



St Peter's Collegiate Academy

Part of the Three Spires Trust



'Life in all its fullness'

Position: Teacher of Psychology

Academy: St Peter's Collegiate Academy

Closing date: Thursday 27th June 2024

Salary: Teacher pay and conditions

Contract: Full Time, permanent

Interview date: Week Commencing 1st July 2024

Proposed start dates: September 2024

Message from the Principal

Thank you for your interest in the role of Teacher of Psychology at St Peter's Collegiate Academy. This candidate pack is intended to provide you with an overview of the advertised role. Please take time to look through the information about our Academy and browse the website:

<https://stpetersacademy.org.uk/> If you require further information or would like to visit the Academy informally please contact us via email at: recruitment@stpetersacademy.org.uk

To be successful in this role you will need to be energetic, enthusiastic and determined, acting with moral purpose to support our pupils and to fulfil their God-given potential. If you choose to visit the Academy I would be very happy to talk to you about the culture and ethos at St Peter's and our plans for the future. I hope that you will be sufficiently inspired to apply.

Academy profile

St Peter's Collegiate Academy is a Church of England Academy serving circa 1350 pupils including 250 pupils in the Sixth Form. Our faith is at the heart of every element of school life. Our values of Service, Respect and Aspiration are instilled in our students through our knowledge-rich curriculum, and our excellent pastoral care. We are extremely proud of the amazing work of our students and staff alike who strive to live out our Christian values in everything they do.

The Academy is located one mile from the centre of Wolverhampton, a city with a diverse community which is reflected in the multi-cultural and multi-faith dimensions of St Peter's. The Academy has a rich history and a long legacy within the city which is centrally located with easy access to the M5, M6 and M54 motorways and is well-connected to the local metro and train services by two separate bus routes. Situated on Compton Park West it neighbours St Edmund's Academy and attracts pupils from across the city, with most pupils attending from local neighbourhoods.

Our core aim as an Academy is:

"To support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community".

Currently, while we seek to optimise the learning experience our current provision is adversely affected by our ageing facilities. Fortunately these will soon be replaced by the DfE funded school rebuilding programme which accounts for circa 80% of the Academy site and its facilities, providing pupils and staff with new learning environments better suited to the demands of 21st Century

pedagogical practices. The staff of the Academy are focused on strategic improvement of the school to enhance pupil's experiences, mitigating the barriers they encounter, enabling them to participate in a broad and rich curriculum. We seek to prepare pupils through their education for the modern world and the challenges it provides. At St Peter's we encourage pupils to serve their community, have respect for all and to aspire to be the best version of themselves every day. This is only achievable if we support our staff to do the same, modelling the behaviours and relationships necessary to be a value-led person.

We are a forward thinking and innovative academy who offers 'working from home' periods to all teaching staff along with a 'friends and family' scheme that offers the chance for some flexible working during the academic year. At St Peter's we appreciate the commitment and dedication of all of our team and we will always try to support and improve the wellbeing and experiences of our staff.

Information for applicants

The following guidance provides an overview of the application process and the stages your application will go through to give it appropriate consideration. We look forward to receiving your application in due course.

References

Please contact your referees in advance, giving them notice that a reference may be requested and that you permit them to provide a reference to us.

You must provide two appropriate referees including your most recent headteacher/ principal and, if applicable, a reference from any previous educational employment you have had. We will not accept references from relatives, friends, work colleagues etc. Or open references i.e., not written in relation to the specific post for which you are applying.

If you are short-listed your references will be requested prior to interview. These will provide important information to the panel, informing the questions they may ask and the decision-making process. If you do not want your referees to be contacted before the interview and your application is short-listed, please indicate this clearly on your application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions and warnings, including those otherwise regarded as “spent” must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website:

Three Spires Trust and its academies are committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Section 128 direction check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

Short-listing

Short-listing typically takes place the next working day after the closing date. The information you provide including the supporting statements will be used to inform the short-listing process, enabling us to assess how closely applications meet the criteria for the post. This process will be carried out by more than one person to ensure objectivity. It is common for those people to also be actively involved in the interview process.

