

**Hugh Christie School
White Cottage Road
Tonbridge
Kent
TN10 4PU**

**CHAIR OF GOVERNORS
EXECUTIVE PRINCIPAL
HEAD OF SCHOOL**

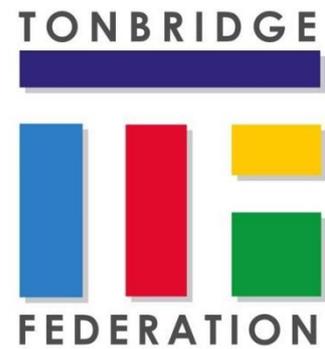
**Sue Mason
Jon Barker
Mark Fenn**

www.hughchristie.kent.sch.uk

Briefing Pack for:

**The appointment of
Full Time Teacher of
Social Sciences**

Start date: September 2022



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Hugh Christie School

Full-Time Teacher of Social Science

Are you enthusiastic to spark a curiosity for Social Sciences in our young people? Are you keen to keep developing your own subject and pedagogical knowledge? Are you looking to collaborate and grow in a supportive and environment?

We are delighted to have the opportunity to take on a new Social Science Teacher who loves their subject, is eager to engage in research and believes that every student should be given the best chance to succeed. We are looking for a teacher who will bring their own dynamism and positive attitude and become a trusted and valued team member.

The successful candidate will have high expectations of their students, strong subject knowledge. The ability or desire to teach at KS5 is a bonus.

CPD is at the heart of good teaching and the heart of our Department vision: the successful candidate will be supported to continue their own learning and develop their own specialisms and interests.

Hugh Christie is a mixed all-ability school rated 'Good' by Ofsted in 2017. The school is a welcoming community with a friendly atmosphere. All staff strive to ensure every child is happy, successful and prepared for adult life.

To support teacher welfare, we benefit from an early 1.35pm finish on Fridays and a two-week half term in October.

This position would suit an Early Career Teacher, a teacher looking for their first move or an experienced teacher in search of a collaborative and innovative department.

Please contact Mrs N Riddle for an application pack on 01732 353544 ext 242 or nriddle@tonbridgefederation.co.uk. Further information is available on the school's website: www.hughchristie.kent.sch.uk. For more information about the role, please contact Palak Shah on pshah@tonbridgefederation.co.uk

Closing date for applications: Monday 7th February

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure



January 2022

Dear Applicant,

Thank you for expressing an interest in the post of Teacher of Social Science.

Hugh Christie is part of the Tonbridge Federation - a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - www.hughchristie.kent.sch.uk.

I have been at Hugh Christie for nearly seventeen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

This post would be suitable for both experienced and Early Career Teachers. The department is excellent at supporting new teachers and you will receive lots of support. You need to be a good team member and effective communicator.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please refer to the job description and Emotional Intelligence standards later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 242 or by email via nriddle@tonbridgefederation.co.uk

I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker
Executive Principal

Hugh Christie School and Long Mead School Vision Statement

Aspiring to be outstanding:

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

Every child has the opportunity to receive a high quality of education:

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

Disadvantaged and SEND children receive equality of opportunity:

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.
- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.

- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

Our 'Learning Journey' prepares children well for the future:

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.

Developing a strong sense of community, leadership and character underpinned by British values:

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.

Preparing for the future:

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

About Hugh Christie School

Hugh Christie is 'The Place to be...'

Hugh Christie opened in 1957 as a co-educational school for children of all needs and abilities. We have around 925 students on roll. Based in Tonbridge with excellent transport links, the school is housed in new buildings on an attractive campus with excellent facilities. It is our aim that every child at Hugh Christie is happy, successful and well prepared for adult life.

Our priorities for the school are that;

- Every student achieves their very best
- Our students make better progress because every teacher is good and on the journey to outstanding
- Students are happy, behave well and engage with their learning
- We make a greater difference to the lives of our students because we aspire to outstanding leadership
- Our provision meets the academic, economic, social, cultural and emotional needs of all our students and ensures they are well prepared for adult life in modern Britain.

