



# Lead Teacher of Social Sciences Candidate Information Brief

Dear Candidate

Since inception, King Solomon Academy has consistently been one of the highest performing non-selective schools in the country. KSA aims to transform the lives of its pupils. Our mission is to provide a rigorous education that prepares our pupils for success at university and beyond, irrespective of their starting point. Our teachers and leaders do whatever it takes to make this a reality. We are redefining what is possible and we are seeking an exceptional Lead Teacher of Social Sciences, ready to join our high-performing school. This is a unique opportunity to be part of showing what education can achieve.

Our Sixth Form opened in 2014 with our frontier cohort and has developed to be amongst the top performing sixth forms in the country. Over the last three years our Alps progress measure is a 1, meaning we are in the best 1% of Sixth Forms. Our systems for curriculum design, independent study, assessment and personal development are all well-established and our sixth formers consistently progress onto top universities.

As our Sixth Form is due to grow in September 2024, we are now recruiting for an enthusiastic and talented teacher and leader to join our passionate team of teachers. Social Sciences are some of the most popular subjects in our Sixth Form and they play an important role in the academic and cultural education of our pupils. We have well-established Psychology and Government and Policy courses, which have delivered exceptional outcomes year on year, and are now looking to expand our curriculum provision to offer a Sociology course that will propel our pupils to success post-18. We are looking for an inspirational teacher who can bring the Social Sciences to life for our pupils, in the classroom and beyond.

The ideal candidate will have experience of teaching or leading one or more Social Sciences and will be excited by the prospect of leading our wider Social Sciences provision, including teaching a range of subjects as required. They will also be excited about the prospect of contributing to the wider life of the school, for example by teaching Humanities at Key Stage 3 or 4.

King Solomon Academy is achieving remarkable things. Our Sixth Form provision represents the end of an academic journey that begins in nursery and we have a long term commitment to our community. Our school is a place where teachers learn how to improve their teaching, constantly striving to be the best they can be. Our teachers rapidly progress into being exceptional classroom practitioners. We are looking for an individual with a genuine passion for working at King Solomon Academy and who believes that through hard work all pupils can access and benefit from a university education.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. The deadline is **11am on Monday 19<sup>th</sup> February 2024**. Applications will be considered as they are received. To discuss the role, please feel free to email our HR Officer, Salma Ali ([ksa.hr@kingsolomonacademy.org](mailto:ksa.hr@kingsolomonacademy.org)) or phone on 020 7563 6900. We wish you the best with your application.

Yours sincerely,

**Beth Humphreys**  
**Principal**

# Job Description: Lead Teacher of Social Sciences

<b>Reports to:</b>	Assistant Principal – Head of Sixth Form
<b>Start date:</b>	September 2024 (or sooner, by agreement)
<b>Salary:</b>	Ark MPS/UPS (Inner London): £37,667 - £59,242 dependent on experience, plus + TLR 2a (£3,213)

## The role

To provide outstanding leadership, teaching and learning of the Social Sciences (Psychology, Government and Politics and Sociology) to ensure exceptional pupil progress.

## Key responsibilities

- Develop a new Sociology curriculum that is inspirational, university preparatory and sector-leading
- Lead and improve the established Psychology and Government and Politics curricula
- Devise and implement school wide standard based assessment programme for subject area
- Maintain regular communication and collaboration with their Ark subject network
- Model a nurturing and structured classroom and school environment that helps pupils to develop as learners
- Model excellent pupil discipline and culture inside their classroom and across the whole academy
- Contribute to the effective working of the academy
- Be held accountable for all curriculum direction, teaching quality, and pupil attainment in their subject area
- Provide a nurturing classroom and school environment that helps students to develop as learners
- Deliver a related subject in Sixth Form or beyond in the school
- Helping to maintain/establish discipline across the whole academy
- Contribute to the effective working of the Academy

## Outcomes and activities

### Subject Leadership

- To create and develop challenging and innovative schemes of work which are inspiring for learners and teachers alike.
- Use regular, measurable and significant assessments to monitor progress and set targets
  - Produce periodic assessments with marks schemes
  - Ensure assessments are moderated internally
  - Ensure end of year assessments reflect each pupil's overall level which is both externally valid and provides an accurate baseline for the next academic year
  - Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
  - Work in collaboration with classroom teachers and SENCO to ensure pupils receive high quality interventions

- Through observation and feedback, coach subject teachers to ensure excellent teaching and learning in all lessons, ensuring that classroom teachers are utilising best pedagogical practice
- To develop an exciting and motivating extra-curricular and enrichment offer including university links, trips and residential

