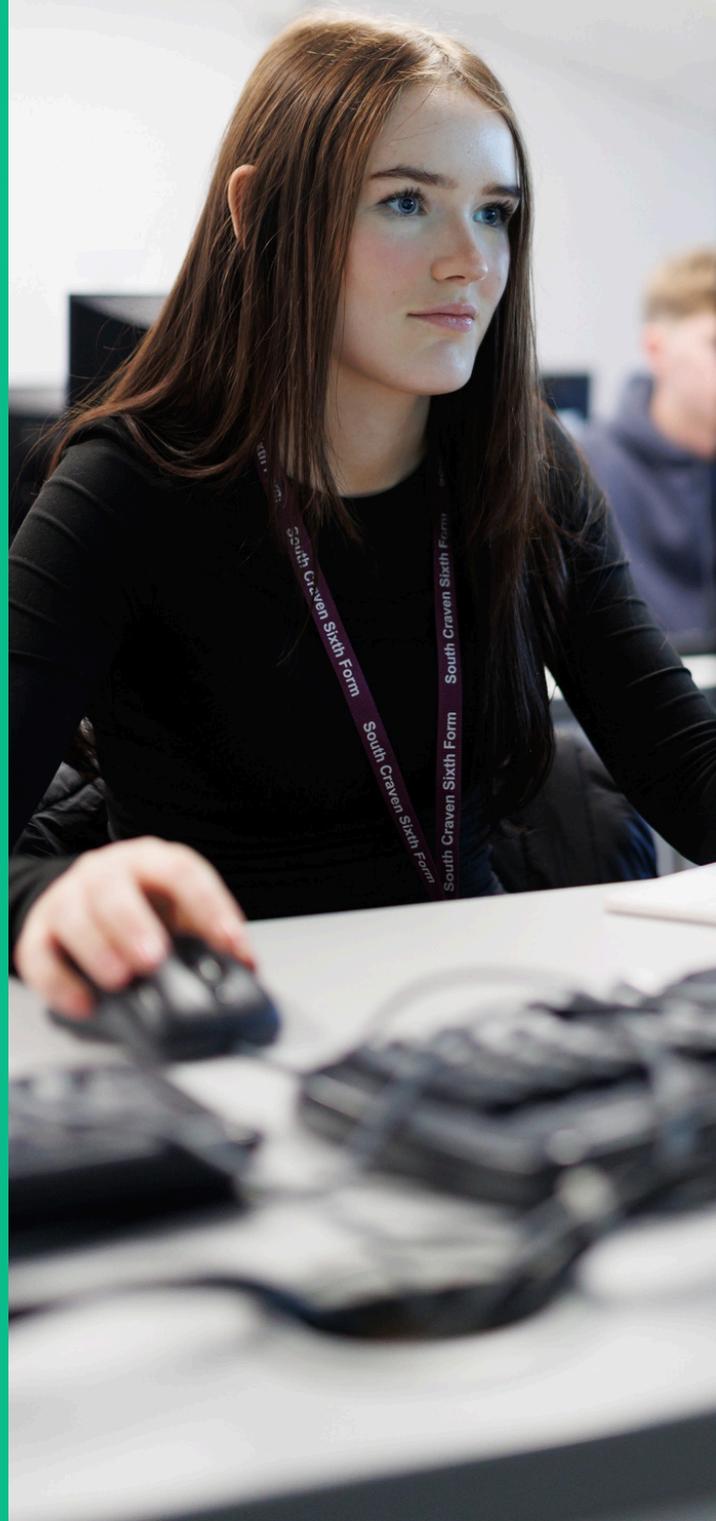
Safeguarding Statement

At Apex Collaborative Trust, the welfare of children is paramount and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviour constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBC check. Our policy and practice are in line with the current Department for Education's *Keeping Children Safe in Education* statutory guidance.



Role Specification

Post:	Teacher of Psychology and Care
Hours:	Permanent, Full Time
Salary:	MPS
Closing Date:	Noon on Monday 13 th April 2026
Start Date:	September 2026

An exciting opportunity has arisen within the Psychology and Care Faculty for an inspiring, enthusiastic and talented teacher to join the team as a Teacher of Psychology and Care.

The department currently offers A Level Psychology, BTEC Psychology, CTEC L3 Health and Social Care, NJEC Criminology, NCFE/CACHE L2 Child Development and EPQ.

The post offers excellent opportunities for either an ECT or an experienced teacher.

Main Duties and Responsibilities

- Teaching all aspects of Psychology and Care at Level 3
- Developing and maintaining an up-to-date knowledge of the curriculum
- Using appropriate teaching and classroom strategies to motivate students and enable their progress
- Contributing actively to the policies and aspirations of the school.