We are very proud of the students and staff at Hugh Christie. We are passionate about providing a unique learning experience for your child that will enable them to achieve well, learning new skills, enjoy learning and have a successful and prosperous future.

Who was Hugh Christie?

Hugh Christie was a pioneer in every way. Born in London and the son of a city merchant, he was a farmer, public servant and educationalist and lived in Quarry Hill, Tonbridge. A founder member of the National Farmers Union and also involved in the formation of the Women's Institute, in 1957 during the year in which our school was founded bearing his name, he was awarded the OBE for political and public services in Kent. A man of outstanding character, integrity and courage, he died in 1962.

SOCIOLOGY



**Director of Learning - Miss
Amelia Masson**

Subject Intent

Sociology aims to give students an understanding about the world around them. Students explore a range of perspectives including Marxism, Functionalism, Feminism and Interactionism in order to understand how issues in society can be understood differently according to each perspective. We aim to enable students to debate big issues which affect everybody in society and in doing so students develop weighted arguments which supports their ability to analyse and to think critically and creatively.

Age Related Learning Objectives (ARLOs)

[Year 9](#)

Knowledge Organisers

[Year 9 Sociology](#)

Exam Board Specifications

[GCSE Sociology \(Eduqas\)](#)
[IBDP Social and Cultural Anthropology](#)

Subject Learning Journey

[GCSE Sociology](#)
[IB Social and Cultural Anthropology](#)

Key Stage 4	<p>EDUQAS GCSE SOCIOLOGY</p> <p>COURSE CONTENT</p> <p>Sociology is the study of society. Through the examining both the historical and contemporary issues in families, education, crime and social stratification, students will have the opportunity to develop the knowledge and skills to understand these issues and the methods used to research them.</p> <p>The specification used by Hugh Christie is the Eduqas GCSE Sociology specification. Although this specification 100% exam based, students will have several opportunities to develop their knowledge and skills through doing their own sociological research and writing up their findings like true sociologists do.</p> <p>ASSESSMENT</p> <p>Exam Component 1 Key concepts and processes of cultural transmission Families Education Sociological research methods</p> <p>Exam Component 2 Social differentiation and stratification Crime and deviance Applied methods of sociological enquiry</p>
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<p>Key Stage 5</p>	<p style="text-align: center;">AQA A-Level GCE Sociology</p> <p>Sociology is a social science that focuses on society, human social behaviour, patterns of social relationships and of social interaction.</p> <p>Sociological approaches form the basis of all that will be taught and the approaches will be applied to topics on education, research methods and crime and deviance.</p> <p>You will gain a greater understanding of the roles and function of the education system, you will examine how to use qualitative and quantitative methods of research and gain a greater understanding of crime, deviance, social order and social control.</p> <p>There will also be an opportunity to study additional topics in sociology including families, culture and identity and global development to name a few.</p> <p>The qualification carries UCAS points and if it is taken alongside other qualifications as part of a two-year programme of learning then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualifications learners have taken. The qualification can also support progression to employment directly or via an Apprenticeship.</p> <p>COURSE CONTENT AND ASSESSMENT</p> <p>Paper One: Education with Theory and Methods</p> <p>You will explore relationships and processes within schools, the significance of educational policies and explore the role and function of the education system. This is a written exam. 2 hours Externally Assessed</p> <p>Paper Two: Topics in Sociology</p>
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This is a written exam where you will be expected to foster a critical awareness of contemporary social processes and change, and draw together the knowledge, understanding and skills learnt in different aspects of the course.

1 hour 30

Externally Assessed

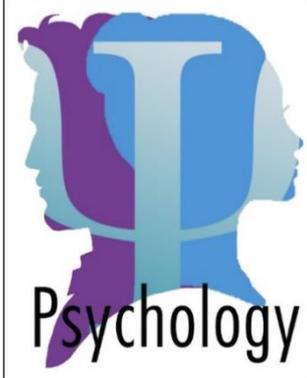
Paper 3: Crime and Deviance with Theory and Methods

You are expected to be familiar with sociological explanations of crime and deviance, social order and social control, the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime, globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes. This is a written exam

2 hours

Externally Assessed

PSYCHOLOGY



Director of Learning - Miss Amelia Masson

Subject Intent

Psychology aims to develop an awareness of how research findings can be applied to better understand human behaviour and how ethical practices are upheld in Psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behaviour and explore alternative explanations of behaviour. They also understand and use diverse methods of psychological inquiry.

