



Psychology Teacher

Required for September 2018

Part time (c. 0.5 FTE)

or up to Full time if another subject or role is offered

Closing date - Monday 26th February 2018 @ midday

Contents

General Information for Candidates Applying for Posts	2
The Post.....	4
The Department.....	4
Job Description	5
Person Specification	7
Application process and Interviews.....	9
References	9
Qualifications	9
Expenses.....	9
Contact Information.....	10
Terms of employment.....	11
Safeguarding.....	11
Equal Opportunities.....	12

General Information for Candidates Applying for Posts

Monkton is one of the country's best known smaller boarding schools. It is a Christian school with worldwide connections and interests, having been founded in 1868 within the mainstream evangelical tradition.

Monkton is seen by parents as a caring community which fosters a balanced education, as well as encouraging the pursuit of individual excellence. It is a friendly school where pupils develop their personal values in the context of a community where heritage, creativity and adventure are positive features. The expression of the School's ethos can be found in many fine examples of Monktonians achieving positions of leadership in the church and in other areas of life both nationally and internationally.

A single board of Governors oversees the entire School (Pre-Prep, Prep and Senior) and Monkton is a registered charity and is incorporated as a company limited by guarantee. The Principal acts as both the Head of the Senior School and as the CEO of the group of schools. The Director of External Relations, and his office, supports all parts of the School in respect of fundraising, alumni relations, marketing, and PR. The Executive Leadership Team comprises the Principal, who chairs it, the Bursar, the Director of External Relations, and the Heads of the Prep and Pre-Prep Schools. The Deputy Heads of the Senior and Prep Schools join this group, and this makes up the whole school Senior Leadership Team.

It is expected that candidates for teaching posts will support the Christian aims and educational philosophy of the School. Staff are warmly invited to attend Chapel, which is at the centre of the School's life, and to become involved in the more informal elements of Christian life in the School.

Confidence, integrity, humility and service are the values that we aim to live out and inspire in our students, and we are eager to educate character, as well as intellect. It is expected that all full-time members of the Common Room will be committed to the concepts and challenges of the boarding ethos of the school, wishing to contribute widely outside the classroom within pastoral, sporting and other co-curricular spheres. Many part-time staff also choose to add wider co-curricular and pastoral involvement to their teaching role.

Monkton starts with a proactive pastoral environment to develop academically strong enthusiastic students, and our innovative pastoral tracking ensures that we not only know our students well but can help them to know themselves well too.

Academic endeavours are taught within the context of developing positive attitudes to learning rather than achieving certain grades in exams. We have eight objectives for our students (including 'making positive use of failure', 'asking "can I do it this way instead?"', and 'being thoughtful and deliberate in my choices') which students reflect on with the help of their tutor and teachers, and aim to grow towards. We are increasingly and explicitly describing learning as a process which is common to both curricular and co-curricular pursuits, and the next cycle of our Learning Development Plan will seek to draw these ideas together, so that the rugby coach, orchestral conductor and subject teacher all share the same learning aims.

Our staff CPD runs along similar principles with a focus on imagination, craftsmanship and evidence-based practice. Within this context we are committed to both providing all staff (teaching and non-teaching) with a peer coach with whom they can reflect on their practice, and training all staff in executive coaching techniques.

The school provides a modern and broad education for a diverse intake of boys and girls on a site which has developed significantly over recent years. The Senior School enjoys a very attractive rural location in the Monkton Combe valley some two and a half miles south of the historic city of Bath. Nearby are Monkton Prep and Pre-Prep each with separate Heads but part of the same foundation.

The Principal is a member of the Headmasters' and Headmistresses' Conference (HMC) and the School participates in the 20-strong 'Rugby Group' of independent boarding schools. At present there are about 375 pupils (boys and girls aged 13-18) in the School, of whom about three-fifths are boarders. The School has been co-educational in the Sixth Form since 1970 and fully co-educational from 1992, with a current ratio of boys to girls of 60:40.

Scholarships are offered at years 9 and 12, and the School offers fee remission to a limited number of clergy and missionary families. The school also offers a fee remission package for children of staff. Admission into the school in year 9 is partly assessed by our unique assessment day, where year 6 students participate in group activities intended to evaluate aptitudes which Prof Bill Lucas at the University of Winchester has called the '7 Cs': creativity, collaboration, confidence, craftsmanship, communication, commitment and curiosity.

