



Hardenhuish School
A High Performing Academy

Candidate Information



Teacher of Social Sciences
(with the potential for additional responsibility)

Permanent or Fixed Term position

Full time or Part Time

Closing Date: 8.30am on Tuesday 14 May 2024



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A High Performing Academy

May 2024

Dear Candidate

Thank you for your interest in Hardenhuish School and our vacancy for a full-time or part-time permanent/fixed term **Teacher of Social Sciences (Sociology, Criminology and Psychology)** starting from September 2024.

We wish to appoint an enthusiastic, highly motivated and inspirational teacher to teach at least one subject from A level Sociology, Level 3 Criminology and A level Psychology. There may also be the potential for additional responsibility.

This is an exciting opportunity to teach in one of the highest performing comprehensive schools in Wiltshire and be part of a team of talented and experienced colleagues, committed to providing effective learning outcomes to enable all students to reach their destinations after they leave Hardenhuish School. Applications are equally welcomed from experienced teachers and Early Career Teachers.

Hardenhuish School is committed to safeguarding and protecting the welfare of children and young people and, as such, has robust safeguarding policies and procedures. We expect all staff and volunteers to share this commitment and our application pack includes the School's Safeguarding Child Protection Policy with Handbook. Please note, shortlisted applicants will be expected to respond appropriately to safeguarding questions at interview and the successful candidate will be required to complete an enhanced DBS disclosure.

The closing date for this post is **8.30am on Tuesday 14 May 2024** and interviews will be arranged with shortlisted candidates on an individual basis. If you wish to discuss this vacancy or the interview process please contact Becky Dunn, Recruitment Manager - rad@hardenhuish.wilts.sch.uk. Interviews may be held once a suitable field is identified, which may be before the closing date.

Unfortunately, due to the high response rate that we receive for posts such as these, we are unable to offer feedback on individual applications which are not shortlisted for interview.

After reading the supporting job description, I hope you pursue an application for this exciting and rewarding role. Please send your completed application and equal opportunities forms to Human Resources at hr@hardenhuish.wilts.sch.uk.

Thank you again for your interest in Hardenhuish School and I hope you will pursue your application.

Yours sincerely

Lisa Percy

Lisa Percy
Headteacher



Hardenhuish School is an 11-18 co-educational comprehensive school set in the magnificent parkland of the former Hardenhuish Manor and Chippenham Grammar School. We enjoy an outstanding reputation locally and nationally. At Hardenhuish we put children at the centre of all we do: we believe in a three-way partnership with the school, home and the individual, ensuring that each and every young person is 'inspired to learn, supported to succeed'.



Social Science Department profile

The Social Science Department currently consists of full-time and part-time teachers and offers A Levels in Psychology and Sociology, and a Level 3 Diploma in Criminology.

The Social Science team are committed to the continual development of a high-quality curriculum and seek to encourage students to be resilient and ambitious independent learners with inquiring minds. The aim of the department is to encourage students to perceive the Social Sciences as applicable, challenging, and engaging subjects, which offer a range of post Sixth form opportunities in terms of higher education and employment. We share a common purpose – using our passion for Social Sciences to enthuse and motivate those that we teach, and we welcome new ideas and initiatives that can enhance the quality of students' experiences and achievements.

All classrooms are equipped with interactive whiteboards, and digital projectors. Each teacher is provided with a laptop, and we enjoy utilising these technologies for the benefit of our students.

The department is enthusiastic and committed to offering a range of extra-curricular activities, to broaden student knowledge and experience. These include subject based workshops, from revision drop ins to study skill development, and subject based trips and speakers. For example, a previous trip to Bethlem Museum of the Mind; annual Tutor2U revision conferences, and external speakers.

Applications Procedure

If you feel that you would like to join this thriving department, and that you can offer what we seek, please complete the application form and write a letter in support of your application. As part of this, please include the following:

1. Your relevant experience and achievements
2. How you would increase the progress and engagement of students in Social Sciences



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Job Description

Introduction	
Name of post holder	
Post title	Teacher of Social Sciences
Start date	September 2024
Working time	Full-time / Part-time (applications for full-time and part-time contracts are equally welcomed)
DBS disclosure	Enhanced level
Post Purpose	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area.</p> <p>To monitor and support the overall progress and development of students as a teacher.</p> <p>To facilitate and encourage the learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of student attainment, including closing the gap for students with SEN, Pupil Premium and other Special Interest Groups.</p> <p>To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.</p>
Why this post is important	<p>You have a key role in the development of the young people in this school. By implementing, delivering, and monitoring a broad and balanced curriculum which meets the needs of individual students, you help those students to reach their full potential as learners. By providing those young people with opportunities for personal, spiritual, and academic growth you contribute to the development of students who can make a valuable contribution to the wider community.</p>
Line Manager	TBC
Liaising with	The Leadership Team, teaching/support staff, external agencies, parents.
Responsible for	The provision of the full learning experience and support for students.

