

Role Profile: Teacher of Psychology

Job Description

Job Title:	Teacher of Psychology
Location and Team	Lancaster Girls' Grammar School, Regent Street, Lancaster, LA1 1SF Psychology Department
Terms	Permanent, 0.46 FTE (over 5 days per fortnight).
Salary Range	STPC Main - Upper Range points M1 - U3, currently £32916 - £51047 for full time employees. Your actual salary will be pro-rated using the following formula: $\text{£}32916 \times 0.46\text{FTE} = \text{£}15141 \text{ per year} / 12 \text{ months} = \text{£}1261 \text{ per month.}$
Responsible To	Head of Sixth Form
Staff Responsibility	None
Essential car user	No

All teachers promote the school ethos, Health and Safety and contribute to continuous school improvement.

Main purpose of the job:

- Facilitate and encourage a learning experience that provides students with the opportunity to achieve their individual potential and equality of opportunity for all.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Deliver the required curriculum as relevant to the age and ability group/subject, other relevant initiatives, and the school's own schemes of work.
- Work in collaboration and partnership with students, parents/ carers, governors, other staff and external agencies.
- Monitor and support the overall progress and development of students.
- Contribute to raising standards of student attainment.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school.

Professional attributes:

- To behave in a professional manner with staff and students at all times, treating all members of the school community with dignity and respect. Be a positive role model in terms of behaviour, work and attitudes.

- To contribute to the overall aims of the school by complying with and implementing school policies and by working collaboratively as part of pastoral and academic teams.
- To meet all school deadlines.

Team working and collaboration:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the students, 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.

Personal professional development:

- Be a reflective practitioner and regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary.
- Be responsible for your own continuous professional development and participate fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.
- To contribute to the professional development of others as appropriate to the teacher's own career stage.
- Participate fully with arrangements made in accordance with The Education (School Teachers' Appraisal) (England) Regulations 2012.

Professional skills:

- Professional knowledge and understanding - To keep up to date on current teaching, learning and behaviour management strategies and know how to adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential.
- To have a secure knowledge and understanding of the relevant curriculum area and to keep up to date on current developments.
- To keep up to date with the assessment requirements for the subjects taught, including those relating to public examinations.

Curriculum :

- Set high standards of work and behaviour in the class and all other areas of the school.
- Plan for progression across the age and ability range you teach, designing effective lessons/ programmes of study in accordance with the needs of individual students.
- Teach challenging, well organised lessons, using an appropriate range of teaching strategies which meet individual students' needs.

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide timely, accurate and constructive feedback on students' attainment, progress and areas for development
- Advise and work collaboratively with others on the preparation and development of curriculum materials, teaching programmes, methods of teaching and assessment and pastoral arrangements as appropriate.

Reviewing teaching and learning:

- To assess, record and report on the attendance, progress, development and attainment of students and to maintain appropriate records.
- To provide relevant accurate and up-to-date information to assist in the tracking of students, information for SIMs, registers, etc.
- To track student progress and use information to inform teaching and learning, including target setting.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To use assessment as part of teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.

Establish a purposeful and safe learning environment for students:

- To establish a purposeful and safe learning environment which enhances learning.
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self-control and independence of all students.
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any student with the appropriately identified person.
- To be responsible for the safety of those working in the classroom.

Resources:

- To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the school, subject area and the students.
- Ensure that work areas are kept tidy, report all faults according to procedures. In practical subjects, this includes awareness of the risk assessment procedure for the activities, availability of first aid materials, and knowledge of procedures in case of accidents.
- To assist in identifying resource needs and to contribute to the efficient and effective use of physical resources.
- To contribute to the process of the ordering and allocation of equipment and materials

Other:

- To carry out supervisory duties as required.
- Be fully conversant with the school's procedures and policies.

In addition, other duties of a similar nature and at no higher a responsibility level may be interchanged with/ added to this list at any time.

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Prepared by (name, role, date): C Gillies, 29/01/2024

The above Job Description sets out the area of work in which duties will generally be focused, and gives an **example** of the type of duties that the postholder could be asked to carry out.

Please note that this is for **guidance** only. Postholders are expected to be flexible and to operate in different areas of work/ carry out different duties as required.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

