



# Nobel

**Teacher of Social Science (Sociology and/or Psychology - ability to teach Health and Social Care an advantage)**

**Salary: MPS**

**Required: September 2017 (full-time)**

**Suitable for NQTs and experienced teachers**





Dear Applicant

Thank you for your interest in this vacancy. The Nobel School is a very exciting and vibrant secondary school with 1440 on roll, covering the full age and ability range, the majority of whom continue their education into our flourishing sixth form. Our recent rebuilding programme means that we have a 'state of the art' £38 million 21st century school. Furthermore, our most recent Ofsted report confirmed that the school is now good in all categories; this is an exciting time to join our school as we push to be outstanding.

We are seeking to appoint a dedicated and committed colleague to join our dynamic and forward-thinking Economics and Social Sciences Faculty. The successful candidate will be a well-qualified social science graduate with a love of their subject and the ability to work in a collaborative style to maximise the best outcomes for our students; above all we are looking for a colleague who can inspire Nobelians to be aware of current issues in society and have high ambitions. NQTs are welcome to apply and we will be happy to discuss the support we can offer you as you continue your professional development.

The Economics and Social Science Faculty has a strong team with a range of experience, which blends extremely well to ensure that the students are provided with the very best in teaching and learning. We are successful in terms of results, enjoying good working relationships with students at the same time. We are looking for an enthusiastic teacher of social science (sociology and/or psychology - ability to teach Health and Social Care an advantage) who will work with us to develop this success further including working with colleagues to prepare lessons and resources to improve the progress of our students.

Our lovely school has made tremendous progress in recent years. Student progress has a rising three year trend with students in English and maths making significantly better progress than the national figures – our progress 8 figure and value added data are extremely positive. In addition, the school has made significant improvements for vulnerable groups by reducing our "Closing the Gaps" measure for pupil premium students with a three year trend of improvement. KS5 results show a 3 year rising trend for all figures. A Level grades, A\*, A\*-A, and A\*-B are all above national averages and the Average Grade has this year risen to a B-. KS5 students also make excellent progress and the VA for A level (0.13) and BTEC (0.42) has been graded as significantly above average for the past 2 years.

If you would like to visit Nobel or have any queries about this post please contact Mrs Chantal Coakes (HR@nobel.herts.sch.uk), otherwise, I look forward to receiving your application on the enclosed application form, together with your covering letter.

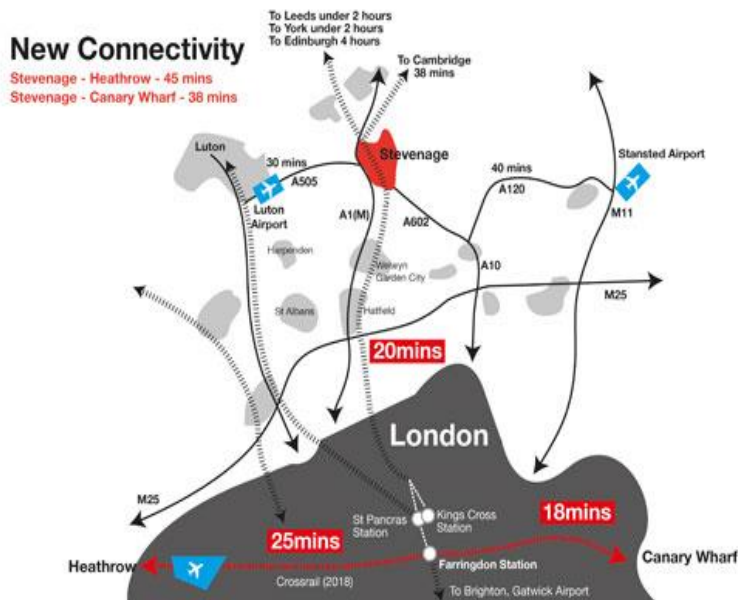
Yours sincerely

**Martyn Henson**  
Headteacher



## Why you should choose Nobel

The Nobel School is located in Stevenage, a town and borough in Hertfordshire, England, situated on the A1 between Letchworth Garden City to the north and Welwyn Garden City to the south. Just 20 minutes from London via train, a 40 minute drive from Cambridge with nearby airports just 20 minutes away (Luton) and 40 minutes away (Stansted), Stevenage has excellent transport links to London and the rest of the country. Stevenage Old Town has a village feel with historic buildings, cafes, coffee shops, restaurants and coaching inns and is lively in the evenings and weekends (for more information, see <http://www.stevenage.gov.uk/regeneration/131675/>).