Contacting you

We endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive an email communication from us within two weeks of the closing date, although on occasion it may take longer than this due to the number of applicants, school holidays or the availability of governors.

Attending interview

If you are invited to interview you will be required to bring certain original documents with you including proof of identity which features a photograph, a DBS Disclosure if you have one and any

relevant qualifications. If necessary we can support remote interviews, however, any decision will be based upon individual needs and should not disadvantage any candidate.

Enquiries

If you have any queries regarding your application or the information sent to you please contact recruitment@stepetersacademy.org.uk

Thank you for your interest and we look forward to receiving your application.

Teacher role overview

Purpose

The core business of a teacher is to improve the quality of their teaching and learning so that, over time, it is increasingly good and outstanding for all students.

Further to this, a teacher also has a responsibility to engage in continuous professional development; supporting themselves and each other to develop their knowledge of subject content and pedagogy so they are creating 'learning experiences' for students, which will last a lifetime'.

Objectives

- To be responsible to their line manager, the Principal and Senior Leadership Team of the academy for ensuring the general good order and discipline of the academy, and in the implementation of all policies;
- To have a clear understanding of the vision, aims, and ethos of the academy, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the academy are seen as inter-related;
- To be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all;
- To be responsible and accountable for achieving the highest possible standards in work and conduct;
- To treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- To work proactively and effectively in collaboration and partnership with learners, parents/carers, governors and other relevant parties in the best interests of each student;
- To act within the statutory frameworks which set out professional duties and responsibilities and in line with the duties outlined in the current Standard Teachers' Pay and Conditions Document and Teacher Standards;
- To take responsibility for promoting and safeguarding the welfare of children and young people within the academy.

Teaching and Learning

- Teach engaging lessons that inspire and help students to learn in a supportive environment.
- Teaching with due regard to current Health and Safety legislation.
- To contribute to the development of schemes of work so they are up to date and ambitious for the students. In the case of KS3, ensure that the subject curriculum is at least as ambitious as the National Curriculum offer. In the case of KS4 and KS5 ensure that the curricula matches the requirements of the chosen external examination bodies for certification purposes
- To use and apply clear, effective and research informed (where appropriate) content pedagogy, especially where the content relates to key skills and knowledge.
- Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the students assigned to them, including the setting and marking of work to be carried out by the student in the academy and elsewhere.
- Promoting the general progress and well-being of individual students and of any class or group of students assigned to them.
- Advising and co-operating with the Principal and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of

study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements.

- Participating in meetings at the academy which relate to the curriculum for the academy or the administration or organisation of the academy, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the academy and the ordering and allocation of equipment and materials.
- To support the embedding of cross curricular initiatives within lesson planning and delivery:
 - Numeracy across the curriculum
 - Reading for pleasure
 - STEAM: Science, technology, engineering, art and mathematics
 - Literacy across the curriculum (including SPaG)
 - CEIAG: Careers education, information and guidance
 - RSHE: Relationships, sex and health education
 - Christian distinctiveness
- Taking such part as may be required of them in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the academy.
- To develop and implement extra curriculum provision, both intervention and extra-curricular to raise student participation and engagement in all areas of the subject delivered.
- To meet the needs of all students, including those with additional and/or special educational needs, having due regard to documentation shared by the inclusion team.

Assessment, Tracking Student Progress & Reporting to Parents / Carers

- To meet all assessment data deadlines
- To ensure all students are making at least expected progress in line with forecast grades; to identify underachieving students/ vulnerable student groups and develop strategies (through quality first teaching, in the first instance) to overcome this
- Participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; and participating in arrangements for and supervision during such examinations.
- Assessing, recording and reporting on the development, progress and attainment of students.
- Providing or contributing to oral and written assessments, reports and references for individual students and groups of students.
- Keeping records of the achievement and progress of students.
- Keeping records of, and profiles on, the personal and social needs of students.
- To support the Head of Department/Subject Lead with results analysis and the development of the faculty skinny plan.

