

**JOB DESCRIPTION
TEACHER OF HUMANITIES
(HISTORY, RS, or GEOGRAPHY)**



Salary: MPS/UPS

The person will carry out the professional duties of a teacher other than a Principal (as described in Part XII of the STPCD 2002) including those duties particularly assigned to him/her by the Principal, shall have the following responsibilities:

1. TEACHING

In each case having regard to the curriculum for the Academy and with a view to promoting the development of the abilities, aptitudes and well-being of the students in any class or group assigned to you:

- To plan and prepare lessons according to the Faculty's agreed schemes of work.
- To teach a range of classes in Years 7 – 13 according to their educational needs.
- To mark work carried out by the student in Academy or elsewhere.
- To assess, record and report on the development, progress and attainment of students in keeping with the Faculty and whole Academy Assessment, Recording and Reporting policies. This may include oral and written assessment and references relating to individual students or groups of students.
- To fulfil the Academy homework policy.

2. OTHER ACTIVITIES

- To promote the general progress and well-being of individual students of any class or students assigned to you.
- To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.
- To make records and report on the personal and social needs of students.
- To communicate and consult with students' parents or legal guardians.
- To communicate and co-operate with external agencies and participate in meetings for any of the purposes described above.

3. PERFORMANCE MANAGEMENT

- To participate in arrangements made in accordance with regulations made under section 49 of the Education (No.2) Act 1986 for the performance appraisal of teachers.
- To review from time to time your methods of teaching and programmes of work.
- To participate in arrangements for your further training and professional development as a teacher including undertaking training and professional development and professional development which aims to meet needs identified in performance management objectives or in performance management statements, driven by the faculty's improvement plan.
- To participate in arrangements for supervision and training as part of the induction period pursuant to the Induction Regulations, where this is appropriate.
- To lead the annual performance management cycle for staff within the Faculty as prescribed by the Academy Performance management policy, by reviewing the achievement, and impact of previous years targets, and setting the forthcoming years targets in conjunction with the Academy and faculty improvement plans and bespoke CPD aspirations of the reviewee.

4. PEDAGOGY

- To advise and co-operate with the SLT and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

5. DISCIPLINE, HEALTH AND SAFETY

- To maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on the Academy premises and when they are engaged in authorised Academy activities elsewhere.
- To be responsible to the Head of Faculty for the maintenance of good order and discipline and the promotion of rewards within your Faculty.

6. STAFF MEETINGS

- To participate in meetings at the Academy which relate to the curriculum for the Academy or the administration or organisation of the Academy, including pastoral arrangements.
- To deputise for the Head of Faculty in Academy meetings as requested

7. COVER

- To supervise and, as far as is practicable, teach any students whose teacher is not available to teach them, subject to the conditions detailed in the Academy Teachers' Pay and Conditions document.
- To ensure all subject areas within your Faculty have contingency plans for covered lessons and total isolations in conjunction with your Head of Faculty.

8. EXAMINATIONS

- To participate in arrangements for preparing students for public and internal examinations and in assessing students for the purposes of such examinations and recording and reporting such assessments.
- To prepare all internal assessments that is denoted within the Schemes of Work within your Key Stage
- To ensure all students are entered for appropriate examinations (both external and internal) in conjunction with your Head of Faculty and the examinations officer.
- To ensure all examination data is available and collated from staff and the examinations officer in a clear and coherent style for the use of analysis by the Head of Faculty, Head of Academic Progress, SLT and the Governing Body.

9. ADMINISTRATION

- To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the Academy; and
- To attend assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after Academy sessions.

10. RELATIONSHIPS

- Work alongside the Head of Faculty to fulfil a supporting role to all teaching staff within your Key Stage and to be able to assume leadership and management by standing in for the Head of Faculty in case of absence.
- You will work closely with other members of your Faculty, your Head of Faculty, the Senior Leadership Team, SENCO, Heads of Academic Progress and Faculties and with all other members of your respective teams, i.e. Year and duty teams.
- Keep parents and carers well informed about their child's achievements/progress and targets for further improvement if in need of Faculty intervention.
- You will also work with officers of external agencies directly involved in the guidance and welfare of your Year Group.

11. RESPONSIBILITY LEVEL

- You will be directly responsible to your Head of Faculty, Duty Team leader and Head of Academic Progress (as a form tutor). You will also work with consultants, advisers and officers of external agencies directly involved in the guidance of your Faculty's development in conjunction with your Head of Faculty.

Person Specification

| Essential | Desirable |
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| Qualifications and Education | |
| <ul style="list-style-type: none"> • Suitable Degree • Qualified Teacher Status • Evidence of significant continued professional development | <ul style="list-style-type: none"> • Evidence of further pursuit of professional development and accreditation (e.g PGCert/PGDip/M.Ed) |
| Knowledge and Experience | |
| <ul style="list-style-type: none"> • Evidence of outstanding classroom practice within the past year. • Experience of teaching across the full age and ability range, including Post 16 • Excellent teaching skills and the desire to improve others' practise further. • Able to demonstrate high quality, creative and innovative classroom practice. • Clear knowledge and understanding of the effective use of Academy data to raise standards in teaching | <ul style="list-style-type: none"> • To have experience of monitoring the impact of teaching and learning intervention within the classroom setting and sharing this with whole staff • Leading or managing a team. • Clear knowledge of assessment strategies, procedures and implementation • Ability to use Information Technology to enhance teaching, including interactive whiteboards. |
| Personal Skills and Qualities | |
| <ul style="list-style-type: none"> • Motivated and committed to improving standards in the classroom • Effective interpersonal skills and communication to develop sound relationships with staff • Ability to manage time and prioritise workload to meet deadlines • Ability to inspire and support others | <ul style="list-style-type: none"> • Able to promote learning and enhance skills beyond the curriculum and classroom. • Desire for promotion and further professional development to support this. • Ability to promote good teaching and learning across the wider learning community |