### Staff CPD

- We provide a comprehensive induction programme for all colleagues joining our school and all our new teaching staff are paired with a buddy to support them.
- On-going in-house professional development is an expectation for all via our core CPD days; after school Pit Stops; open classroom weeks; our teaching and learning journal; Lead Practitioners; middle leader training; and open door policy practiced by both our Senior Leadership Team and our Directors of Faculty, all of which support the aims of our school improvement plan and encourage colleagues to develop their careers with opportunities provided for staff to advance within school, as well as offering support for those who may wish to find promotion elsewhere.
- We are active members of the Stevenage Educational Trust (<http://www.educationtrust.org.uk/>) and the North Herts Teaching Alliance (<http://www.northhertsteachingalliance.org/>) so we have excellent links with other schools in the area, plus robust networking and CPD opportunities.
- All NQTs are given a mentor and 10% release time to enable them to see examples of excellent practice across our school. They are also supported through the Stevenage Educational Trust (<http://www.educationtrust.org.uk/>) and receive specific training through Herts for Learning (<http://www.hertsforlearning.co.uk/team/nqt-induction-service>).
- Competitive salaries and pay progression - all our staff are entitled to an annual professional appraisal review, with strong performance evaluation systems and linked pay progression.

### Staff well-being

- Our recent rebuilding programme means that we have a 'state of the art' £38 million 21st century school with outstanding facilities (<http://thenobelschool.org/venues/school-facilities/>).
- Our Governing Body comprises professional people from business, finance and education (<http://thenobelschool.org/about-the-school/governors/>). Our Governors have both general and specialist roles in supporting the school and are very active backers of the leadership, staff and students. Additionally, the school has well-established and very close community links, with strong parental support.
- Occupational Health with Carewell – a free and confidential 24-hour employee assistance programme which provides advice and support, including a counselling service.
- Free, onsite parking for all staff.

- We have superb sports facilities that include a large sports hall, a gymnasium, a dance studio, AstroTurf, a climbing wall, a multi-use games areas and the trim trail. In addition to these facilities, we have a fitness centre available for use by staff for free until 6pm (<http://thenobelschool.org/venues/fitness-suite/>).
- Staff well-being survey (annual).
- Christmas and summer all-staff parties plus regular faculty-wide socials.
- VDU and eye tests as appropriate.

#### Financial benefits

- Local Government Pension Scheme with generous employer contributions and the option to make additional contributions.
- Child Care Voucher Salary Sacrifice Scheme, with access to tax free childcare vouchers.
- Reduced rates for facilities hire (<http://thenobelschool.org/venues/>).
- Lunches are provided free on weekdays during term time for those that undertake school duties. The meals are prepared daily from fresh ingredients by the school's caterers and hot and cold food choices are available.
- Local and national retail discounts - our school is a member of Herts Rewards, an online 'one-stop' portal (<http://www.countyofopportunity.co.uk/about-us/rewards-benefits/>).

#### Our 2014 Ofsted inspection accurately reflects where we are as a school:

- Behaviour in and around the school is exemplary.
- The school has successfully promoted a happy atmosphere.
- The staff and the governing body are united and determined in making the school better.
- The progress of students across the school, in English, mathematics and a range of other subjects, is now improving rapidly. This is mainly because of consistently good or better teaching.
- Under the strong and decisive leadership of the headteacher, students' achievements are sharply rising.