Psychology develops a scientific curiosity about the human mind and its influences on behaviour, and equipping students with the knowledge and skills to research this.

Exam Board Specifications

[Pearson BTEC Level 3 in Applied Psychology](#)

Subject Learning Journey

[Psychology](#)

<p>Key Stage 5</p>	<p align="center">Pearson Edexcel BTEC Level 3 in Psychology</p> <p>Psychology is the study of human behaviour and mental processes. It provides a unique approach to understanding modern society.</p> <p>Psychology examines the applications of psychological approaches, conducting psychological research and health psychology</p> <p>Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour.</p> <p>The ethical concerns raised by the methodology and application of psychological research are key considerations.</p> <p>The qualification carries UCAS points and if it is taken alongside other qualifications as part of a two-year programme of learning then it is recognised by higher education providers as contributing to meeting admission requirements for many courses. It will support entry to many higher education courses, depending on the other qualifications learners have taken. The qualification can also support progression to employment directly or via an Apprenticeship.</p> <p>Previous students have gone on to study Psychology, Politics, Law and Criminology at university or have gone directly into further training for careers in the Police Force and health care sector.</p> <p>COURSE CONTENT AND ASSESSMENT</p> <p>Unit 1: Psychological Approaches and Applications</p> <p>You will explore four key approaches in psychology – social, cognitive, learning and biological – and apply these approaches to issues relevant to contemporary society.</p> <p>Externally Assessed</p> <p>1.5 hours</p> <p>Unit 2: Conducting Psychological Research</p> <p>You will develop knowledge, understanding and skills in the scientific process and in psychological research</p>
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methodology through their own psychological research project.

Internally Assessed

Unit 3: Health Psychology

You will explore psychological approaches, theories and studies related to lifestyle choices, unhealthy behaviours and behavioural change, linking them to their specific contexts.

Externally Assessed

2 hours

Optional Unit: Learners complete one unit to be decided by subject teacher:

Criminal and Forensic Psychology

You will explore the different theories used to explain criminal behaviour and the application of criminal and forensic psychology in the criminal justice system

Internally Assessed

Or

Applied Sport Psychology

You will explore key theories in sport psychology, their application to sporting environments and the interventions that can be implemented to influence sporting performance positively.

Internally Assessed

HEALTH AND SOCIAL CARE

	<p><u>The Team</u></p> <ul style="list-style-type: none"> • Mr Matthew Goss – Director of Learning • Miss Amelia Masson • Miss Hannah Batchelor - KMT
<p>Subject Intent</p>	<p>To discover the impact of positive and negative human development and to critically analyse how these factors affect our day to day lives. Students will explore academically and practically areas that influence how we develop throughout life stages and in turn raise expectations of how we can live successful and healthy lives now and in our future. Health and social care is currently one of the fastest growing service sectors nationally, particularly in the local area.</p>
<p>Exam Board Specifications</p>	<p>BTEC Level 1/Level 2 Tech Award BTEC Level 3 National Extended Certificate</p>
<p>Subject Learning Journey</p>	<p>Health and Social Care</p>
<p>Knowledge Organiser</p>	<p>Year 9</p>
<p>Key Stage 4</p>	<p>Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care</p> <p>Component 1 - Human Lifespan Development You will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events. Internally assessed</p> <p>Component 2 – Health and Social Care Services and Values</p>

	<p>You will study and explore practically, health and social care services and how they meet the needs of real service users. Internally assessed</p> <p>Component 3 – Health and Wellbeing You will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. Externally assessed</p>
<p>Key Stage 5</p>	<p>Pearson BTEC Level 3 National Extended Certificate in Health and Social Care</p> <p>Year 12:</p> <p>Unit 1 - Human Lifespan Development</p> <p>Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.</p> <p>Assessment - Externally set examination</p> <p>Unit 5 - Meeting Individual Care and Support Needs</p> <p>Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines</p> <p>Assessment - Internally set assignment</p> <p>Year 13:</p> <p>Unit 2 - Working in Health and Social Care</p> <p>Learners explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.</p> <p>Assessment - Externally set examination</p> <p>Unit 10 – Sociological Perspectives</p> <p>Learners explore the sociological perspectives of health care provision and the different models of health and illness, including the impact that family,</p>