In the Senior School, the Principal is supported by a Senior Management Team consisting of the two Deputy Heads (Pastoral and Learning), Assistant Heads Academic, Co-curricular and Welfare, Senior Houseparent, Director of Digital Learning, Director of External Communications and the Bursar, who oversees all the support staff. There are six Boarding Houses, three for boys and three for girls, with plans to reopen the fourth boys' house in due course in line with plans to grow boarding. Each House also contains day pupils. All full time members of the teaching staff act as a Tutor to a small group of pupils whom he or she sees one-to-one on a regular basis. Tutors are responsible for overseeing every aspect of the learning and personal development of his or her tutees. All full-time members of staff are attached to Houses for duties and pastoral oversight.

Recent academic results have been very good. This past year, 6 of the 7 applicants to Oxbridge received offers and fulfilled them. Between 70 and 80% of A levels are graded at A* - B, and the proportion of GCSE grades A* - A is between 60 and 70%.

The main sports are rugby, hockey, cricket and rowing for boys, and hockey, netball, tennis and rowing for girls. There is a choice of other sports for older pupils. There is a wide range of activities and societies. The School also has a strong Combined Cadet Force, Christian Union and community service group.

The School buildings are in many cases converted houses, formerly privately owned, in the village. There are also many purpose-built teaching areas and extensive playing fields; the School has two boathouses on the River Avon. Some staff live in the valley in school accommodation. There has been a major programme of rebuilding and improvement in recent years: a £4.5 million extension and rebuilding of Maths and Science Departments was completed during 2008, a completely remodelled £3.5m Music Department opened in February 2012, and a significant enlargement and refurbishment of the Art and DT Departments in 2015. Current projects are focusing on the refurbishment of boarding accommodation, and a ten-year strategic estate review was recently commissioned.

The school was recently rated 'excellent' in both categories (pupil personal development and pupil achievement) of the ISI inspection framework.

The Psychology Teacher Post

Monkton is seeking to appoint a part time (or full time - see below) teacher of Psychology from September 2018. The successful applicant will share our vision for fostering a love of lifelong learning, both for students and teachers. He or she will have a commitment to individuals, seeing this as the basis for students to flourish. He or she will see education as lighting fires rather than filling pails, and appreciate the contribution that co-curricular activities make to the learning process. A willingness to get fully and energetically involved in the co-curricular and pastoral life of the School is essential. An ability to teach the Extended Project Qualification would be an advantage.

Where a second subject is offered, the role could be made up to a full time role. Further pastoral responsibilities may be available for a suitable candidate which, depending on the size of the responsibility, may also make this a full time role. The salary offered is in accordance with the Monkton Combe Teaching Staff Salary Scale and allowances.

The Psychology Department

Psychology is a well-established and popular subject at A level, consistently being among the top three subject choices by students of either sex. The department has recently moved to a dedicated classroom within the Science and Maths block to reflect its inclusion with the 'Science Family' of subjects. Alongside the usual range of resources the Psychology has a dedicated area on the schools Firefly platform where materials (including assessment tasks) are made available for students 24/7. The department is an affiliated member of the BPS, runs regular Psychology society meetings (often student led/organised) and aims to arrange one trip per year to relevant conferences. Psychology also contributes to the annual Year 10 science project covering such topics as light, sound and time from a practical psychological perspective, which has the added benefit of bringing the subject to the notice of pre-sixth form students.

We follow the AQA 7182 (2015) specification, studying Cognition and Development, Schizophrenia and Forensic Psychology as Paper 3 options. There are currently 26 students following the course (2 year 13 groups of 8 and a year 12 group of 10) which is a fair reflection of the trend over recent years. Results over the last 6 years show 100% pass rate with 80% at A*- C; 60% A*- B and 25% A*/A. An increasing number of students go on to study Psychology related degrees, with both Oxbridge candidates being offered places over the last two years.

Job Descriptions

General teaching Job Description

All academic staff will be required to take on **specific teaching responsibilities** and **general responsibilities** relating to the life and work of the school. Supplementary job specifications exist for those taking on specific additional responsibility (see later).