Our prospectus is available on our website (<http://thenobelschool.org/>) and you can find out still more about our lovely school at the following links: <https://www.facebook.com/nobelschooluk> and <https://twitter.com/nobelschooluk>

#### Why you should apply for this post

This is a fantastic opportunity for an enthusiastic and motivated individual to join the Economics and Social Sciences Faculty team. You must possess the skills and determination to make a significant difference to the lives of our students. The most recent school league tables place us as one of the top schools nationally for student value added. The successful candidate will be a well-qualified graduate with a passion for sociology and/or psychology (health and social care is an advantage) and the ability to work in a collaborative style to maximise the best outcomes for our students; above all we are looking for a colleague who can inspire Nobelians to great things.

As a school, we have the very highest expectations of our students. Our core principle will always be that we endeavour to improve the teaching and learning in the school. We are therefore committed to recruiting only the very best teachers and have the highest expectations in terms of lesson planning, classroom delivery and student assessment. In return, we provide excellent working conditions, first rate CPD and a real sense of community.

#### Next steps

Please complete our application form together with a letter of application that should be no longer than two sides of A4 (Arial, font 11). In your letter you should address: Your vision and values relating to the post and why you want to join the Nobel community. All applications should be made through the relevant recruitment website, or may be sent electronically to [HR@nobel.herts.sch.uk](mailto:HR@nobel.herts.sch.uk). The closing date for applications is 11:59pm, Sunday 26 March 2017 and the proposed interview date is Thursday 30 March 2017. **Prospective candidates are encouraged to submit their applications as soon as possible as the school reserves the right to close the advert should we feel able to appoint an appropriate candidate.**

The Nobel School is committed to safeguarding the welfare of all of its students and staff. The successful candidate will have to meet the requirements of the person specification in order to be offered the post and will be subject to satisfactory recruitment checks, including an enhanced DBS check and satisfactory references. We welcome applications from all suitably qualified individuals regardless of age, gender, ethnicity or religion.



## **ESS Faculty**

The Economics and Social Sciences Faculty (ESS) teaches business, economics, psychology, sociology, health and social care, ICT and computing. We teach a mixture of academic qualifications and vocational qualification at level 2 and level 3 across key stage 3 and key stage 4. We are committed to teaching these subjects in a way that inspires our students to become leaders and practitioners in economics, social sciences, ICT and computing.

## **Facilities**

We have moved into a purpose built new school and have an ICT suite with 30 additional laptops and outstanding resources which enables us to deliver high level practicals across all key stages.

## **Staffing Structure**

The ESS faculty has a head of faculty, Mrs Frost, a head of business and economics and a head of ICT and computing. There are another 8 members of staff teaching across the subjects within the faculty.

## **ESS Curriculum**

Nobel has a 3 year key stage 3 course in ICT with a curriculum designed to ensure that each student develops a growth mind set and is able to achieve expected progress or more. In key stage 4 we offer GCSEs in business, psychology, sociology, health and social care and computing. We also offer vocational courses in business and ICT. Each fortnight, our students have 5 hours of their chosen subject. We offer A Levels in economics, business studies, psychology and sociology and we will be offering A Level computing from September 2016. We also run vocational courses in key stage 5 in business, ICT, public services and health and social care. Our key stage 5 students benefit from 9 hours of teaching from specialist teachers.

## **Extra-Curricular / Fieldwork**

The ESS faculty offers a range of trips and visits as well as extra-curricular activities as part of our programmes. For example our students have worked on projects with local businesses and have had work experience within a range of organisations. We run a bi-annual ESS trip to New York where students get to explore their subjects and application of those subjects within an alternative culture.

## **Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We train teachers from many different organisations including the University of Hertfordshire and Teach First.

## Being an NQT at Nobel School

As you embark on your teaching career as an NQT, you will have a comprehensive induction programme of monitoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

### All NQTs can expect:

- Support and guidance from a subject mentor.
- Weekly timetabled mentor meetings.
- Regular observation and prompt and constructive feedback.
- Half termly professional reviews of progress with the professional mentor (member of Senior Team).
- Observations of experienced teachers.
- Student shadowing opportunities.
- Opportunities to participate in the Local Authority subject days; including a residential experience. This will allow you to meet and network with other NQTs in your subject area.
- A full range of CPD activities including a programme of NQT twilights.
- Termly assessments in line with County guidance.

