JOB DESCRIPTION

Role: **Teacher of History**

Accountable to: **Director of Humanities**

Grade: **Teachers' Main Pay Scale**

PURPOSE	**The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.**	
		Key Standards or KPIs
Key Performance Area 1	**Knowledge, Understanding and Personal Development**	
	Knowledge and understanding of: • The characteristics of high-quality pedagogy and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students • Professional responsibilities in relation to all school policies and practices • The implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning • The need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught • How to achieve challenging and professional goals • How to be a good role model to the students in all aspects of the professional role. • The relationship of the subject to the curriculum and the development of literacy and numeracy skills • Safeguarding practice	• Lesson plans and resources in place • Staff handbook • Learning Plans and adapted lesson plans in place • Quality Improvement

Key Performance Area 2	**Planning, Assessment and Evaluation**	
	• Ensure that good quality lesson plans with clear learning intentions are in place, with associated resources • Mark key assessment pieces and monitor students' homework, providing constructive verbal and written feedback, setting clear targets for students' progress, in line with faculty/whole school practice • Analyse students and school data, including prior attainment or achievement to inform policy and	• Lesson plans and resources in place • Books marked regularly and curriculum targets set, in line with

	practice, target setting, teaching and learning, always ensuring high expectations. • Work with the Inclusion Faculty to set subject specific targets for identified students who have SEND • Contribute to the production of the Faculty Development Plan, as required • Contribute to the development of faculty curriculum design and implementation	school and faculty policy • Action is taken to support delivery of IEPs/learning plans
Key Performance Area 3	**Teaching, Learning and Achievement**	
	• Ensure effective teaching of whole classes, groups and individuals so that teaching intentions are met, pace and challenge is maintained, and best use is made of teaching time. This includes the use of adaptive teaching strategies a formative assessment. • Set high expectations of student behaviour and engagement, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships. • Use pedagogy which keep students engaged and challenged, including stimulating students' intellectual curiosity, effective questioning, modelling and response, clear presentation and good use of resources. • Through concise and consistent planning and assessment of lessons, secure progress towards student targets.	• Lesson plans/ Observations • School procedures followed re: Behaviour for Learning • Feedback provided to students via marking/ assessment and discussions • Data on SIMS and SISRA
Key Performance Area 4	**Resource Management**	
	• Promote an ethos of teamwork and a culture of sharing good practice. • Provide an effective role model in terms of classroom practice. • Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met.	• Meeting with support staff, colleagues and others
Key Performance Area 5	**Developing Others and Wider Responsibilities**	
	• Establish effective working relationships with professional colleagues, including support staff and our wider community. • Through whole school assessment practice, develop secure 'reporting to parents/carers' practice. • Develop and engage in additional learning opportunities through extra-curricular practice. • Contribute to the impact of the school's community values and the British values.	• Assessment procedures followed

This job specification may be reviewed by the Academy Headteacher, as necessary, and may be amended at any time after consultation with you.

PERSON SPECIFICATION
POST: Teacher of Humanities

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
TEACHING			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Effective classroom practitioner	✓		Application/Interview
Ability to teach KS3 Humanities and KS4 History	✓		Application/Interview
Ability to teach KS5 History		✓	Application/Interview
KNOWLEDGE/UNDERSTANDING			
Appreciation and application of current research on professional development, teaching and learning – curriculum, pedagogy and assessment	✓		Application/Interview
Secure knowledge and understanding of all National Curriculum requirements, behaviour, attendance and safeguarding strategies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other faculty subjects and the whole school curriculum	✓		Application/Interview
MANAGEMENT			
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards	✓		Application/Interview
Evidence of good people skills	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Ability to analyse data for form and teaching groups	✓		Application/Interview
GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview
Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
Willingness to support colleagues	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to the school's community and British values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to the school and Trust's aims and strategies for improving standards	✓		Interview