



**HAMPSTEAD SCHOOL**  
Learning together Achieving together



## **SUBJECT LEADER OF PSYCHOLOGY APPLICATION PACK**

1. Advert for post Subject Leader Psychology
2. Job Profile & Person Specification for Subject Leader of Psychology
3. Application Form download from website  
<http://www.hampsteadschool.org.uk/page/?title=Job+Vacancies&pid=18>



**HAMPSTEAD SCHOOL**  
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## **Subject Leader of Psychology**

TLR 2b (£4,782)

Inner London pay range

**Required from April 2021 (September may be considered for an exceptional candidate)**

A fantastic opportunity for a dynamic colleague to join our vibrant and successful school.

### **What we offer**

- A collaborative faculty that is experienced, innovative and supportive
- Consistently strong results with healthy uptake of Psychology at KS4 and KS5, and many students taking Psychology and Criminology at university
- The opportunity to contribute to a unique KS3 curriculum 'PPS' (Politics, Psychology, Sociology)

### **We need you to be**

- A highly-reflective teacher who wants to develop and improve their practice
- Committed to having strong relationships with staff and students
- Passionate about teaching Psychology at both GCSE and A Level
- Interested in evidenced-based teaching strategies that help students in their learning
- An experienced teacher of psychology – preferably with experience as a subject leader (although not essential)

*"Staff really like working at the school. They feel valued and very well supported. Leaders have ensured that they have very good opportunities for training and development. Many staff have moved on to promoted posts internally and elsewhere. This is an exciting, dynamic place to work, and its vitality greatly benefits the pupils".* (Ofsted).

*"Students' pride in their school is evident; we think this is what all urban comprehensive schools should look like"* (Good Schools Guide)

*"An exceptional climate for learning"* (Challenge Partners)

We welcome applications from colleagues who are looking to work part time and will always consider job shares or other flexible arrangements.

Details and application form can be downloaded from our website.

**Closing Date:** 25<sup>th</sup> January 2021 at 12pm

**Interview Date:** 28<sup>th</sup> January 2021

The School is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced DBS check. Checks will be made with previous employers.

**11 – 19 Mixed Comprehensive N.O.R: c1330**  
Westbere Road, London, NW2 3RT - Head: Matthew Sadler  
Tel: 020 7794 8133  
Email: [vacancies@hampsteadschool.org.uk](mailto:vacancies@hampsteadschool.org.uk)  
Website: [www.hampsteadschool.org.uk](http://www.hampsteadschool.org.uk)





**Job Description**  
**Subject Leader of Psychology**

<b>Direct Reporting</b>	Head of Faculty: Social Sciences
<b>Responsible for</b>	All Subject Personnel
<b>Main Purpose</b>	<p>To, under the reasonable direction of the Head, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>The Subject Leader will take lead responsibility for providing leadership and management to secure:</p> <ol style="list-style-type: none"> <li>High quality teaching</li> <li>Improved standards of learning and achievement for all</li> <li>The leadership, management and development the subject/curriculum area.</li> <li>Effective use of resources</li> </ol>
<b>Faculty Standard</b>	<b>Duties and responsibilities</b>
<b>1. Culture</b>	<ol style="list-style-type: none"> <li>Assist in sustaining the Faculty and school's ethos and strategic direction</li> <li>Create a culture where pupils experience a positive and enriching school life</li> <li>Promote positive relationships across the school community and a safe, orderly and inclusive environment</li> <li>Contribute to a culture of high staff professionalism, including implementing and monitoring the school policies and procedures</li> </ol>
<b>2. Teaching</b>	<ol style="list-style-type: none"> <li>Establish and sustain high-quality, expert teaching across the department, built on an evidence-informed understanding of effective teaching and how pupils learn</li> <li>Ensure departmental teaching is underpinned by high levels of subject expertise</li> <li>Ensure effective use is made of formative assessment</li> </ol>
<b>3. Curriculum &amp; assessment</b>	<ol style="list-style-type: none"> <li>Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught</li> <li>Establish effective, pro-active curricular leadership</li> <li>Keep up to date with national developments and relevant external organisations</li> <li>Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum</li> </ol>
<b>4. Behaviour</b>	<ol style="list-style-type: none"> <li>Establish and sustain high expectations of behaviour for pupils, built upon relationships and routines, which are understood clearly by staff and pupils</li> <li>Ensure high standards of pupil behaviour in accordance with the school's behaviour policy in a consistent, fair and respectful manner</li> </ol>