At the start of the induction, all NQTs are issued with an induction booklet which outlines the Teachers' Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers' Standards.

Nobel has a strong history of successful NQT induction. You can be assured that you will receive the very best experience on offer.



### Person Specification: Teacher of Social Science (Sociology and/or Psychology)

Essential	Desirable
<b>Skills and Experience</b>	
Education to degree level in sociology or psychology	Experience of teaching sociology and/or psychology
Evidence of successful initial experience or teaching practice	Teaching practice or experience in a comprehensive/wide ability school
Potential expertise in the teaching of sociology or psychology at all levels	Evidence of involvement in team working to improve practice
Willingness and ability to participate in cross-curricular activity	Experience of cross curricular involvement
Good knowledge and understanding of Curriculum at GCSE and A Level in sociology or psychology	Experience of the formal assessment of pupils' work.  Experience of teaching vocational courses in health and social care
Excellent oral and written communication skills	Good/excellent IT skills
<b>Personal Qualities</b>	
Commitment	Good time management
Ability to establish good relationships with pupils, parents and staff	Perseverance
Dependability and sound organisational skills	
Enthusiasm and good sense of humour	
Flexibility	

## Job Description

Job title	Teacher
Publication date	January 2017
Postholder's signature	
Authorising officer's signature	
Reviewer	
Review date	January 2017
Status	Generic
Salary	MPS

## Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies and the national teaching standards 2013.

## Job Context

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

- consistently high standards of learning and teaching
- continual progress in educational achievement
- positive attitudes to learning and school
- personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

Area	Responsibilities
<b>Line Management</b>	<ul style="list-style-type: none"> <li>• Responsible to: Headteacher; Director of Faculty; Director of Learning; Assistant Director of Learning; as appropriate.</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources.</li> <li>• Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies.</li> <li>• Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time.</li> <li>• Ensure the effective and efficient deployment of classroom support.</li> <li>• Ensure students are fully prepared for external examinations.</li> </ul>
<b>Pastoral</b>	<ul style="list-style-type: none"> <li>• Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline</li> <li>• Undertake student supervisory duties and cover for absent colleagues in line with school procedures</li> <li>• Maintain discipline in accordance with the school Behaviour for Learning Policy.</li> <li>• Encourage good practice with regard to punctuality, behaviour, health &amp; safety, standards of work and homework.</li> <li>• Make every reasonable effort to ensure the Home School Agreement is</li> </ul>



	<p>adhered to.</p> <ul style="list-style-type: none"> <li>• Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assess and record each student's progress through observation, questioning, testing and marking.</li> <li>• Make effective use of national, local and school data to set clear targets for students' achievement and to monitor progress.</li> <li>• Meet tracking and reporting deadlines.</li> <li>• Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs &amp; Form tutors informed about student progress.</li> <li>• Ensure effective assessment of students for external examinations, as required.</li> </ul>
<b>Reporting/ Communication</b>	<ul style="list-style-type: none"> <li>• Ensure familiarity with reporting requirements and prepare and present informative reports for parents.</li> <li>• Communicate as appropriate with parents of students and external bodies concerned with student welfare.</li> <li>• Take part in activities such as Parents' evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required.</li> </ul>
<b>Form Tutorship (if applicable)</b>	<ul style="list-style-type: none"> <li>• Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning.</li> <li>• Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems.</li> <li>• Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy;</li> <li>• Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required.</li> <li>• Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening.</li> </ul>
<b>Performance Appraisal</b>	<ul style="list-style-type: none"> <li>• Participate fully in the school's Performance Appraisal arrangements.</li> <li>• Review own professional development and identify training needs.</li> <li>• Take part in lesson observations to share good practice and as part of the school's self-evaluation.</li> <li>• Act on advice and feedback given and be open to support to improve own performance.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Attend assemblies</li> <li>• Take registers for classes.</li> <li>• Provide suitable cover work in good time for planned absences.</li> <li>• Establish effective working relationships and set a good example through personal and professional conduct.</li> <li>• Any other duties requested by line manager, HOF or Headteacher/SLT link.</li> <li>• To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.</li> <li>• To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate.</li> </ul>
<b>MPS</b>	<ul style="list-style-type: none"> <li>• Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in Appendix B of the school's Pay Policy.</li> </ul>

