

Albany Academy

TEACHER OF PSHE APPLICATION PACK

April 2021

ALBANY ACADEMY
Teacher of PSHE required from September 2021.
Full-time (MPS / UPS). Suitable for NQT

Teacher of PSHE required to teach a creative and inspirational PSHE programme for Year 7 to Year 11.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 698 pupils currently on roll, the school provides an outstanding education within a nurturing and caring environment where every student is well known by every member of staff.

The governors are looking to appoint a dynamic, enthusiastic, experienced and inspirational teacher to teach Personal, Social and Health Education within the Humanities Faculty to ensure the delivery of continuous improvement for our pupils.

The successful candidate will join the school at an exciting time:

- Our current Ofsted report recognises the school as being good with outstanding features.
- Last year's examination results were above national averages with strong progress measures for all pupils.
- The school is an active member of two local teaching school alliances and is frequently a source of support for other schools.

The successful candidate will:

- Be an excellent classroom practitioner.
- Have a strong commitment to helping pupils of all abilities succeed.
- Be innovative and inspirational to both pupils and colleagues.

Application documents are available to download in the vacancies section of the school website

www.albanyacademy.co.uk/vacancies

Apply online by the closing date of midday, on Tuesday 4th May 2021 to vacancies@albanyacademy.co.uk.

Interviews will take place at Albany Academy on Tuesday 11th May 2021.



April 2021

Dear Prospective Applicant,

Thank you for your interest in the post of PSHE teacher.

Albany Academy is a highly regarded small school located in the south of Chorley, an area that boasts excellent schools and colleges in all phases. The academy is a high performing school, which has an excellent reputation in the local area and is heavily oversubscribed. It is consistently in the top 10 schools in Lancashire for pupil progress. We are highly ambitious for our students, our staff and the wider educational community and we provide support for other Lancashire schools, work closely with other providers and have established the first Multi-Academy Trust of its kind in Lancashire. We have strong links with local teaching schools and local primary schools and we are part of the SSAT Leading Edge network. Several of our staff provide support to other schools.

The successful candidate will join an experienced and highly successful Faculty team, which regularly boasts excellent results. In addition to PSHE, the Faculty consists of Geography, History, RE and MFL which are discreetly taught for the whole of Key Stage 3 and offered at GCSE. The Faculty is a hardworking, dedicated team who thrive on challenge and set high expectations of the pupils and themselves. It is expertly led by an experienced Head of Faculty, who is also a Specialist Leader in Education. The Faculty responds to new initiatives with enthusiasm and innovation and is proud of the excellent results the students achieve, some of which have been truly outstanding. The Faculty has 8 well-resourced principal teaching rooms.

PSHE is taught by one specialist teacher who would be expected to support non-specialists should they be required to teach the subject. Candidates should be open to new ideas and would enthuse and motivate both students and staff, immersing themselves in the Albany community.

Our school website provides a great deal of further information which you may find useful as part of the application process. Our recruitment procedure includes stringent safeguarding checks, which begin prior to interview. We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

Please return completed application forms, along with a supporting letter of no more than two sides of A4, before the closing date of mid-day on Tuesday 4th May 2021. Applications should be submitted electronically to vacancies@albanyacademy.co.uk. Interviews will take place at Albany Academy on Tuesday 11th May 2021. I look forward to receiving your application.

If you are successful as a candidate for this post you will be a welcome new addition to our staff. Albany Academy is a small friendly school with a strong sense of identity that engenders real loyalty amongst all who are associated with it.

Yours faithfully

P Mayland
Headteacher



ALBANY ACADEMY

JOB DESCRIPTION

Teacher of PSHE

Responsible to: Head of Faculty - Humanities

Responsible for: No line management responsibility

ETHOS

Promoting the ethos of the Academy is a shared responsibility to which teaching staff make a significant contribution.

PRINCIPAL RESPONSIBILITIES

To provide the highest quality of education, care and preparation for life for all students in the academy in accordance with the Teacher Standards (indicated in brackets through the rest of this document in *italics*).

DUTIES & RESPONSIBILITIES

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Main Responsibilities as a Subject Teacher

- To participate with the Head of Faculty and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses; (*TS1, TS4, TS5*)
- To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress; (*TS1, TS2, TS5*)
- To deploy support staff effectively (*TS8*)
- To share in the preparation and delivery of SMSC elements in all lessons across the curriculum; (*TS8*)
- Employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity; (*TS4*)
- Impart knowledge and develop understanding through effective use of lesson time; (*TS3, TS4*)
- To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice; (*TS3*)
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject; (*TS3*)
- Reflect systematically on the effectiveness of lessons and approaches to teaching; (*TS4*)
- To take responsibility for improving teaching through appropriate professional development, including participating in coaching as a coach and coachee and responding to advice and feedback from colleagues; (*TS8*)
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired on a regular basis according to the academy homework policy; (*TS4, TS8*)
- To use directed time to actively contribute to the wider life of the school by organising and running appropriate extra-curricular activities. (*TS8*)
- To fully incorporate the teaching of skills including literacy, mathematics and communication into subject delivery. (*TS3*)

Management and assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; (TS6)
- To take responsibility for particular aspects of the subject(s) in consultation with the Head of Faculty (TS8)
- Use relevant data to monitor progress, set targets and plan subsequent lessons; (TS6)
- Be accountable for students' attainment, progress and outcomes; (TS2)
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; (TS6)
- To register each class using the electronic registration system according to school procedures. (TS7)
- To take responsibility for the safe keeping of the electronic folder or laptop used for registration etc. (TS7)
- To keep appropriate records and to complete assessments and profiles of students as required by whole-School and Faculty policies. (TS6)
- To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience. (TS8)
- To monitor and control the use and storage of teaching materials, books and equipment. (TS8)
- To supervise the use and care of the Academy fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations. (TS8)

Communications and Meetings

- Communicate effectively with parents with regard to pupils' achievements and well-being; (TS8)
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; (TS8)
- To alert Head of Faculty, Pastoral Leaders and other staff as appropriate to problems arising with individual students in accordance with whole-school policies; (TS7)
- To participate actively in meetings with colleagues and parents; (TS8)
- To attend INSET sessions and working parties related to new initiatives in teaching and learning. (TS8)

Finance

- To be informed about the financial basis of the operation of the academy and to assist in seeking ways of deploying resources to the maximum benefit of the students; (TS8)
- To ensure that equipment, books and premises are maintained in accordance with academy policies. (TS8)

GENERAL DUTIES

- To adhere to the policies and procedures of Albany Academy.
- To carry out 'the duties of a schoolteacher' as set out in the Schoolteachers' Pay and Conditions Document & Teacher Standards.
- To share in the responsibility for the development and well-being of all students.
- To share in the responsibility for the development of E Learning, the innovative use of ICT and the innovation of classroom practice.
- Make a positive contribution to the wider life and ethos of the school.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected within the Academy community based on mutual respect between students and staff.
- To take a pro-active part in the academy's appraisal system, both as a reviewer and reviewee, with the ultimate aim of improving standards of teaching and learning in the academy.
- To take reasonable care of one's own health and safety and that of others and inform the Facilities Manager of any concerns with regard to health and safety.
- To undertake any further reasonable duties as requested by the Headteacher.

PERSON SPECIFICATION

ESSENTIAL	DESIRABLE
Qualifications and Experience <ul style="list-style-type: none"> To hold a degree in relevant subject area. To be a qualified teacher. 	<ul style="list-style-type: none"> Experience of teaching PSHE at key stage 3 and key stage 4.. Duke of Edinburgh's Award.
Knowledge and Skills <ul style="list-style-type: none"> Excellent subject knowledge and classroom practice. To plan lessons in line with schemes of work and develop new schemes in line with national curriculum. To use ICT to support and enhance learning. To understand the process of learning. To have knowledge of special educational needs. 	<ul style="list-style-type: none"> To have knowledge and understanding of the latest educational developments. A strong commitment to develop own skills and knowledge.
Personal Qualities <ul style="list-style-type: none"> To be able to relate to and motivate staff, parents and pupils. The ability to listen to and understand others. Consistently high expectations and standards To be an effective communicator with exceptional interpersonal skill. 	<ul style="list-style-type: none"> Influencing and negotiation skills.
Approach to Work <ul style="list-style-type: none"> High motivation and professional commitment. A commitment to pupil centred education. A commitment to involving parents as partners in the education process. To aspire to be an outstanding classroom practitioner. 	<ul style="list-style-type: none"> Continued professional development since qualification. Contribution to wider school life outside the classroom.