	c. Ensure that adults within the school model and teach the behaviour of a good citizen
<b>5. SEND &amp; EAL</b>	<ul style="list-style-type: none"> <li>a. Ensure the department holds ambitious expectations for all pupils with SEND and EAL that enable pupils to access the curriculum and learn effectively</li> <li>b. Ensure the school fulfils its statutory duties with regard to the SEND code of practice</li> </ul>
<b>6. Professional development</b>	<ul style="list-style-type: none"> <li>a. Ensure the departmental staff have access to professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs</li> <li>b. Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation</li> </ul>
<b>7. Organisational management</b>	<ul style="list-style-type: none"> <li>a. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care</li> <li>b. Prioritise and allocate financial resources appropriately, ensuring efficiency and effectiveness</li> <li>c. Establish and oversee systems, processes and policies that enable the department to operate effectively and efficiently</li> </ul>
<b>8. Continuous departmental improvement</b>	<ul style="list-style-type: none"> <li>a. Make use of effective and proportionate processes of evaluation to identify problems and barriers which limit departmental effectiveness, and identify priority areas for improvement</li> <li>b. Ensure appropriate and effective evidence-informed strategies for improvement as part of targeted plans which are realistic, timely, appropriately sequenced and suited to the department's context</li> </ul>
<b>9. Working in partnership</b>	<ul style="list-style-type: none"> <li>a. Forge constructive relationships within the school, working in partnership with middle and senior leaders in a climate of mutual challenge and support</li> <li>b. Establish and maintain working relationships with all staff across the school to improve educational outcomes</li> <li>c. Actively engage with stakeholders, including parents, exam boards, professional bodies and subject communities</li> </ul>
<b>10. Accountability</b>	<ul style="list-style-type: none"> <li>a. Understand and welcome the role of effective quality assurance and line management, upholding the obligation to give account and accept responsibility</li> <li>b. Establish and sustain professional working relationship with those line managed (where applicable)</li> </ul>

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by Senior Management.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Management Team as required. Trade union representation will be welcomed in any such discussions.



**Person Specification  
Subject Leader of Psychology**

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All staff are expected to share this commitment.

<b>Criteria</b>	<b>Qualities and evidence</b>
<b>1. Qualifications &amp; experience</b>	<ul style="list-style-type: none"><li>a. Degree and QTS</li><li>b. At least 2 years experience in delivering A Level psychology</li><li>c. Proven track record of improving students' outcomes in psychology</li></ul>
<b>2. Professionalism</b>	<ul style="list-style-type: none"><li>a. Leading by example and modelling excellence</li><li>b. Experience of raising standards and outcomes in A Level Psychology</li><li>c. A track record of positive and effective relationships with both teaching, support staff and other leaders</li><li>d. Ability to work under pressure and prioritise effectively</li><li>e. A positive mindset, adaptability, resourcefulness and the ability to self-reflect</li></ul>
<b>3. Inclusion:</b>	<ul style="list-style-type: none"><li>a. Experience of successfully planning and delivering curriculum, teaching and learning that ensures progress for ALL students</li><li>b. Belief in every child's potential and a desire to see every child succeed</li><li>c. Commitment to equal opportunities</li><li>d. Commitment to celebrating diversity</li><li>e. Commitment to ensuring every team member feels valued</li></ul>
<b>4. Pedagogy:</b>	<ul style="list-style-type: none"><li>a. Strong commitment to own CPD</li><li>b. Good understanding and implementation of Formative Assessment, Metacognition and Growth Mindset</li><li>c. Evidence of own excellence as a classroom practitioner</li></ul>
<b>5. Curriculum:</b>	<ul style="list-style-type: none"><li>a. Proven ability to implement schemes of learning that are exciting, challenging and encourage enquiry</li><li>b. Proven success in implementing strategies to support students at risk of falling behind</li><li>c. Evidence of strong understanding that an excellent curriculum is one that is inclusive, accessible and promotes a passion for the subject</li><li>d. The skills necessary further develop curricula</li><li>e. Evidence of making effective use of home learning platforms (e.g. Satchel:One, Microsoft Teams) to complement and enhance learning</li></ul>