

Job Description

Role	Psychology Teacher
Reports To	Headteacher / Senior Leadership Team
Location	Heron Hall Academy
Working Pattern	Monday to Friday (Hours in accordance with the provisions of STPCD)
Contract Type	Permanent and Full Time
Salary	Salary: MPR1 (£36,411) – UPR3 (£53,992) Salaries are determined by the current range being paid and experience NSCT Health Cash Plan + Generous Pension
Annual Leave	Holiday year runs from 1 st September – 31 st August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures.

Job Purpose

A passion for teaching and learning and a responsibility for creating a supportive and engaging learning environment that fosters the academic, social and emotional development of pupils.

To deliver high-quality, inclusive and engaging teaching in Psychology, rooted in a commitment to pupil development and a love for learning. As a Psychology Teacher, you create a stimulating and well-managed classroom environment where all pupils are supported, challenged and inspired to achieve their full potential. Through well-planned lessons, subject-specific pedagogy, adaptive teaching and effective use of assessment, you meet diverse learning needs and close gaps in progress. This includes developing pupils' understanding of core psychological approaches and theories, such as cognitive, social, developmental and biological psychology, and applying this knowledge to real-world behaviour and research methods.

Driven by high expectations and professional commitment, you contribute actively to pastoral care, enrichment opportunities and the wider life of the academy, while modelling and promoting the values, ethos and culture of excellence.

Employees will be expected to comply with any reasonable request from their line manager and senior leadership team to undertake work of a similar level and grade that is not specified in this job description. Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The role involves adhering to the professional responsibilities and expectations set out in the School Teachers' Pay and Conditions Document (STPCD) and Teachers' Standards.

Key Responsibilities

Teaching and learning:

- Plan, prepare and deliver high-quality, engaging and pupil-centred lessons within your subject specialism, in line with the national curriculum and departmental schemes of work, under the direction of the Head of Department.

- Teach creative, challenging and effective lessons that inspire and motivate secondary pupils, foster curiosity, subject confidence and a love of learning.
- Implement the full range of academy teaching routines and strategies that promote a culture of high expectations and academic excellence, ensuring meaningful learning and sustained pupil progress.
- Use a variety of teaching strategies, differentiated approaches and specialist methods to meet and support the diverse needs of pupils, including those with SEND, EAL and other additional needs, ensuring inclusive practice and equal access to learning.
- Adapt and refine teaching in response to ongoing assessment, learning needs and pupil feedback to ensure all learners achieve and exceed expectations.
- Embed assessment as a central element of planning and delivery, using formative checks, summative measures and baseline data to monitor progress and target interventions effectively.
- Provide high-quality written and oral feedback in line with departmental policy to support pupils' understanding and guide the next steps in learning.
- Analyse performance data to evaluate pupil progress and implement strategies to support underperforming groups or individuals.
- Support pupils in preparation for internal and external assessments, including the provision of effective revision strategies, targeted interventions and exam practice.
- Collaborate with colleagues to develop and refine schemes of work, moderate assessments, and share subject knowledge, pedagogy and resources.
- Work closely with the SENDCo and relevant staff to implement EHCPs, learning support plans and targeted interventions.
- Contribute to required reports, documentation and references for individual pupils, as part of the academy's assessment and evaluation cycle.
- Participate fully in the academy's quality assurance processes and act on feedback to improve classroom practice.

Classroom environment and behaviour:

- Foster a safe, inclusive and nurturing classroom environment in line with academy safeguarding procedures.
- Implement consistent, positive behaviour management strategies in accordance with the academy's behaviour policy, encouraging self-discipline, respect and responsibility.
- Create a well-organised, stimulating classroom with clear displays and accessible resources that support learning and reflect high standards.
- Establish structured routines and predictability to support pupils who benefit from additional clarity, including those with additional needs.
- Incorporate effective use of technology and digital tools to enhance teaching, learning and engagement.
- Direct and supervise classroom support staff to ensure their effective deployment, particularly in supporting learners with SEND.

Enrichment, communication and community engagement:

- Maintain professional and constructive communication with parents/carers providing regular updates on progress, learning needs, achievements and behaviour.
- Participate in parents' evenings, open events, review meetings and formal communications regarding pupil development.
- Strengthening home-school links and contribute to pupils' broader development through regular engagement in enrichment opportunities.

- Support the wider life of the academy by engaging in extra-curricular, enrichment and aspiration-raising programmes, including school trips, clubs and events that build academy identity and community.
- Deliver enrichment sessions as part of the timetabled day and contribute to academy-wide activities such as assemblies, house events and initiatives that promote shared identity and academy spirit.

Pastoral and wider responsibilities:

- Provide daily form time and pastoral support to a tutor group, promoting their attendance, academic progress, personal development and behaviour.
- Monitor punctuality, uniform, peer relationships and attitude to learning, in collaboration with the wider pastoral team.
- Uphold and model academy's ethos, routines and expectations, supporting all aspects of academy life consistently and positively.
- Support colleagues and wider academy operations, including supervision duties, collaborative planning and covering lessons when required.
- Stay up to date with subject developments, curriculum changes and evidence-informed pedagogy.
- Promote and help sustain a departmental and whole-school culture of excellence, innovation and ambition.
- Play an active role in the effective daily functioning of the academy, aligned with its values, vision and improvement priorities.