The Albany Way

We succeed because we care.

Community

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny. Where everyone *works together* and learns from each other.

Aspiration

We hold *hope* for every individual member of our community. In recognising their personal circumstances and by offering opportunities, we lay the foundations for their *future success*.

Resilience

Within our nurturing community we recognise that success is built on *effort*, a 'can do' attitude, ensuring the little things are done well and having no fear of failure. Everyone sets themselves the highest expectations and maintains a *hunger for improvement*.

Enthusiasm

As a result, we develop *well rounded human beings*, who are prepared to make a positive contribution to our wider community; who demonstrate mutual respect, empathy, an acute appreciation of fairness and a *strong sense of self-worth*.



ALBANY ACADEMY PERSONAL PROFESSIONAL DEVELOPMENT FRAMEWORK

Career Stage	What can I do?	CPD opportunities in school	CPD opportunities through Links	CPD opportunities through National links
<p>Induction Year Work towards achievement of</p> <p>National Induction Standards</p>	<p>Join a professional association</p> <ul style="list-style-type: none"> Complete Career Entry and Development Profile Start a Professional Development Portfolio Reflect weekly on teaching 	<ul style="list-style-type: none"> Albany Academy induction programme Observe teaching by department colleagues Meetings with mentor and ITT Leader Receive developmental feedback from a colleague INSET days Lesson observation programme Receive in-class support Observation of exemplar practice during open door weeks Plan and lead assemblies Shadow an experienced member of staff on parents evenings Support in writing student reports 	<ul style="list-style-type: none"> Visit other schools Observe other teachers Meet with strategic leaders within school such as Literacy & Numeracy, E-safety, safeguarding, HA, educational visits Chimp Paradox training 	
<p>Development Years 2, 3 & 4 Opportunities for teachers to begin to work towards exceeding some of the</p> <p>National Teaching Standards</p>	<ul style="list-style-type: none"> Maintain a Professional Development Portfolio Record, reflect and self-evaluate your CPD Undertake personal research Be aware of trends in education via internet/twitter/professional sites Analyse and interpret pupil data Look at opportunities to lead training for other staff Reflect weekly on teaching 	<ul style="list-style-type: none"> Observe teaching by colleagues – and have the opportunity to deliver feedback Be observed and receive developmental feedback Attend staff CPD – INSET days Share good practice at faculty meeting Share good practice at a Staff Meeting Receive in-class support Be coached by a peer Arrange an out-of-school educational visit for pupils Plan and lead an assembly Opportunities to present to staff/parents Take part in NQT/ITT mentoring Focused discussion about your CPD needs as part of Performance Management Deliver Open door exemplar lessons Lead a department initiative Opportunities for team teaching Standardization meetings for subject 	<ul style="list-style-type: none"> Early Professionals Development courses Visit other schools Observe other teachers Participate in local network meetings 	<ul style="list-style-type: none"> Early Professional Development courses Take part in certificate, diploma or masters degree programmes. SSAT Leadership