1. Specific Teaching Responsibilities

The subject teacher is responsible to the Head of Department for playing a part in the work of the department and for the efficient teaching of groups assigned to him/her. Particular responsibilities include the following:

1.1 Departmental policy, administration and resources

- a. Be conversant with departmental aims and objectives, schemes of work, external syllabuses, and assessment & reporting policies, as provided by the Head of Department.
- b. Share as required in departmental administration and policy-making.
- c. Manage efficiently, and take good care of, departmental resources entrusted to the subject teacher's care, reporting any losses or damage to the Head of Department.

1.2 Teaching, assessment and reporting

- a. Plan and teach lessons in keeping with the departmental scheme of work and external examination specifications, giving due consideration to the needs of individual pupils.
- b. Set prep in accordance with the prep timetable, and check that it is being completed efficiently by all pupils.
- c. Monitor pupils' progress by regular marking and testing, keeping a record of marks and assessments. Methods of assessment must be in accordance with departmental policy, and with the requirements of external examination agencies where appropriate.
- d. Provide parents, house staff and senior management with full information on the progress of pupils, as required. Write reports and assessments in keeping with the school's assessment system, and attend parents' meetings.
- e. Promote sound standards of punctuality, discipline and work within teaching groups, taking appropriate action against offenders and referring difficult cases to the Head of Department and to Deputy Head (Academic) as appropriate.

1.3 Departmental meetings & professional development

- a. Attend departmental meetings, making an appropriate contribution.
- b. Attempt to maintain a close awareness of developments nationally within the subject discipline, by participating in departmental initiatives and by personal initiative.
- c. Participate as required in the school's appraisal system.
- d. Engage in personal professional development by attending relevant courses and meetings as agreed with the Head of Department.

2. General Responsibilities

1. Maintain good order and discipline among pupils and safeguard their health and safety both on the school campus and on organised events outside school.
2. Supervise, as required, groups of pupils engaged in private study, and the classes of absent staff.
3. Attend, and participate in as required, general school functions, meetings, Chapel & Church Services, cultural and social events, including those held out of school hours during term time.
4. Carry out, in an efficient manner, a share of routine duties in accordance with published rotas.
5. During games sessions, participate in the efficient organisation and coaching of games or an approved alternative activity, unless exempted by the Principal.
6. Share in the efficient running of extra-curricular activities, as agreed with the Principal.
7. Assist in the promotion of the school's reputation, and in marketing activities as required.
8. Carry out any additional task reasonably required by the Principal.

Person Specification

	Essential <i>These are the qualities of the ideal candidate</i>	Desirable This information could be used to differentiate applicants.
Qualifications	<p>Educated to degree level or equivalent</p> <p>Honours degree or an appropriate related discipline from a recognised University</p>	<p>Leadership or management training (either an accredited course or INSET)</p> <p>UK Driving Licence</p>
Experience	<p>Ability to teach one of the academic subjects offered at Monkton</p> <p>Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs.</p> <p>Successful experience of managing an effective classroom environment to support pupil learning and positive behaviour.</p>	<p>Ability to teach second subject to assist with timetable flexibility</p> <p>Previous experience of teaching</p> <p>Substantial experience of pastoral work in a similar setting</p>
Knowledge and Understanding	<p>Equal Opportunities, Health and Safety, and Child Protection</p> <p>Awareness of safeguarding and pastoral issues, including those relevant to boarding, and coeducation</p> <p>Appreciation of the ethos of a Christian boarding school</p> <p>Evidence of the ability to promote a positive ethos and pride in the School together with high standards of education, care and behaviour</p>	<p>Good understanding of the ISI inspection framework and National Minimum Standards for Boarding</p> <p>Evidence of the ability to work co-operatively with multi-disciplinary professionals, governors and other agencies</p>
Skills	<p>Proven ability to use ICT in the organisation and management of their role</p>	<p>Ability to teach across the age and ability range for the School</p>