Student Focus

We put our students' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

Person Specification

Job Title:	Classroom Teacher	Range:	Main - Upper Pay Range
Requirements (based on the job description)	Essential (E) or desirable (D)	To be identified by: application form (AF), interview (I), references (R), or other (give details)	
Qualifications			
Good Honours degree in Psychology.	E	AF/ certificates	
Teaching qualification with QTS in Secondary Psychology	E	AF/ certificates	
Experience			
Evidence of taking responsibility for own continued professional development	E	AF/ I/ R	
Successful teaching record at KS3 and 4 (as experienced teacher or on placement for trainee teachers)	E	AF/ I/ R	
Experience with the Psychology AQA Exam board.	D	AF/I/R	
Knowledge, skills and abilities			
Knowledge of best practice in assessment	E	AF/ I/ R	
Show a commitment to providing a fair, equitable and mutually supportive learning and working environment for our students and staff	E	AF/ I/ R	
Willingness to contribute fully to wider initiatives/ developments within school	E	AF/ I/ R	
Knowledge and interest in supporting SEN students	E	AF/ I/ R	
Excellent ICT skills and ability to use a range of software packages to support learning	E	AF/ I/ R	
Willingness to participate in the school's broad extra-curricular programme	E	AF/ I/ R	
Ability to prioritise, plan, organise well and work with others to achieve objectives	E	AF/ I/ R	
Experience of teaching A level Psychology	E	AF/ I/ R	
High professional standards in dress, attendance and punctuality	E	AF/ I/ R	

Other (including special requirements)		
Satisfactory DBS clearance	E	I
Commitment to safeguarding and protecting the welfare of children and young people	E	AF / I
Commitment to equality and diversity	E	AF / I
Commitment to health and safety	E	AF / I
Commitment to attendance at work	E	AF / I
Commitment to undertake relevant professional development and safeguarding training	E	AF / I

Pre-Employment Risk Identification Form (R.I.F.)

This form is provided to potential applicants so that you are aware of the potential risks associated with this role; this form does not override the employer's requirement to undertake a general risk assessment under the management Health and Safety at Work Regulations 1999.

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A. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

Please note that if any of the following 10 activities are involved, there is an automatic requirement for a pre-employment assessment by Occupational Health and, possibly, for subsequent Health Surveillance.

		Yes	No
1	Work at heights (<i>e.g. over 2m from tall step/extension ladders; scaffold towers, roofwork etc</i>).		X
2	Work in excessively noisy environments above statutory control limits (<i>Highly unlikely to include examples associated with any office environments. Examples might include use of woodworking machinery, road drilling, masonry cutting etc</i>).		X
3	Work in unusual environmental conditions (<i>e.g. where access or egress or free flow of air may be restricted or where there may be a build up of gases, vapours or fumes or the use of breathing apparatus is required</i>).		X
4	Use of hand operated tools and equipment known to be associated with hand arm vibration syndrome (<i>e.g. percussive metalworking tool; rotary handheld tool [not floor polishers]; grinders; percussive hammers and drills etc</i>).		X
5	Driving a heavy goods vehicle, coach, bus or minibus belonging to Lancashire County Council, transporting others in their own vehicle, or regularly transporting more than three other people as part of normal duties.		X
6	Some contact with hazardous substances (<i>e.g. chemicals with an orange warning label indicating: very toxic; toxic; harmful; corrosive; sensitising by inhalation/skin contact; carcinogenic; mutagenic; toxic for reproduction; professional bio/pesticides; organophosphates; gluteraldehyde; latex gloves</i>).		X
7	Prolonged or frequent exposure to machine generated wood dust, or other heavy or excessive concentrations of mineral dust.		X
8	Work with lead or lead-based products (<i>e.g. some paints</i>).		X
9	Food handling/preparation (of raw or uncooked food only).		X

10	Occupational fieldwork or work in extreme conditions (e.g. involving excessive heat or cold or frequent walking for long distances over rough terrain in all weather conditions, forestry/countryside work).		X
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B. The job to which this form refers will or may involve one or more of the following activities. (Indicated by Yes or No.)

This section is for the information of applicants and does not facilitate a referral to Occupational Health.

		Yes	No
11	Face to face contact with the public/service users (e.g. at sensitive front line posts re abuse, aggression, assault).	X	
12	Working in isolation/lone working.		X
13	Work with electrical wiring (e.g. colour blindness).		X
14	Work where there may be an increased risk of needlestick injuries or blood borne infections HIV; Hepatitis B; Hepatitis C: (e.g. site supervisors; site work, grounds or buildings maintenance, gardeners; some carers).		X
15	Work that may bring the employee into contact with rats, rat contaminated ground or other animals or livestock (e.g. risk of weils disease, other animal borne diseases, zoonoses).		X
16	Manual handling (other than routine office/administrative lifting and carrying e.g. assisting / moving service users with mobility problems, portering type activities).		X
17	Working with vulnerable service users (e.g. children with disabilities; the elderly; children/adults with learning difficulties; alcohol/drug abusers).	X	
18	Work involving repetitive movements or forced posture (e.g. twisting, screwing, movements of the hands wrists, arms and/or shoulders awkward body and limb posture or excessive force, bending, kneeling).		X
19	Work as a regular display screen user (where more than 1/3 of a person's time is spent using DSE continuously over any 1 month period).	X	

Any other occupational hazards/comments that you consider to be relevant to the post which are not included above: none.