### **Teaching and Learning**

- Meticulously plan and teach engaging and challenging lessons that pave the way for success in school and life
- Meet the needs of all learners by consistently planning and teaching carefully differentiated lessons
- Set and mark appropriate homework
- Use regular, measurable and significant assessments of their teaching
- Complete all reporting on time
- Closely monitor progress and attainment of their pupils and use it to inform their teaching
- Provide content for and where necessary deliver high quality pupil interventions with direction from SENDCO and Head of Sixth Form
- Ensure that all pupils achieve academy targets
- Maintain regular and productive communication with parents about their child's progress, behaviour and development, including attending after school parent meetings as required
- Organize and participate in exciting and motivating trips and events

### **Academy Culture**

- Help create a strong academy community, characterised by consistent, orderly, caring and respectful relationships
- Help develop a small school culture and ethos that is utterly committed to achievement
- Form teacher (teachers will usually be required to perform the role of form teacher):
  - Create and sustain a positive class culture
  - Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
  - Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
  - Write form teacher comments in reports or UCAS references

### **Other**

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal

# Person specification: Lead Teacher of Social Sciences

## Qualification Criteria

- Qualified to degree level and above
- Qualified to teach in the UK
- Right to work in the UK

## Experience

- Experience of raising attainment in a challenging classroom environment
- Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities etc.

## Skills and Attributes

### Leadership

- Effective team worker and leader
- High expectations for accountability and consistency
- Vision aligned with KSA's high aspirations, high expectations of self and others
- Genuine passion and a belief in the potential of every student
- Motivation to continually improve standards and achieve excellence
- Commitment to the safeguarding and welfare of all pupils

### Teaching and Learning

- Excellent classroom practitioner.
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.
- Has good communication, planning and organisational skills.
- Demonstrates resilience, motivation and commitment to driving up standards of achievement.
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice.
- The ideal candidate would also have an appetite for teaching other subjects at Sixth Form such as Psychology, Economics, English, History, Politics, Business etc.

### Alignment with KSA vision

- Relentless drive to do whatever it takes to ensure all students succeed
- The belief that with the right environment more than 95% of our pupils are able to excel at university
- The courage and conviction to make a difference

### Communication Skills

- The ability to listen and communicate effectively
- Empathy and the ability to understand the needs, aspirations and motivation of diverse individuals and groups
- The ability to influence and motivate others

## **Problem solving**

- Identify, analyse and resolve problems and issues.
- Develop plans with concrete outcomes and effective solutions.
- Evaluate results and identify necessary actions.
- Make fact-based decisions.

## **Resilience**

- Sustain energy, optimism and motivation in the face of pressure and setbacks.
- Stay calm in difficult situations and maintain clarity of vision.
- Be adaptable in the face of adversity.

## **Results and learning orientation**

- Awareness of own strengths and limits
- Commitment to ongoing improvement and learning
- A passion for teaching the subject
- Focus on achieving challenging goals and results
- Resourcefulness and flexibility in delivering outcomes

## **Other**

- This post is subject to an enhanced Disclosure & Barring Services check.



## **Principal: Beth Humphreys**

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters' degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has now been appointed to lead King Solomon Academy as Principal. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.



*“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”*



## **Assistant Principal, Head of Sixth Form – Kate Mungur**

Ms Mungur has previously been Head of Psychology and 2i/c SENCO after qualifying from the IOE PGCE programme in Social Sciences. Since joining KSA in 2018, Ms Mungur has led psychology and been Head of Year 12 & 13. She was promoted to Head of Sixth Form in September 2022.



## **Positive Action and inclusive recruitment at KSA**

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- 'Blind' screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

## **Being part of the Ark network**

Ark is an international charity, transforming lives through education. We exist to make sure that every child, regardless of background, has access to a great education and real choices



in life.

We know that great schools need great teachers, which is why we offer you the very best training and support at every stage of your career - from starting out as a trainee to running your own school.

Our highly-successful network of 39 schools educates over 20,000 students across Birmingham, Hastings, London and Portsmouth. They are achieving some of the best results in the country despite being largely in areas of historic academic underachievement.

Ark schools prioritise six key principles: high expectations; excellent teaching; exemplary behaviour; depth before breadth; more time for learning; knowing every child.

Ark invests significantly in a number of professional development programmes which complement academy level training:

- The Ark training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles
- Network support: schools share CPD, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- Ark staff receive 10 training days each year rather than five.

***Ark runs a number of additional programmes, including:***

- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction

Ark is at the forefront of changing education society through education. We run Initial Teacher Training through School Direct and we co-founded the Future Leaders and Teaching Leaders development programmes and offer teachers and support staff a comprehensive range of school-based first class professional development opportunities.

## **Ark Safe Recruitment Procedure**

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### **Reference checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.