	<p>Ability to contribute significantly to the school's co-curricular program</p> <p>Excellent oral and written communication skills</p>	
Personal Attributes	<p>Ability to exemplify the highest professional standards at all times, to prioritise and be well organised</p> <p>Commitment to personal development, innovation and change</p> <p>Ability to co-operate proactively, and to inspire, motivate and support pupils, staff, parents/carers and colleagues</p> <p>Ability to provide creative and practical solutions to meet pupils' and the School's needs</p> <p>Ability to listen actively and communicate ideas and information in a clear, concise and open manner to a variety of audiences</p> <p>Ability to learn from experience and take advice from both peers and the individual line manager</p>	<p>Evidence of the ability to consult and seek advice and professional support as necessary</p> <p>The ability to remain calm and reflective when working in a challenging environment</p> <p>Calmness under pressure</p> <p>Resilience, commitment and Confidence</p> <p>Ability to be flexible and adaptable.</p>

Application Process

Applicants should write to the Principal enclosing a letter of application, completed application form and full curriculum vitae, with details of their qualifications and experience, by midday on Monday 28th February. They should also supply the names and addresses and, if possible, telephone numbers of two referees.

Interviews

Interviews to be held during week commencing 5th March 2018 will include interviews with:

- | | |
|------------------------|------------------------------|
| 1. Christopher Wheeler | Principal |
| 2. Joe Sidders | Deputy Head (Learning) |
| 3. Jonathan Morley | Deputy Head (Pastoral) |
| 4. Rob Youlten | Assistant Head Academic |
| 5. Rachel Glasgow | Assistant Head Co-Curricular |

In addition, candidates will teach a lesson and have a tour of the Senior School with pupils.

References

References will normally be taken up before interviews are held, and any candidates who would prefer this not to take place should contact the Principal's PA. In this case, an appointment may be made subject to satisfactory references.

Open references will not be accepted and applicants should be aware that the School telephones referees to verify letters received.

One reference must be from an applicant's most recent employer, and another from their most recent school employer, where these are not one and the same.

Qualifications

Schools are required to verify all qualifications which applicants have. To this effect, interviewees are requested to bring original exam and other certificates to interview. These will be copied and returned to interviewees during their visit. In addition, photographic ID should be brought to interview for the same purpose.

Expenses

Travelling expenses will be refunded to candidates. The rate for those travelling by car is 40p per mile for the first 100 miles of the journey and 35p per mile for any additional miles.

Similarly, standard class rail expenses, plus taxi fares from Bath Spa railway station will be refunded.

Any candidates travelling by air should check before purchasing tickets that the School will refund expenses if the ticket price is greater than £75.

Contact Details

Applicants should write to the Principal enclosing a letter of application, completed application form and full curriculum vitae, with details of their qualifications and experience. They should also supply the names and addresses and, if possible, telephone numbers of two referees.

The Principal

Monkton Senior School

Monkton Combe

BATH

BA2 7HG

Tel: 01225 721111

email: Pa2principal@monkton.org.uk

Terms and Conditions of Employment

Short-listed candidates will be given a copy of the School's Payroll and Personnel Policies at interview which should answer many questions which applicants may have. In addition, all appointments are conditional on full and truthful answers in all sections of the application form. **Omissions and false entries on the application form may lead to the withdrawal of an offer or termination of employment.**



PSYCHOLOGY TEACHER Safeguarding and Child Protection incl EYFS (Nov 15)

Monkton takes Child Protection very seriously. To this end, all appointments are made subject to satisfactory DBS clearance.

The interview will include questions about safeguarding children. Monkton's Child Protection Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

- 1 To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
- 2 To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
- 3 To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
- 4 To maintain links with parents and representatives of outside agencies.
- 5 To view seriously any instances of bullying and to deal with them effectively.
- 6 To ensure that all members of the school staff understand Child Protection procedures and Prevent duties and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
- 7 To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found through URL:

https://docs.google.com/document/d/1FZCg7yFnaQkCqR_CkmG3FgVq99YnQAg_Svrmt0FR_Ck/edit

If you are unable to access the internet, please request a hard copy.



PSYCHOLOGY TEACHER Equal Opportunities Policy, including EYFS (Nov 15)

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.
3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the

School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.

5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy Statement on Harassment at Work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.

4. Examples of unacceptable conduct include:-
- verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational

Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also Special Educational Needs policy for policy relating to pupils.