Trust Expectations Framework

Ethos:

- Support the Trust’s vision, mission and strategic priorities, contributing to the achievement of “Stronger Together”.
- Act as a professional ambassador for the Trust, representing its values within your role and wider community.
- Demonstrate and uphold the Trust’s values of inclusion, ambition, support, kindness and integrity in all aspects of practice.
- Build and maintain positive, respectful and professional relationships with colleagues, parents, carers, stakeholders and the wider community.
- Actively contribute to Trust-wide initiatives, events and community engagement, reflecting the Trust’s commitment to Education, Community and Opportunity (ECO).
- Work collaboratively with colleagues across the Trust to support high standards and continuous improvement for all pupils.

Professional development and collaboration:

- Engage fully in professional development activities and performance management processes, demonstrating a commitment to continuous professional growth.
- Collaborate effectively with colleagues across the Trust to share good practice and contribute to sustained improvement in teaching and learning.
- Remain open to new ideas, evidence-informed approaches, technologies and strategies in line with Trust priorities and educational developments.
- Contribute constructively to quality assurance and internal review processes, working with senior leaders to support professional learning and improvement.

Safeguarding and well-being:

- Promote and uphold a culture where safeguarding and the welfare of children and young people is everyone’s responsibility.
- Comply fully with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSiE) and all Trust safeguarding policies and procedures.
- Act promptly on any safeguarding concerns or disclosures, following Trust reporting procedures without delay.
- Contribute to the creation of a safe, secure and supportive environment for pupils and staff, both physically and emotionally.
- Engage in all mandatory safeguarding training and ensure knowledge is kept up to date in line with role requirements.
- Promote inclusion, mental health awareness and well-being, recognising their importance in supporting positive outcomes for pupils and staff.

Professional conduct and compliance:

- Adhere to all Trust and academy policies, procedures and codes of conduct, ensuring consistency with organisational expectations.
- Comply with health and safety requirements to maintain a safe working environment for pupils, staff and visitors.
- Promote equality, diversity and inclusion in all aspects of practice, ensuring a culture free from discrimination or harassment.

- Uphold British Values and comply with the Prevent Duty in line with statutory guidance.
- Contribute to the Trust’s strategic priorities through professional behaviour, attitude and practice.
- Engage positively with audits, inspections and quality assurance processes to support accountability and continuous improvement.
- Maintain high standards of professionalism in conduct, communication and appearance, acting as a role model at all times.
- Build and maintain positive relationships with parents, carers, stakeholders and the wider community in support of Trust objectives.
- Participate in outreach and engagement activities that strengthen links between the Trust, families and the wider community.

Acknowledgment and Agreement

I acknowledge that I have read and understood the job description and the Trust Expectations Framework. I agree to carry out the duties of the role to the best of my ability and in accordance with the Trust’s policies and procedures.

Employee Name:	Employee Signature:	Date:
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Job Specification

Qualifications (or equivalent qualification)	Essential	Desirable
Grade 4 (C) or above GCSEs in English / Mathematics	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Levels (or equivalent Level 3 qualification)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Degree in Psychology (or equivalent qualification)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PGCE or other recognised teaching qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Qualified Teacher Status (QTS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of ongoing Continuous Professional Development (CPD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Experience	Essential	Desirable
Highly experienced teacher and practitioner in secondary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substantial experience of teaching in Psychology across Key Stages 3 to 5	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supporting children with SEND, EAL and other additional needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesson planning, curriculum delivery and differentiation for diverse learning needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implementing intervention strategies to raise attainment and close achievement gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective in assessment, progress tracking and target setting to drive pupil success	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to manage classroom behaviour effectively and maintain a positive learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Successful track record of driving change and improving outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actively involved in extracurricular activities and enrichment programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Risk assessments and ensuring a safe learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engaging with stakeholders to build strong, collaborative relationships and aligned goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills and Knowledge	Essential	Desirable
Well-versed in GCSE and A-level syllabus and assessment framework, particularly in your taught subject	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Strong subject knowledge in Psychology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well-developed awareness of current educational practices and pedagogy Psychology teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of the national curriculum framework and requirements, with particular expertise in your chosen subject area	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledgeable of UK education policy and Ofsted framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to engage and inspire pupils across a diverse range of abilities and needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability developing innovative curriculum content, staying updated on national education developments, curriculum reforms and assessment processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implementing strategies for diverse learners, including bilingual pupils, and creating an inclusive and supportive learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of potential learning barriers and strategies to address them	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use formative and summative assessments to evaluate pupil progress, analyse data to identify underachievement, and collaborate with leadership to implement strategies that improve outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to analyse data and implement effective operational and strategic strategies to improve outcomes within your role	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient in IT, including Microsoft 365 applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with role-specific platforms, digital tools and resources to enhance teaching and learning experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of online safety and responsible use of digital tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of safeguarding, child protection and health & safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of equality, diversity and inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of GDPR and data protection regulations in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Attributes	Essential	Desirable
A passion for teaching Psychology and to develop pupils' curiosity, understanding and academic confidence	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work collaboratively and constructively with colleagues and the wider academy community to support a positive environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remain calm, approachable and solution-focused under pressure and when challenged	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Take the initiative and respond proactively to the needs of pupils and colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be punctual, reliable and committed to professional responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manage time effectively, meet deadlines and adapt to changing demands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrate strong organisational skills with accuracy and attention to detail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exercise discretion and maintain confidentiality when handling sensitive information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uphold ethical standards and demonstrate high levels of trust and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligned with Trust values demonstrate a positive attitude and act as a role model	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Value diversity and actively contribute to an inclusive environment for all	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engage in self-reflection, embrace professional development and use creativity and technology to enhance practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>