Operational/Strategic Planning

Your responsibilities include...	Where practice is excellent you might...
Planning and preparing courses and lessons. (4)	Share generic lesson planning strategies with colleagues in your area and other curriculum areas.
Assisting in the development of appropriate syllabuses/specifications, resources, schemes of work, and teaching strategies within the curriculum area. (2, 4, 5)	Take responsibility for developing a fully resourced, differentiated scheme of work which can be used by the other members of your team. Plan for the effective use of support staff including Teaching Assistants (TAs).
Contributing to the curriculum area's development plan and its implementation. (8)	Attend exam board INSET and develop curriculum provision for your subject based on the training received. Take responsibility for the planning, implementation, review and refinement of one aspect of the Department Development Plan (DDP). Participate in cross curricular area working party to develop practice. Develop a process to elicit feedback from students and implement changes to the curriculum based on the results.
Contributing to the whole school's planning activities. (8)	Lead training in meetings or with colleagues in other curriculum areas, explaining how you make use of data to inform your planning.
Taking responsibility for the identification of Special Interest Group (SPIG) students and monitor their progress. (5)	Support learners identified as being in SPIGs, e.g. share materials which focus on challenging High Prior Attaining students by developing higher order thinking skills and which support students with Special Educational Needs by 'scaffolding' their learning to raise achievement. Create and share specific opportunities for students to understand and develop multiple intelligences. Create and resource a strategy for a Key Stage which develops the students' 'Successful Lives' skills in your curriculum area.

Assessment

Your responsibilities include...	Where practice is excellent you might...
Assessing students' work as required by internal procedures and external bodies. Providing written and verbal feedback to students which offers clear paths for improvement and provides high expectations and a sense of self-worth for those you teach. (6)	Develop a system of Assessment for Learning for your subject and share it with your colleagues. Contribute to the development of assessment across the school by presenting your ideas to colleagues.
Developing students' ability to self and peer assess. (6)	Develop systems which empower students to assess their own work and set themselves meaningful learning targets.

Assessment cont.

Your responsibilities include...	Where practice is excellent you might...
Recording and reporting on the attendance, progress, development and attainment of students and keeping clear accessible records in line with school practice. (6)	Create a resource which can be used by colleagues in your curriculum area to improve the quality of their record keeping.
Providing high quality written and verbal assessments, references and reports relating to individuals and groups of students. (6)	Lead training at curriculum area and school level to improve the quality of reporting. Create a comment bank of key phrases and terminology for your curriculum area for use by new and non-specialist teaching staff.
Teaching	
Your responsibilities include...	Where practice is excellent you might...
Teaching students according to their educational needs, including the marking and setting of student work. (5)	Support colleagues in producing materials that are adapted to the strengths and needs of students.
Assessing the progress, development and attainment of students and keeping records. (6)	Lead colleagues in the development of tracking learner progress.
Providing, or contributing to, oral and written assessments, progress checks, reports and references relating to individual and groups of students. (6)	Support new colleagues at parents' evenings and/or lead training on writing and completing reports.
Undertaking a designated programme of teaching. (1, 4, 5)	Observe others and contribute to the coaching of colleagues in improving their teaching.
Ensuring high quality learning experience for students, which meet internal and external quality standards. (1, 2, 3, 4, 5)	Take responsibility for one of these strands within your subject area and develop a range of resources and model lesson plans which embed these initiatives and the school's ethos.
Preparing and updating subject materials. (3, 4, 5)	Update and revise materials to ensure relevance to young people.
Using a variety of delivery methods, which will stimulate learning. (1)	Develop a bank of model lesson plans which demonstrate how the school's values can be integrated into your subject area.
Maintaining discipline in accordance with the school policy and encouraging punctuality, behaviour, standards of work and homework. (1, 7)	Offer to support new or inexperienced staff with classroom management either by acting as receiving teacher or peer observing them with a focus on discipline. Review the quality of homework within your curriculum area and work with your team to improve it.
Undertaking assessment of students as requested by external examination bodies and school procedures. (6)	Lead colleagues in their understanding of external examinations and ensure that experience and good practice are shared.
Marking, grading and giving written/verbal and diagnostic feedback as required in accordance with school practice. (6)	Collate and manage the collection of data within the curriculum area to monitor progress.

