



KING EDWARD'S SCHOOL
BIRMINGHAM

Teacher of Psychology (part-time)

Teacher of Psychology

We are looking for an experienced graduate, exceptional teacher and inspirational colleague to teach Psychology at A Level in this academically selective school, from September 2025.

With the reintroduction of A Levels at King Edward's School, Psychology will be a new subject. The Department is a cross-school Department, with the Head of Department based at King Edward's High School for Girls, on the same campus as King Edward's School. The role may involve in the short or long term some teaching at KEHS, where the department is one of the most consistently successful in the school.

The role is a part time position (0.6) with the possibility of a full time role being available for suitable candidates who are able to offer another subject.

The person appointed will also be expected to contribute to the School's extensive extra-curricular programme.

Academic success

KES regularly ranks as one of the top performing academic boys' schools in the country. Academic standards in the School are extremely high: in 2024, of the cohort of 132 pupils, 95% took at least 10 GCSEs. Thirteen pupils achieved at least ten straight 9s of whom three achieved eleven straight 9s across their GCSEs; 43% of grades were 9s.

KES pupils will maintain the long-standing tradition of attending prestigious UK universities including Oxford, Cambridge, Imperial and other Russell Group institutions, and pathways to US universities have also been explored, with one pupil heading to Purdue University in Indiana to major in Multidisciplinary Engineering. Pupils will once again embark on a rich variety of degrees.

Job Description

A. Teaching

- Plan and deliver lessons in accordance with the department's scheme of work and which reflect the priorities of the school
- Liaise with relevant colleagues on the planning of work for collaborative delivery
- Take account of pupils' prior levels of attainment and use them to inform planning and set targets for future improvement
- Set high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with the school's Behaviour Policy
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work

B. Assessment, Recording and Reporting

- Assess and return work within a reasonable and agreed time span providing constructive oral and written feedback, and clear targets for future learning as appropriate
- Report on pupil progress in line with school policy and as specified in the published calendar
- Keep parents informed of pupil progress by attendance at Parents' Evenings, and by other means as appropriate
- Maintain appropriate records of assessments in line with department and school policy
- Be familiar with the code of practice for identification, referral, assessment and monitoring of special educational needs

C. Pastoral Care

- Undertake responsibility for a form group as required, including tutor/tutee interviews
- Be the first point of contact for parents of pupils in the form
- Set targets for and monitor the social and academic progress of pupils.
- Undertake responsibility for the delivery of the PSHE programme.
- Promote good attendance and monitor in accordance with School policy

D. Professional Standards

- Support the aims of the school and adhere to the Staff Code of Conduct
- Support the implementation of all school policies and procedures as laid out in the Staff Handbook
- Treat all members of the School community with respect and consideration
- Treat all pupils fairly, consistently and without prejudice
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance
- Attend and participate in events such as open days and options evenings. Support those events in which form members are involved e.g. concerts
- Participate in the School's extracurricular programme, which includes activities, clubs and societies, sport and music

- Take responsibility for professional development, participating in staff training and the school's arrangements for appraisal
- Participate in the management of the School by attending departmental and other staff meetings
- Ensure that all deadlines are met as published in the school calendar
- Take responsibility for matters relating to health and safety in line with school policy
- Undertake duties that may be reasonably assigned by the Chief Master & Principal (directly or indirectly)

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement, but in any case will be reviewed during the appraisal process.

The candidate will visibly maintain the highest professional standards, have excellent interpersonal communication, presentational and ICT skills and have the ability to work flexibly within the school structure.

Person Specification

The ideal candidate would be expected to show evidence of many of the following skills and qualities. The following information demonstrates qualities that would be considered essential or desirable and how these will be tested during the recruitment process.

Qualifications and Training	Essential	Desirable
Qualified Teacher Status (UK)	Yes	
Courses of further study relevant to the post		Yes
An honours degree in Psychology or a related subject	Yes	
Evidence of involvement in personal CPD	Yes	

Experience	Essential	Desirable
Experience of teaching in a highly academic context		Yes
Experience of teaching the full 11-18 age range		Yes
Clear understanding and knowledge of current issues related to the subject	Yes	

Skills	Essential	Desirable
A clear understanding of how to engage with school data	Yes	
Ability to think originally and creatively and show initiative	Yes	
Commitment to high standards of Psychology teaching and learning	Yes	
Ability to teach high quality lessons	Yes	
The potential to lead and motivate teams		Yes
Strong people management skills	Yes	
Excellent organisation abilities	Yes	
High levels of ICT competency		Yes

Personal characteristics	Essential	Desirable
Ability to cope with pressure	Yes	
Ability to communicate effectively with parents, students and staff in a variety of ways	Yes	
Understanding and commitment to equality of opportunity for all	Yes	
Understanding of, and a commitment to the ethos of the school as a community	Yes	
Tact, discretion and diplomacy	Yes	
A genuine liking of people and the ability to show warmth, good-humour, empathy and sensitivity	Yes	

How to apply

To apply for this role, please forward a completed application form (available for download at www.kes.org.uk/vacancies) and a covering letter addressed to the Chief Master & Principal by email to: kesrecruitment@keschools.org.uk

The deadline for applications is **Wednesday 15th January, 8am.**

If you have any queries about the role or would like to discuss it in more detail, please contact the Deputy Head Co-Curricular, Matt Bartlett by email: m.bartlett@keschools.org.uk

King Edward's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants invited to interview will be required to provide proof of identity, preferably a birth certificate, although where this is not available we will accept other forms of ID. Online searches will also be carried out for all shortlisted candidates, as required by Keeping Children Safe in Education 2022. Successful candidates will be required to undergo an enhanced DBS check and other pre-employment checks. A copy of the School's Recruitment, Selection and Disclosure Policy is available on the website www.kes.org.uk.