The successful candidate should be able to demonstrate:

- An ability to teach Psychology, Care and Criminology
- The potential to be an outstanding teacher
- Knowledge and understanding of the curriculum and pedagogy
- Personal ambition and the capacity for hard work

Job Description

Post:	Teacher
Grade:	Main Professional Scale: MPS
Contract Type:	Permanent
Working Hours:	Full Time
Reporting To:	Head of Faculty or Nominated Manager

Main Purpose

- A clear understanding and responsibility for the safeguarding of students and young people.
- To maintain and build upon the standards achieved in the award for QTS (secondary), Teacher Standards 2012 as set out by the Secretary of State.
- To promote effective learning, appropriate achievement and educational, social and personal progress of all students for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.
- To develop and enhance your own teaching practice.
- To assist the Head of Faculty and other Faculty Managers to ensure the provision of a balanced and relevant curriculum for students studying in the subject area, in accordance with the aims of the school
- To work within the agreed policies and procedures of the school and its Governing Body.
- To work to the standards set out in the National Teachers' Standards.
- Support the pastoral team in their work and perform tasks delegated by the appropriate Head of Year and/or Director of Learning & Achievement, including the role of Form Tutor or equivalent.

Teaching and Learning

- To plan, prepare and teach lessons to students according to their educational needs, by providing high quality lessons that engage students
- Develop and share a range of stimulating and relevant lessons appropriate to the needs of students, which helps to fulfil the aims of South Craven School
- Develop students' literacy, numeracy, ICT capability and other key skills such as those of working with others, planning their own learning and problem solving - in particular, to help students become confident and independent learners
- To inspire a love of learning in students by acting as a role model and showing enthusiasm for the subject
- To ensure continuity, progression and cohesiveness in all teaching
- To use a variety of methods and approaches to match curricular objectives with the range of individual student needs, and ensure equal opportunity for all students
- To set home learning work regularly (in accordance with the school homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning
- To set high standards and expectations for all students, to enhance their knowledge and understanding and to maximise their achievements
- To use positive management of behaviour in an environment of mutual respect, which allows students to feel safe and secure in order to promote their own self-esteem
- To engage in development and training offered or organised by South Craven School including participating in performance reviews and appraisal arrangements
- To keep up to date with developments in teaching methods and to constantly seek to improve their quality of teaching
- To liaise with the Head of Faculty in all matters concerning student achievement and to monitor and actively follow up students' progress
- Provide information, advice and guidance to students at key points throughout their school life

Monitoring, Assessment, Recording, Reporting and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge
- Be familiar and comply with school and statutory assessment and reporting procedures; to prepare and present informative, helpful and accurate reports to parents; to attend student progress monitoring events

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and, where appropriate, threshold assessments
- Ensure colleagues you are working with are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Professional Standards and Development

- Adhere to all matters concerning health and safety and the School's Code of Conduct
- Have a clear understanding of all the school's policies and procedures
- Implement school policy with regards to registration, student absence, uniform and enforce rules relating to behaviour and health and safety
- Strive for personal and professional development through active involvement in the School's Performance Management Appraisal procedures
- Willingness to be involved in extracurricular activities such as making a contribution to after-school clubs and visits
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current *School Teachers' Pay and Conditions* document and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children
- Undertake any reasonable task as directed by the Faculty Leader
- Be aware of the role of the Governing Body of the School and to support it in performing its duties
- Every subject teacher will be expected to have pastoral responsibilities

Community

- Contribute to supporting the Head of Faculty in maintaining the school's values and ethos, and provide support to ensure that this happens in the subject area and across the school when on duty

Administration and General

- Act as a professional and positive ambassador for South Craven School in order to support the schools values and aims
- Actively promote the School's Equal Opportunities, Health and Safety, Data Protection policies and to ensure that the School operates effectively, fairly and in line with legislative requirements at all times
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions* document

Person Specification

Essential	Desirable	How Identified
<ul style="list-style-type: none"> • Qualified teacher status • Psychology degree, or proven experience 		<ul style="list-style-type: none"> • Application • Interview
<ul style="list-style-type: none"> • The ability to teach all areas of the Psychology, Care and Criminology curriculum • A Level, BTEC and Vocational specification 	<ul style="list-style-type: none"> • Ability to take a lead/contribute to curriculum development in Psychology and Criminology • Experience of teaching and assessing vocational qualifications 	<ul style="list-style-type: none"> • Application • References • Interview
<ul style="list-style-type: none"> • A commitment to the comprehensive ideal, and to putting the needs of individual students at the centre of all teaching 	<ul style="list-style-type: none"> • Evidence of innovative projects, or schemes of learning, that have been set to challenge students 	<ul style="list-style-type: none"> • Application • Interview
<ul style="list-style-type: none"> • A willingness to participate in extracurricular activities and work cooperatively with members of the Psychology and Care Faculty 	<ul style="list-style-type: none"> • Skills from which extracurricular activities can be led e.g. Young Enterprise 	<ul style="list-style-type: none"> • Application • Interview
<ul style="list-style-type: none"> • The ability to work with others to create a challenging and stimulating learning environment 	<ul style="list-style-type: none"> • Experience of contributing successfully to, or willingness to be involved in, helping to move Psychology and Care forward 	<ul style="list-style-type: none"> • Application • References • Interview

How to Apply

If you wish to know more about this vacancy, please contact Martyn Hill (Headteacher), via the Headteacher's PA Jess Robinson.

Jess Robinson

- 01535 632 861
- J.Robinson@southcraven.org

To apply for this vacancy, please submit your application via MyNewTerm: mynewterm.com.

The closing date for applications is noon on Monday 13th April 2026.

This post is subject to satisfactory reference and enhanced Disclosure and Barring Service criminal records check for work with children.

An online search may be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain.

Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.



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