



Head of Faculty – Social Science

Preference for Psychology Specialism

Information for candidates

April 2025

Introduction from the Principal



Dear Applicant,

Skinner's Academy is an aspirational and inclusive community in which we expect staff and students to be the best they can be. We support this goal by offering an environment characterised by high challenge and high support. We take pride in our academically rigorous curriculum, our wide-ranging enrichment programme and our excellent pastoral support systems. All of these 'ingredients' ensure that we provide a stimulating and rewarding working environment for our staff and a rich and well-rounded educational experience to our students. We want our students to excel and recognise that, to achieve this, they need the input of a highly skilled and motivated staff body. As such, we seek to invest in our staff – our most valuable resource – to support their ongoing professional development and equip them with the expertise to facilitate students' learning and personal development to the highest level.

You will be a highly motivated professional who enjoys working as part of a high performing team. You will be just as committed to supporting others to achieve their full potential as you are to achieving personal progress and success. You will have an ethical commitment to inclusive education and will enjoy the challenges and rewards of working in a diverse school community that serves students from many different backgrounds. Regardless of students' backgrounds, you will hold nothing but the highest of aspirations and expectations of them and will be wholly committed to ensuring that their experience of education is characterised by success. If this sounds like you, we welcome your application and hope you will become a valued member of the Skinner's community.

About Us:

- Reconfirmed as a 'Good' school by Ofsted in May 2022, with significant year-on-year improvements in student outcomes that place us above the national averages at Key Stages 4 and 5.
- We provide a world-class education for students aged 11-19, in a modern state of the art building that opened in September 2010.
- We provide a welcoming, caring and stimulating environment with excellent teaching facilities.
- We have pupils who are highly motivated to excel and are fully supported by parents who work with us in close partnership.
- We have excellent transport links; 5-minute walk from the bus stop or Manor House Underground Station which is served by the Piccadilly Line.
- We have high-quality teaching and support staff who are fully committed to supporting pupil's academic and personal development and work collaboratively with their peers to share best practice.
- We offer excellent opportunities for professional development and progression.
- We support staff and student wellbeing through many initiatives, including a two-week half term holiday in the Autumn Term.

Thank you for your interest in our Academy. I look forward to receiving your application.

Ms S Jacob
Principal
Skinner's Academy

Our Mission



Our Mission

The Principal and Governors at Skinners' Academy believe that all children deserve an enriching educational experience in an environment where they can thrive academically and personally. We want every one of our students to experience success and graduate from the academy well-equipped, in all regards, for their future lives.

Our Values

- **Be Curious** - We will ask the right questions, learn from others and look for ways to work smarter.
- **Be Cooperative** - We will work in partnership with others to achieve our goals.
- **Be Determined** - We will see challenges as obstacles that we can overcome. We will not give up.
- **Be Kind** - We will be generous with our time and resources; we will show empathy.
- **Be Respectful** - We are committed to upholding the values of equality and inclusion. We will not tolerate prejudice in any form.
- **Be Outstanding** - Exceptionally good; this is what we strive for 100% of the time.

Our Specialism

In our commitment to ensuring that our young people are not only prepared for every step of their learning journey but that they also have the agency to influence their future, we believe that enterprise forms a crucial role in realising this. As an Academy, we will ensure that students understand the skills of enterprise and that they can use these effectively to carve out their desired futures.

“Enterprise is about motivating young people to learn and excel in their education and to see the relevance of their studies. It is more than the creation of entrepreneurs, it is about a can-do, positive attitude and equipping people with the confidence to develop ambitious career and vocational interests. Enterprise therefore supports the development of a wide range of work and professional skills and capabilities, including resilience, risk-taking, creativity and innovation, as well as a self-belief that starting a business is a viable career choice and one of the most exciting and challenging things a person will ever do.”

- Lord Young, 2014



Skinners' Academies Trust

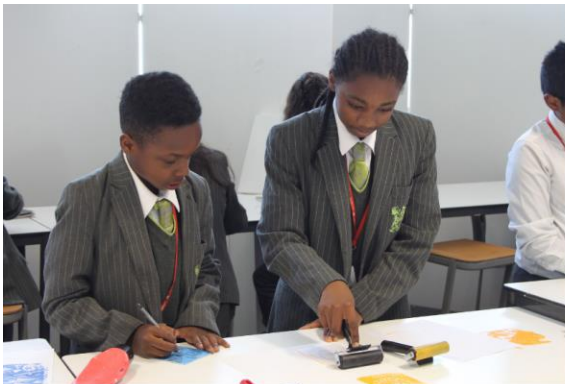


Skinners' Academies Trust is a new, collaborative Trust of five high-performing schools in Kent and London working together to improve outcomes for all our students. Launched in September 2023, the Trust educates a total of 4,500 students across primary and secondary phases and both comprehensive and selective schools.

The Trust builds on the longstanding collaboration and shared values across the family of schools supported by The Skinners' Company, one of the Great Twelve Livery Companies of the City of London. The Company is a major not-for-profit

organisation with a well-established reputation for philanthropy dating back some 700 years. Education is a core charitable purpose and its schools aspire to provide all their young people with the opportunity to make the most of their talents and fulfil their potential.

Skinners' Academies Trust's mission is to provide it's young people with the opportunity to make the most of their talents and fulfil their potential. To do that they ensure that each school has first-class teaching, management and leadership, and are supported and held to account by high-quality governing bodies.



Skidders' Academies Trust: Professional Development



Skidders' Academies Trust are committed to investing in our people and as such offer a high-quality suite of professional development opportunities for all our teachers. Everyone at the Trust is committed to being a reflective practitioner, open to learning and motivated to keep getting better.

We know that professional development for our people will lead to impact in our schools. The five pillars of our offer are designed to offer opportunities to all our staff, to support our vision for an excellent education in all our schools and to have a clear impact on outcomes for all our pupils.

Chartered College of Teaching membership: Open to all

All teaching staff are given full membership to the Chartered College of Teaching. This gives them access to a range of resources including research papers, articles, lesson videos and the quarterly journal, *Impact*; and opportunities to participate in CCT courses or become a Research Champion.

Research-led networking opportunities: Open to all

The Trust-wide book group meets online each half term to explore an education-based text and discuss the implications on classroom practice. Copies of the book are free to members.

Our Research Enthusiasts group similarly meets each half term. It offers teachers from across the Trust, with a passion for evidence-informed practice, the opportunity to debate a range of research and its implications for classroom practice and student outcomes.

Development for middle leaders: Open to aspiring and existing middle leaders

Our bespoke Middle Leadership Programme is a 10-month course designed and delivered internally

for those at the start of their leadership journey. Throughout the course we explore evidence and good practice around effective leadership, use of data, managing teams and how to implement improvement. All participants are allocated a mentor who supports them throughout the course, and get to visit each Trust school over the course of the year.

Subject-specific collaboration: Open to subject leads and subject based TLR holders

We have established Subject Communities for English, Maths, Science and MFL, enabling improvement at subject level the Trust through collaboration between subject leads and shared good practice. This gives heads of department an exciting chance to experience and learn from a range of practice across all our schools.

SLT Community of Practice: Open to senior leaders

All senior leaders across the Trust are members of our SLT Community of Practice, giving them the opportunity to share good practice in school improvement. Leaders participate in visits to Trust schools, hear from external experts and provide professional and supportive critique to one another.

NEW for 24/25: Purposeful Practice Programme: Open to all

Rooted in the best available evidence, this programme provides an opportunity for teachers at all levels to refine and hone their craft. Focusing on granular, high impact teaching strategies, participants will observe these in action before engaging in analysis and review and then planning to incorporate them into their own practice. This is a unique programme to SAT and an exciting opportunity for all practitioners.

Staff Rewards and Benefits



Two-Week Autumn Half Term Holiday

In the interests of staff and student wellbeing, we offer a two week holiday during the longest and most demanding term of the academic year.

Annual Season Ticket Loans

Staff members can apply for an annual season ticket loan where the cost of the season ticket is spread over 10 monthly payments, interest free.

Pension Scheme Contributions

We pay in a high percentage of monthly contributions for Teaching Staff (Teachers' Pension Scheme) and Support Staff (Local Government Pension Scheme) members enrolled in these pension schemes.

Cyclescheme

Skinner's Academy is a registered employer of the Cyclescheme which is the UK's most popular Cycle to Work benefit, providing staff members with the opportunity to purchase a bike of their choice, tax free. Staff can save 25-39% of the cost of a new bike and accessories whilst also spreading the cost. Payments are deducted via payroll over a term of 12 months.

Cyclescheme has also launched the UK's first Cycle to Work scheme for City Bike Hire, which is perfect if you can't have a bike of your own or if you want a multi-modal commute.

City Bike Hire enables staff to save 32-42% on the cost of bike hire membership. Cyclescheme has partnered with Santander and Brompton, with more exciting partnerships coming soon.