- Be responsible for a

		tutor group		
<p>Enhancement</p> <p>Years 4, 5 & 6 and subsequent years</p> <p>The CPD entitlement provides opportunities for all teachers to work towards exceeding all of the National Teaching Standards.</p> <p>Apply for Threshold.</p>	<p>Development Portfolio to show planning, progression, data analysis, work samples and CPD opportunities</p> <ul style="list-style-type: none"> • Participate in on-line discussion groups • Undertake classroom and action research • Develop your observation and coaching skills • Read academic and professional journals • Become an exam marker/moderator • Reflect weekly on teaching • Preparation for threshold application 	<p>INSET Days, CPD</p> <ul style="list-style-type: none"> • Sessions • Opportunities to attend a Middle Leaders meeting • Present to staff/parents and Governors • Shadow senior colleagues • Lead a whole school initiative • Develop observation and coaching skills • Chair a meeting • Study/evaluate lessons with colleagues • Opportunities for team teaching • Coaching by a peer • Become a coach • Mentor a junior colleague • Focused discussion about your CPD needs as part of Appraisal • Cycle • Middle Leaders CPD • Join T and L group • Participate in QA process • Work shadow • appraiser • Participate in Budget • training • Develop and facilitate links to primary schools/colleges 	<ul style="list-style-type: none"> • Observe other Teachers • Attend subject moderation meetings • Contribute to or participate in courses, conference or seminars 	<p>diploma or masters</p> <ul style="list-style-type: none"> • degree programmes • Take part in regional specialist networks • Take part in Higher Education networks or research groups
<p>Post--Threshold Subject or Middle Leader Focus</p>	<ul style="list-style-type: none"> • Maintain and progress through UPS1 to UPS2 to UPS3 • Maintain a Professional Development Portfolio • Prepare for Specialist Leader in Education (SLE) • Reflect weekly on teaching 	<ul style="list-style-type: none"> • Observe/Feedback to ITT / NQT / SCITT students • Participate in Peer Subject review • Mentor colleague in Department in development/delivery of SOW • Coach colleague • Be a Reviewer for Appraisal • Facilitate an Action Research project • Take responsibility for a budget • Assist in the organisation of a whole school event 		<ul style="list-style-type: none"> • Take part in certificate, diploma or masters degree programmes • Teaching fellows programme

<p>Developing the Leadership Role / Lead Practitioner</p> <p>The CPD entitlement provides opportunities for all teachers to begin to work towards a whole school and system wide role.</p> <p>The National Standard for Head teachers (NPSL)</p>	<ul style="list-style-type: none"> • Contribute to academic and professional journals, books or websites • Research NCTL website • Maintain a Professional Development Portfolio to show planning, progression, data analysis, work samples and CPD opportunities • Become a governor • representative • Become a Specialist • Leader in Education • Reflect weekly on teaching 	<ul style="list-style-type: none"> • Work with a range of agencies • Chair meetings • Take part in selection of new staff • Support/team teach with junior colleagues • Shadow a senior colleague • Take on a Lead new role/initiative • Attend and lead Staff Training • Opportunities to present to staff/parents and Governors • Organization of a whole school event 	<ul style="list-style-type: none"> • Support colleagues in other partner schools • Lead training in partner schools • Make presentations at conference/ meetings • Lead training for ITT /SCITT students 	<ul style="list-style-type: none"> • Attend Leadership • Conferences • Establish links to Senior leaders at other schools/colleges • Complete NPQSL
<p>Assistant/Deputy Head teacher</p> <p>The CPD entitlement provide opportunities for senior staff teachers to continue to work towards and evidence their achievement of:</p> <p>The National Standard for Head teachers (NPQH)</p>	<ul style="list-style-type: none"> • Maintain a Professional Development Portfolio • Record, reflect, self-evaluate and plan your CPD • Join a professional association for senior leaders • Reflect weekly on teaching 	<ul style="list-style-type: none"> • Lead Staff Training – • INSET Days, CPD • Seminars. • Plan program of CPD events • Organization of a whole school event • Attend SLT meetings • Be an appraiser • Line-manage/Coach a Faculty • Attend/make presentations to Governors • Rotate roles • Take responsibility for a significant part of the school's self-evaluation • Take a lead on a whole school strategy • Contribute to the SIP • Take part in preparation for OFSTED • Act as Headteacher in Headteacher's absence (Deputies) 	<ul style="list-style-type: none"> • Attend local Senior Leaders' meetings and networks 	<ul style="list-style-type: none"> • Complete NPQH • Attend Leadership Conferences

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