Hertfordshire County Council  
Job Application Form  
(Teachers in Schools)

Post Applied for: \_\_\_\_\_ at: The Nobel School

Post Applied for: \_\_\_\_\_ at: The Nobel School

**PLEASE COMPLETE IN BLACK TO FACILITATE PHOTOCOPYING**

You are requested to complete this form (using supplementary sheets if there is insufficient space for any entry).

**For guidance on completing this form, please look at the Guidance Notes – Teachers document**

**All sections must be completed**

## PERSONAL DETAILS

<b>Surname/Family Name:</b>		<b>Preferred Title:</b>	
<b>First Name(s):</b>		<b>Previous Surname:</b>	
<b>Home Address:</b>		<b>Present Address (if different):</b>	
<b>Post Code:</b>		<b>Post Code:</b>	
<b>Telephone (Home):</b>		<b>Telephone (Work):</b>	
<b>Telephone (Mobile):</b>		<b>Email:</b>	
<b>CURRENT EMPLOYMENT</b> (If you are not currently employed as a teacher please give details as appropriate)			
<b>Name of Establishment:</b>		<b>Employer:</b>	
<b>Type of School:.</b>		<b>Key Stage:</b>	
<b>Post Held:</b>		<b>Date Appointed:</b>	
<b>Pay Scale:</b>		<b>Total Annual Salary:</b>	
If your salary includes additional payments, what are they and what is the value? (e.g. TLR of £4,000)			

## PREVIOUS EMPLOYMENT DETAILS

Please list in chronological order, with precise dates if possible, as this information may be used to assess salary.

**a) In Education** (Supply teaching appointments need not be listed individually)

Employer and Establishment	Post and Grade	Type of School / Key Stage	From	To	Reason for Leaving

**b) Outside Education**

Employer	Post	From	To	Reason for Leaving

**HIGHER EDUCATION**

TEACHER EDUCATION							
Establishment(s)	From	To	Full/ Part-time	Qualification Awarded			
Degree				Degree	Class	Division	Date of award
or Cert.Ed							
PGCE				Key Stage			
Other				Subject			
What other subject(s) can you teach?							

**SECONDARY SCHOOL EDUCATION**

Establishment(s)	From	To

**Examinations** (for **first teaching appointment** in a Local Authority –maintained School in England or Wales please give details of ‘A’ Levels and GCSEs, or equivalent: i.e. Subject, Date, Results/Grade).

Subject	Date	Results/Grade

**OTHER QUALIFICATIONS OBTAINED**

Course and Organising Body	Date	Qualification

**PERIODS NOT ACCOUNTED FOR IN PREVIOUS SECTIONS SINCE AGE 18** (Please give details)

	From		To	
	Month	Year	Month	Year

**LEISURE INTERESTS**

Please state briefly what your main leisure interests are, particularly where these are relevant to the work for which you are applying.

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**REFERENCES**

Please give the names, addresses and status of two referees who may be approached now. **References from friends or relatives are not acceptable.**

(If you are currently employed as a teacher, one referee **must** be your present Headteacher).

<b>1) Name:</b>	<b>Status:</b>
<b>Address:</b>	
<b>Telephone:</b> <b>email:</b>	
<b>2) Name:</b>	<b>Status:</b>
<b>Address:</b>	
<b>Telephone:</b> <b>email:</b>	

If you are known to the referees by another name (e.g. previous name) please inform them of your present name and advise that we may be in contact.