Discounted Mortgages for Teachers

Endorsed by the NEU, Teachers Building Society was established specifically to help teachers with smaller deposits buy their very first home. As the only building society dedicated to teacher lending, they not only reserve their best (cheapest) mortgage deals especially for teachers, but they also use their expert understanding of the education industry to make the home buying process as smooth and simple for teachers as possible. Buying a property with someone

else? No problem, only one applicant needs to be a teacher.

Employee Assistance Programme

Our Employee Assistance Programme (EAP) is a package of emotional and practical support that provides the following:

- A range of counselling options including telephone, online or face-to-face sessions, and a mindfulness module.
- A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations.
- Financial, legal and practical support from qualified professionals on a range of personal issues.
- Access to online health and wellbeing resources and a specialist information service.
- This free service is confidential and can be used to support staff with any personal or work-related issues that may be affecting their wellbeing.

Local Café Discount

One of our local cafés, 215 Hackney kindly offers all Skinner's Academy staff a 15% discount on food and drinks upon presentation of their staff ID card.

They are a casual café and restaurant serving Middle Eastern breakfast, brunch/lunch and dinner with an East London Twist.

London Borough of Hackney School Staff Offers

All employees of London Borough of Hackney schools can register for the borough's savings and discounts scheme where employees can enjoy 100's of offers on big name brands such as BT Broadband and supermarket digital gift cards. Employees can register for free using their school email address and Scheme ID Number.

Social Events

The Skinner's Social Committee helps to connect staff during this challenging time by organising lively staff social events to ensure that staff get the opportunity to unwind and enjoy a well-deserved break from work.

Job Profile



POST: Head of Faculty – Social Science (Preference for Psychology Specialism)

GRADE: Main Pay Scale / Upper Pay Scale + TLR1A

RESPONSIBLE TO: Senior Leadership Team

RESPONSIBLE FOR: Social Sciences Faculty – Sociology, Psychology and Health & Social Care

PRINCIPAL ACCOUNTABILITIES:

- 1) Developing and implementing all aspects of the social sciences curriculum within the Academy.
- 2) Provide high quality leadership of the Social Sciences Faculty.
- 3) Contribute to the wider leadership capacity of the Academy.

MAIN ACTIVITIES AND RESPONSIBILITIES:

Main duties and responsibilities are indicated here. Other duties at an appropriate level and nature may also be required and will be negotiated.

1. Teaching and Learning

- To teach high-quality and creative lessons to all key stages. Ability to teach at least two of the subjects on offer in the faculty to Key Stage 4 and at least one to Key Stage 5.
- To be an excellent role model for staff in all aspects of classroom practice including lesson planning and delivery, assessment and feedback.
- To lead the development of high-quality learning and teaching in the faculty through coaching, mentoring and training.
- To monitor students' progress and attainment across the faculty and use data to drive improvement in student outcomes.
- To facilitate the sharing good practice and ensure dialogue about learning and teaching amongst members of the faculty.
- To fulfil the requirements of the Academy's policies as they apply to teaching and learning.

2. Curriculum

- To lead the team in the creation and implementation of a rigorous and challenging curriculum through

long-, medium- and short-term planning.

- To lead and manage the process of curriculum development and changes to the curriculum, to ensure the continued relevance to the needs of students, examining and awarding bodies.
- To keep up to date with relevant research into curriculum design and implementation and use this to inform curriculum development in the faculty.
- To actively monitor and respond to curriculum developments and initiatives at a national level.
- To develop and deliver an engaging programme of curricular and extracurricular activities, trips and visits to enhance and enrich students' cultural capital and learning experiences in relation to subjects offered by the faculty.

3. Leadership and Management

- To design the Faculty Improvement Plan in conjunction with the Senior Leadership Team and other responsibility postholders in the faculty.
- To regularly review the targets set in the Faculty Improvement Plan using relevant sources of data to assess progress towards targets, adjusting the Plan as required to address emerging priorities.
- To be responsible for developing the work of the faculty, raising the level of attainment and progress in all subjects offered by the faculty in accordance with whole-Academy targets and expectations.
- To monitor the quality of teaching and learning in the faculty through self-evaluation processes such as observations, work scrutiny, data analysis, student and staff surveys etc.
- To plan the assessment cycle and structure for the faculty, ensuring that all assessments meet the requirements of the Academy's assessment policies and procedures.
- To identify and monitor underachieving pupils or cohorts of pupils using data such as assessment outcomes and plan and implement interventions to address underperformance.
- To fulfil a strategic leadership role as part of the Academy's Middle Leadership Team, contributing to wider Academy improvement initiatives and activities.