Pastoral, Support & Guidance

- To consistently work to those systems and processes that are in place to safeguard students.
- To communicate and liaise with parents / carers regarding the progress of students.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- To apply fairly and consistently, the behaviour policy for the academy; where necessary, liaising with Heads of Year and / or the Senior Lead.

- Maintaining good order and discipline among students and safeguarding their health and safety both when they are authorised to be on the academy premises and when they are engaged in authorised activities elsewhere.
- Attending assemblies/collective worship, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after academy sessions.
- To act as a chapter leader / form tutor to a designated group and to act as an academic tutor to that group, supporting students in achieving the highest possible standards through setting and monitoring challenging targets.

Professional Growth & Continuous Professional Development

- Ensure adherence to the Teacher Standards and The Academy's standards
- To engage in personal and collaborative CPD
- Regularly reviewing the impact of their methods of teaching and programmes of work
- Participating in arrangements for performance management including:
- Adopting an open, honest and transparent approach to professional growth
- Supporting and engaging with diagnostic drop-ins
- Driving initiatives for the 'Freedom to succeed' objective which align themselves with the academy's SDP
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her/his supervision and training. This includes:
- Attending calendared induction and follow-up sessions throughout the year
- Fully engage with the academy's ECF programme (ECTs only)
- Working towards meeting Threshold Standards and/or evidence of meeting the criteria for UPS and TLRs.
- Ensure all 'Professional Growth' objectives, reviews, meetings and CPD sessions are logged and updated on Blue Sky Education
- Undertake any reasonable direction from the Principal.

Academy Ethos

For Three Spires Trust academy staff in general:

- To play a full part in the life of the academy community, to support its distinctive vision and ethos and to lead staff and students in doing the same
- To positively uphold the Christian ethos of the academy
- To actively support the Trust and academy's policies and aspirations
- To adhere to the Trust staff code of conduct
- To comply with the academy's Health and Safety Policy and undertake risk assessments as appropriate

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Qualified teacher status ● Good Degree (or equivalent) in a relevant subject ● Evidence of committing to Continuing Personal Development 	<ul style="list-style-type: none"> ● Additional educational qualification(s) ● Evidence of continuous INSET and commitment to further personal development
Relevant experience	<ul style="list-style-type: none"> ● Proven ability to demonstrate good teaching ensuring all students make excellent progress ● Successful and relevant secondary teaching experience ● Experience and understanding of a range of assessment techniques to maximise student progress ● Involvement in the preparation for and administration of assessment including end of key stage assessments in at least one key stage ● Proven ability to manage behaviour both within class and throughout the school ● Experience of monitoring and giving accurate feedback to colleagues, including observation of teaching resulting in improved outcomes. 	<ul style="list-style-type: none"> ● Successful class teaching experience across more than one key stage ● Involvement in the preparation for and administration of assessment including end of key stage assessments in more than one key stage
Knowledge and understanding	<ul style="list-style-type: none"> ● Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments ● Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools ● Knowledge of the regulations around safeguarding and how to address any issues that might arise ● Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with children and young people 	

	<ul style="list-style-type: none"> ● Be able to demonstrate emotional resilience in working with children and colleagues 	
Skills and aptitudes	<ul style="list-style-type: none"> ● Excellent organisational and time management skills ● Proven ability to motivate, inspire and manage staff and students ● Ability to communicate effectively both orally and in writing with a variety of audiences ● Ability to develop positive working relationships with students, parents, staff, Governors and local community ● Ability to listen and respond to others ● Successful experience of working with parents as partners in their child's education ● Proven ability to meet deadlines and be punctual ● Is trustworthy, caring and kind ● Is approachable, but able to set appropriate personal and professional boundaries ● Is creative, flexible and open to new ideas ● Demonstrate a strong desire to achieve the highest possible level of educational achievement for each student in the school 	<ul style="list-style-type: none"> ● Ability to report to and work with other stakeholders such as Governors, the LA and other external advisors or agencies
Special Requirements	<ul style="list-style-type: none"> ● Enhanced DBS clearance ● Compliance with all School and Trust policies ● To support the Christian ethos and values of the Trust 	

Note: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.

