



The Charter School East Dulwich

HISTORY TEACHER JOB DESCRIPTION

Post title: Teacher of History

Salary/Grade: Classroom Teachers Scale (Inner London)

Responsible for: Teaching of History

Reporting to: Humanities Faculty Leader

Purpose of the job

To provide high quality teaching, and enable effective use of resources and high standards of learning and achievement for pupils, within an atmosphere in which pupils feel challenged, valued and secure.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Responsible for

- Teaching History classes
- Leading a Form Tutor group
- The provision of a full learning experience and support for pupils

Liaising with

Head of History, Humanities Faculty Lead, Senior Leadership Team, teachers and support staff

Working time

Full time

Key functions

- To teach the subjects, classes and groups as allocated by the Subject Lead of History and the Senior Leadership Team
- To ensure that high quality teaching and learning takes place in all allocated classes
- To support and participate in the curriculum development work of the History Curriculum Area, including the writing of schemes of work and programmes of study
- To assist the Subject Lead of History in the maintenance of high standards of work and behaviour

within the subject

- To be a Form Tutor and to carry out the specified duties as directed by the Year Leader
- To assist the Subject Lead of History in developing and implementing a full programme of extra-curricular History
- To support the Headteacher and Senior Leadership Team in the effective operation of the School

The main responsibilities of the post are to:

- Plan and prepare all resources for assigned classes and groups
- teach the classes allocated, and provide a well-planned, challenging and purposeful learning environment for pupils.
- support and carry out policies and practices to promote positive student behaviour and achievement in History within the framework of the Positive Discipline policy
- set homework on a regular basis and mark pupil work promptly
- Contribute positively to the subject and faculty team development through extra curricular activities and enthusiastic promotion of the subject and its benefits for students
- assess, monitor, record and report on pupil achievement in line with School and Curriculum Area policy, including creating pupil reports and attending parent's meetings
- assist in the identification of pupil special educational needs, and support the work of the Learning Support Team, including participation in the writing and review of individual education plans
- Maintain a neat, orderly and positive physical classroom environment
- Priorities the understanding of all student needs, learning gaps and closing these through a data driven approach, particularly to support pupil premium students, SEND and stretching high achieving students.
- share in the development of course outlines, syllabuses and schemes of work in History including creation of resources and lessons within the team
- follow the course outlines, syllabuses and schemes of work agreed by the History Curriculum Area
- make effective use of pupil performance data, and pupil and staff target-setting; and provide relevant information to the Senior Leadership Team
- take part in the school's instructional coaching model to support collective teaching development and continually reflect upon and improve individual teaching practice.
- monitor and record pupil attendance and punctuality in line with School policy, and support the Subject Leader and Leadership team in the maintenance of high levels of pupil attendance
- prepare for and attend History Team and Year Team meetings and support the work of the History Team and the Year Team

All teachers have a duty to:

- Follow all safeguarding expectations and guidelines as set out by the school and LA
- participate in and support the Continuous Development Policy (Appraisal)
- support the school's review and refine approach through positive and active participation in the faculty and school development plans, reviews and collective improvement.
- undertake specific duties within the History Team as agreed with Subject Lead of History
- create a purposeful and positive school culture through building positive professional relationships with students and staff
- Create a supportive home-school dialogue through effective and regular contact with student families as required through the job role
- Take personal responsibility for both the overall professional delivery of the role of a teacher and use line management to effectively seek support in aspects of the post as needed
- undertake such other duties as reasonably required by the Head Teacher

Person Specification: History Teacher

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher Status (secondary age range) ● Degree in History or relevant subject 	<ul style="list-style-type: none"> ● Evidence of further study beyond degree
Experience	<ul style="list-style-type: none"> ● Teaching History at KS3 and KS4 ● Experience of KS4 GCSE course design delivery and assessment ● History assessment ● Experience of raising attainment in a classroom environment ● Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour 	<ul style="list-style-type: none"> ● Evidence of improving the teaching and learning of History through schemes of work and extra-curricular activities ● Experience of teaching KS5
Skills & Abilities	<ul style="list-style-type: none"> ● Demonstrate high expectations which inspire, enthuse, motivate and challenge students to achieve their best: ● Excellent classroom teacher ● Excellent behaviour management skills ● Ability to tailor lessons to student needs ● Ability to use assessment data to generate appropriate and effective intervention work ● Demonstrate a strategic and creative approach to problem solving ● Ability to build and maintain effective relationships through excellent interpersonal skills ● Demonstrate excellent communication skills (verbally and written) ● Ability to develop effective teamwork ● Demonstrate inclusive approach to education ● Ability to work under pressure, maintaining a high sense of perspective ● Ability to manage own time effectively ● Commitment to regular on-going professional development ● Commitment to collaborative working practices 	
Personal Qualities	<ul style="list-style-type: none"> ● Professional, enterprising ● Outgoing, approachable, inclusive ● Positive, adaptable ● Energetic and enthusiastic ● Self-motivated, self- confident, reliable ● Generosity of spirit, sense of humour ● Committed to improving outcomes for all students ● Team Player 	<ul style="list-style-type: none"> ● Experience of pastoral responsibility in a secondary school

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory and institutional requirements.

The post holder may be required to perform any other reasonable tasks after consultation.

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 constructed.

All staff participate in the school's performance management scheme.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.

We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.