	<p>occupation, social class and other aspects of our environment and culture have on our health.</p> <p>Assessment - Internally set assignment</p> <p>Entry Requirements</p> <p>Five Grades 9 to 4 at GCSE.</p>
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The Emotional Intelligence Competencies

SELF-AWARENESS

Emotional Self-Awareness:
Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

Accurate Self-Assessment:
Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

Self-Confidence:
A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

SOCIAL AWARENESS

Empathy:
Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

Organisational Awareness:
Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

Service Orientation:
Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

SELF-MANAGEMENT**Emotional Self-Control:**

Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

Transparency:

Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

Adaptability:

Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

Achievement Orientation:

Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

Initiative:

Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

***RELATIONSHIP
MANAGEMENT*****Developing Others:**

Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

Inspirational Leadership:

Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

Change Catalyst:

Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

Influence:

Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support

Conflict Management:

Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

SELF-MANAGEMENT

Optimism:

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

***RELATIONSHIP
MANAGEMENT***

Teamwork & Collaboration:

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds

Job Description for Teachers

Overarching Purpose

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Job Title: Teacher of Social Science

Responsible to: Director of Learning for Social Science

Responsible for: Teaching and supporting all designated classes

Specific Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all students
- To monitor and support the overall progress and development of students as a Teacher and Advisor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Duties:

The conditions of employment of School Teachers specify the general professional duties of all teachers. The safeguarding of children and young people underpins the work of the Tonbridge Federation and must be adhered to as a prime responsibility. All staff working in the federation must read and understand our safeguarding policy and statutory guidance on safeguarding before employment begins and on a regular basis. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

Principal Responsibilities

1. Teaching:

- To contribute to the teaching of designated subjects in the school
- To consistently teach high quality lessons
- To participate in the development of appropriate syllabuses, schemes of work, lessons and materials that meet the requirements of the Key Stage 3 & 4 (possibly 5) national curriculum
- To plan appropriately differentiated and scaffolded lessons for students including for disadvantaged students
- To share good practice across the school and federation
- To maintain appropriate records and to provide relevant accurate and up-to-date information

- To complete a SIMs register at the beginning of each timetabled teaching period
- To complete the relevant documentation to assist in the tracking of students
- To attend and participate in subject meetings and parent consultation events
- To set and mark appropriate classwork and homework and monitor progress in line with subject and school marking and AFL policies and procedures
- To supervise the use and care of rooms assigned to the subject including adherence to Health and Safety regulations
- To be responsible for the storage and use of learning resources used whilst teaching
- To be a pastoral Advisor and teach PSHE where appropriate
- To set high expectations for staff and students in relation to standards of achievement and the quality of learning & teaching
- Prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures
- To ensure the effective/efficient deployment of classroom support
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of Science
- Promote Social Science learning through out-of-hours activities
- Ensuring a high quality learning environment within the Social Science area

2. Assessment, Feedback and Tracking:

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement
- Mark, grade and give written/verbal and diagnostic feedback as required
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- Follow setting and co-ordinating assessment arrangements in Social Science at all Key Stages, and in all areas as required by school policies, including standardising those assessments

3. Staff Development:

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- Participate in whole school CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.

4. Student Support and Progress:

- To be an advisor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the advisory group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to the PSHE, citizenship and enterprise programmes according to school policy
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams and directors of learning

5. Communication, Marketing and Liaison:

- To communicate effectively with the parents/carers of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

6. Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example

- To actively promote school policies and procedures
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually
- To set cover work during any leave of absence

7. Personal and Professional Conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- Act with honesty and integrity
- Forge positive professional relationships with all stakeholders
- Be committed to collaboration and co-operative working
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the Tonbridge Federation and maintain high standards in their own attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Notes:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It can be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School.