Tutor	
Your responsibilities include...	Where practice is excellent you might...
Tutoring, getting to know your tutees with a holistic overview. (8)	Know your tutees really well, by being supportive and professional. Support new colleagues in developing their style of tutoring.
Promoting the progress and well-being of individual pupils/students and the tutor group. (6, 8)	Lead assembly and contribute to the writing of tutor period activities.
Liaising with the Learning Manager, Pastoral Team and other colleagues over issues with individuals and within the wider tutor group. (8)	Contribute to meetings and intervention for pupils/students in tutor group.
Registering pupils/students and encouraging their attendance and participation in school life. (7, 8)	Support Attendance Officer in monitoring attendance of tutor group.
Communicating with parents after liaising with the appropriate staff. (8)	Support new colleagues by encouraging contact with parents. Contribute to Parent Forums.
Preparing for and meeting with parents and tutees on Tutor Evenings (PLD). (8)	Act as the lynch pin in three-way communication between parents, students and the school.
Writing the annual report for tutees. (8)	Collect relevant personal information about tutees in a systematic way to write individual, informed reports of high quality to facilitate students' improvement.
Development	
Your responsibilities include...	Where practice is excellent you might...
Taking responsibility for your professional development by engaging actively in the appraisal process. Reviewing your progress from the previous year and setting meaningful targets with clear outcomes which benefit students and meet your own professional development needs. (8)	Set yourself challenging targets with ambitious outcomes which impact on the students you teach and, on the students taught by other members of your curriculum team. Develop your skills by volunteering to take responsibility for an aspect of school life which falls outside your current remit.
Assisting in the process of curriculum development to ensure continued relevance of provision to meet students' needs and syllabus requirements. (5) Taking an active role in the shaping, implementation and review of the curriculum area DDP. (5, 8)	Assist your Curriculum Leader or lead teachers in monitoring student views on your subject. Offer to take responsibility for the implementation, review and refining of one aspect of the DDP.
Making a contribution to whole school INSET and planning activities. Contributing to cross-curricular and school wide developments and initiatives. (8)	Lead a whole school INSET on an area of particular strength. Work with teachers from other schools to share good practice and implement what you have learnt. Lead on a Cross-Curricular Day activity. Lead an Activities Day experience. Identify a gap in the provision of extra-curricular activities and organise an activity to fill the opening.

Communication	
Your responsibilities include...	Where practice is excellent you might...
Communicating effectively with parents. (8)	Compile individual student action plans for parents/carers at Parents Evenings.
Following agreed policies for communications in the school. (8)	Contribute to the evaluation and development of communication systems within the school.
Playing a full part in Open Evenings and Parents' Evenings. (8)	Model expectations to newer members of staff.
Other Specific Duties	
Your responsibilities include...	Where practice is excellent you might...
Promoting school policies. (1-8)	Support new colleagues in developing their understanding of school policies.
Complying with the school's Health and Safety policy. (1, 7, 8)	Take responsibility for one aspect of Health and Safety: for example, the risk assessment and attendant paperwork for a field trip in your subject area.
Undertaking any other duty as specified by School Teachers' Pay and Conditions Document not mentioned in the above. (1-8)	
Complying with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. (1-8)	
Improving Standards	
Your responsibilities include...	Where practice is excellent you might...
Evaluating your teaching to ensure that you meet the agreed Teachers' Standards in respect of preparation, delivery and assessment. Modifying and improving your practice where appropriate. (1-8)	Peer coach a colleague in your department, focussing on developing standards. Work with your Curriculum Leader or lead teacher to develop clear curriculum area criteria for preparation, delivery and assessment.
Contributing to the process of monitoring and evaluating your curriculum area in line with agreed standards and performance criteria, including methods of teaching and schemes of work. (1 – 8)	Develop model lesson plans, resources and schemes of work to exemplify the agreed standards within your curriculum area and share them with colleagues.
Participating in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. (1- 8)	Take an active role in establishing clusters of colleagues in curriculum and pastoral roles to review the functions and organisation of these parts of the school.

What sort of support can you expect?

The Curriculum Leader or Lead teacher will provide guidance on the standards of planning, assessment and delivery within the curriculum. They should also be able to suggest colleagues to peer coach in your department and a possible focus for model lesson plans. Your Leadership Team line manager will be able to suggest ways that you can become involved in participating in improving standards at a whole school level.

Management of Resources ... You will be expected to

Contribute to the process of ordering and allocating materials and equipment.

Assist subject leads to identify resources needs and to contribute to the efficient/effective use of resources to the benefit of the students and department.

Safeguarding children, young people and vulnerable adults

Hardenhuish School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and you may be asked to carry out additional responsibilities by your Curriculum Leader or member(s) of the school's Leadership Team.

Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed.....
(Teacher)

Dated

Signed.....
(Headteacher)

Dated