Job Profile



- In conjunction with the SLT Line Manager, to ensure staff development needs are identified and appropriate training and support is provided to secure improved performance.
- To line manage postholders within the faculty, bringing an appropriate balance of challenge and support to develop them in their role(s).
- To carry out the appraisal of members of staff within the faculty, setting targets that are relevant to their role and career stage.
- With the support of the HR Department, to conduct processes/meetings with staff members in the faculty where there are concerns about their attendance, punctuality and/or work performance.

4. Professional Standards and Additional Responsibilities:

- Adhere at all times to professional business standards of dress, courtesy and efficiency, in line with the ethos and specialism of the Academy.
- Attend and participate in open evenings, parent/carer evenings and other key events.
- Uphold the Academy's Behaviour Policy and uniform regulations.
- Participate in staff training and development.
- Attend team and staff meetings.
- Develop links with Governors, LEAs, other schools in the Trust and neighbouring schools/ academies.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. They may be required to do other duties appropriate to the level of the role, as directed by the Principal.

Key Organisational Objectives

The Postholder will contribute to the Academy's objectives in service delivery by:

- Following health and safety policies, requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times, operating within the Academy's equalities policies, demonstrating commitment and contribution to improving standards of attainment

- Adopting client care and quality assurance initiatives
- Fulfilling the role of tutor (Personal Development Teacher) and/or mentor if required
- Contributing to the maintenance of a safe, caring and intellectually stimulating environment for young people

Conditions of Service

Governed by the National Agreement on Pay and Conditions of Service, supplemented by local conditions as agreed by the Governing Body

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

This post allows substantial access to children, candidates are required to comply with Academy procedures in relation to DBS checks. If candidates are successful in their application prior to taking up post, they will be required to give written permission to the Academy to ascertain details from the Disclosure and Barring Service (DBS) regarding any convictions against them and, as appropriate the nature of such convictions

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the Academy Equalities Policies.

Person Specification



Qualifications	Essential	Desirable
Educated to degree level or equivalent in the social sciences or related subject	✓	
Qualified Teacher Status	✓	
Recent and relevant continued professional development	✓	

Experience	Essential	Desirable
A proven track record of implementing effective strategies to raise achievement of staff and students.	✓	
Ability to use IT effectively.	✓	
High-quality teaching to pupils of all abilities and all key stages.	✓	
Collaborative leadership skills, working with colleagues in the preparation, assessment, and monitoring of work.	✓	
Leadership experience, including leading staff and pupils.	✓	
Demonstrable experience of improving student outcomes	✓	
High-quality outcomes	✓	
Outstanding classroom practitioner	✓	

Skills	Essential	Desirable
Highly effective oral and written communication skills	✓	
Must be well-organised	✓	
The tenacity to see things through to completion	✓	
Ability to work hard under pressure whilst maintaining a positive, professional attitude	✓	
Ability to organise and prioritise workload and work on own initiative	✓	
Good interpersonal skills and the ability to work collaboratively, leading to professional development of staff, to the achievement of faculty targets and to the efficient running of the faculty team	✓	
Commitment to personal career development		✓
Ability to organise whole school/faculty/year group activities	✓	
Ability to think and plan strategically and manage change	✓	

Person Specification



Knowledge and Understanding	Essential	Desirable
Breadth and depth of subject knowledge sufficient to provide support to colleagues to develop their subject specialism and to challenge high attaining students	✓	
Developments in the National Curriculum and in pathways and courses offered at Key Stages 4 and 5	✓	
Knowledge of how to plan, sequence and implement the curriculum to maximise impact on students' progress and attainment and prepare them for the next key stage or phase of their education	✓	
Effective strategies for supporting staff to improve teaching and learning	✓	

Experience: Relations	Essential	Desirable
Understanding of different social backgrounds of pupils	✓	
Understanding the needs of pupils and the appropriate strategies to support them	✓	
Understanding of the needs of bilingual pupils	✓	



Application and candidate selection process: our candidate charter



We want every candidate to have an informed, engaging and positive experience, and to support this we have created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it is like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.



Safer recruitment in education: information for applicants



Skinner's Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- Skinner's Academy or TES application form – please visit our [TES page](#)

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

References

References will be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- prohibition and overseas checks will also be completed if necessary.

How to Apply



The closing date for applications is **Tuesday 22nd April 2025 at 9am** with interviews taking place on **Monday 28th April 2025**.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- Further information about the role and an application form can be found on our [TES page](#).

For more information about this position, or to have a confidential discussion about the role, please contact recruitment@skiddersacademy.org.uk.

We look forward to hearing from you.



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