<b>From what source did you learn of this vacancy?</b>	
<b>Are you a relative or partner of any employee or governor of the School?</b>	Yes/No
If yes, please give details: .....	
<b>Has someone else completed this form on your behalf?</b>	Yes/No
If yes, please provide the person's name and an explanation:	

If you are not currently employed in a maintained school in this authority you must supply additional information below:

<b>ADDITIONAL INFORMATION</b> (for salary and pension purposes)	
National Insurance No:	Teacher Reference no(DfES) --/-----
Date of Recognition*	Date of registration with the GTC:.
<b>*If this would be your first teaching appointment in a Local Authority – Maintained School in England or Wales, please attach a copy of your letter from the DFES granting you Qualified Teacher Status.</b>	
<b>PENSIONS</b>	
Are you currently in receipt of a pension from Teachers' Pensions?	Yes/No
Have you elected to OPT-OUT of the Teachers' Superannuation Scheme?:	Yes/No If Yes, please provide date
Have you elected to participate in the Part-Time Teachers' Superannuation Scheme?	Yes/No If Yes, please provide date
Have you elected to pay additional Superannuation Contributions through the Teachers' Scheme?:	Yes/No If Yes, please provide date
<b>If yes, please indicate whether these are:</b>	
i) Widower's Contributions	Yes/No %
ii) Purchase of Past added Years	Yes/No %
iii) Additional voluntary contributions via Prudential Assurance Co.	Yes/No %

Please attach a copy of the Teachers' Pensions notification as appropriate.

<p><b>CRIMINAL RECORDS CHECK - DISCLOSURE &amp; BARRING SERVICE (DBS)</b></p> <p>From 1<sup>st</sup> December 2012, the Criminal Records Bureau (CRB) will merge with the Independent Safeguarding Authority (ISA) to form the Disclosure &amp; Barring Service (DBS) and new disclosure certificates received by the Council will be branded DBS. If you are appointed, you will be required to complete a disclosure application that will be sent to the DBS. The DBS will provide a report to you and to the local authority on whether you have any history of criminal convictions, including cautions and bind-overs. All posts in Schools are exempt from the Rehabilitation of Offenders Act 1974; this means that you must declare all convictions, including those that would generally be regarded as 'spent'. The existence of a criminal background does not automatically mean that you cannot be appointed but it may do so.</p> <p><b>THE IMMIGRATION, ASYLUM AND NATIONALITY ACT 2006</b></p> <p>In accordance with the Immigration, Asylum and Nationality Act 2006, the Governing Body will require new members of staff to provide documentary evidence that they are entitled to undertake the position applied for/have an ongoing entitlement to live and work in the United Kingdom. Therefore, on offer of and before commencing a position, candidates should provide documentary evidence of their right to live and work in the UK.</p> <p><b>DECLARATION</b></p> <p>I certify that the information given above and overleaf is correct to the best of my knowledge.  I understand that an offer of appointment will be subject to satisfactory references, DBS clearance, proof of identity and right to live and work in UK, medical checks and relevant qualifications.  I give consent for personal information provided as part of this application to be held in accordance with the Data Protection Act 1988.  I accept that if any of the enclosed information is found to be untrue or misleading after my appointment, I may be liable for dismissal without notice.</p> <p><b>Signature:</b></p>	<b>Date:</b>
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In the interests of economy, receipt of this application may not be acknowledged unless specifically requested (in which case please enclose S.A.E)



**YOU NOW NEED TO COMPLETE THE PERSON SPECIFICATION FORM**

## Hertfordshire County Council Person Specification Form

<b>Name:</b>	
<b>Job Title:</b>	
<b>School:</b>	

**PLEASE COMPLETE IN BLACK TO FACILITATE PHOTOCOPYING**

You are requested to complete this form (using supplementary sheets if there is insufficient space for any entry)

- It is essential that you complete and return this form
- This form is your chance to show us how well you can do this job
- Remember just saying you can do it is not enough; we need an example.
- You can use examples from work, school, college, hobbies, voluntary work or daily life.

<b>Example:</b> Ability to prioritise workload
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In my current job I plan my work on a daily basis but adjust it when an urgent query or problem arises, e.g. when another team member unexpectedly calls in sick. I always raise any urgent issues with my manager.
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<b>SKILLS AND ABILITIES</b>
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## EXPERIENCE

## KNOWLEDGE

Please note that if you are invited to interview, you will be asked about the boundaries between adults and children in a school.

Signed:

Date: