

## MATERNITY COVER – TEACHER OF SOCIAL SCIENCES (Health, Sociology & Psychology)

### Job Details

**Post title: Teacher of Social Sciences**

**Salary Range: MPS/UPS**

**Accountable to: SLT**

### Overall Purpose of

The Teacher of Social Sciences will ensure the highest standards of learning, progress and personal development for all students studying Social Sciences across Key Stage 4 (and KS5 if offered). The post-holder will plan, prepare and deliver high-quality lessons, assess progress accurately, contribute to curriculum development and uphold the ethos, expectations and values of Flixton Girls School and *The Flixton Way*.

They will inspire students to engage critically with society, behaviour and human experience; develop sociological and psychological thinking skills; and contribute positively to the wider school community.

### Main purpose of the post

**Set high expectations which inspire, motivate and challenge all students:**

- Establish a safe, purposeful and stimulating learning environment built on mutual respect.
- Set ambitious goals that stretch and challenge students of all starting points.
- Model consistently high expectations, routines and professional conduct.
- Demonstrate the values and behaviours aligned to *The Flixton Way* (Ready, Respectful, Safe).

### Specific Responsibilities

**Promote good progress and outcomes by all students:**

1. Take responsibility for student progress, ensuring strong outcomes for all learners.
2. Plan scaffolded teaching sequences that build on students' prior knowledge and skills.
3. Support students to reflect on their learning and respond to feedback.
4. Demonstrate knowledge and understanding of how students learn creatively and practically.
5. Encourage students to take a responsible and conscientious attitude to their work and study.

### **Demonstrate good subject and curriculum knowledge**

1. Maintain secure subject knowledge in relevant Social Science disciplines (e.g., Sociology, Psychology and Health & Social Care).
2. Teach in line with GCSE and/or vocational specifications used by the school.
3. Address misconceptions and model high-quality academic writing, discussion and use of key terminology.
4. Promote disciplinary reading, sociological/psychological vocabulary and analytical thinking.
5. Stay informed on subject developments and research-informed pedagogy in Social Sciences.

### **Plan lessons and teach well-structured learning**

1. Plan and deliver engaging, challenging and well-sequenced lessons.
2. Use a broad range of pedagogical approaches (modelling, scaffolding, Rosenshine, TLAC, adaptive teaching).
3. Improve knowledge and develop understanding through effective use of lesson time.
4. Promote curiosity, scholarship, critical thinking and independent enquiry.
5. Set and assess homework and other out-of-class activities to consolidate and extend learning.
6. Contribute to the design and implementation of curriculum planning and resources.
7. Reflect systematically on the effectiveness of lessons and refine methods as needed.

### **Adapt teaching to respond to the strengths and needs of all students**

1. Know when and how to differentiate appropriately, using approaches enabling all students to learn effectively.
2. Understand how a range of factors can inhibit learning and implement strategies to overcome them.
3. Demonstrate awareness of physical, social and cognitive development and adapt approaches accordingly.
4. Understand the needs of all students, including SEND, EAL, high-ability and disadvantaged learners, and adapt teaching effectively.
5. Plan for, direct and be responsible for the work of support staff within lessons to ensure impact.

### **Make accurate and productive use of assessment**

- Make accurate and productive use of assessment in line with school expectations.
- Use a range of assessment for learning techniques to measure progress in lessons.

- Understand assessment requirements for relevant KS4 qualifications, including coursework.
- Mark work in line with departmental and whole-school policies.
- Make effective use of formative and summative assessment to secure student progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Record and track progress accurately on the school MIS.
- Give students regular feedback, both orally and through accurate marking, and encourage them to respond.
- Identify underachievement early and implement supportive interventions.

### **Manage behaviour effectively to ensure a good and safe learning environment**

1. Uphold the school's behaviour policy consistently and fairly.
2. Establish clear routines, expectations and boundaries in all lessons and around school.
3. Use relational, restorative and proactive behaviour strategies.
4. Maintain positive relationships and act decisively when required.
5. Promote courtesy, respect, punctuality and pride in work.
6. Prioritise safety when using musical equipment and instruments.

### **Additional Flixton Responsibilities**

1. Follow *The Flixton Way* and contribute to a positive, ambitious school culture.
2. Promote British Values, character development and cultural capital.
3. Embed literacy, numeracy and digital skills where appropriate.
4. Encourage healthy lifestyles, wellbeing and resilience across the student body.
5. Support leadership opportunities such as student ambassadors.
6. Undertake any reasonable duties assigned by senior staff.

## **General requirements**

### **Fulfil wider professional responsibilities**

1. Contribute to the wider life of the Social Sciences department and school. Lead or support extracurricular activities and enrichment opportunities.
2. Act as a Form Tutor and support the academic and pastoral development of students.
3. Support or help deliver inter-form/year group events, and whole-school evenings.
4. Communicate effectively with parents, carers and external agencies regarding student achievement and wellbeing - build positive relationships with them.
5. Develop strong professional relationships with colleagues and work collaboratively.
6. Deploy support staff effectively (where relevant).
7. Mentor or support ECTs or trainee teachers as required.

8. Engage fully in appraisal, coaching and CPD programmes.
9. Take responsibility for improving performance through professional development and responding to advice. Undertake necessary training associated with the post

### **Personal and Professional Conduct**

1. Demonstrate high standards of personal and professional conduct and uphold public trust in the profession.
2. Model the values, expectations and conduct of *The Flixton Way*.
3. Maintain a positive ethos
4. Maintain appropriate professional boundaries.
5. Adhere to Teachers' Standards and statutory duties.
6. You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
7. Responsibility for safeguarding and protecting the welfare of all students, being cognisant of the Safeguarding and Child Protection Policy and related procedures
8. Maintain high standards of attendance, punctuality and presentation.
9. Carry out all duties regarding the school's policies and in compliance with the Trust's Equal Opportunities, Health & Safety and Code of Conduct procedures.
10. Ensure that duties and responsibilities are carried out in accordance with Trust policies.
11. Maintain confidentiality of information acquired in the course of undertaking duties
12. Attend meetings, training sessions, after-school events and courses as required
13. Comply with health and safety procedures, information and resources in line with school policy.
14. Undertake any reasonable duties as requested by the Headteacher or nominated delegate.

**Vantage CE Academies Trust** as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority.

*Vantage Academy Trust is committed to equal opportunities in employment, and we positively welcome your application.*

This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. **This post is subject to an enhanced DBS check.** We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to The Trust's values and principles.

REVIEW ARRANGEMENTS The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties

or the level of responsibility entailed. Consequently, Vantage CE Academies Trust will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.

***Job Description prepared/revised: June 2026***  
***Prepared by: Headteacher Miss Danielle Tedford***

**No job description can be exhaustive, and the duties may alter in practice or over time. The post holder is expected to use his/her professional judgment to ensure that the CEO role continues to evolve and develop in line with the Trust's changing requirements.**

**TEACHER OF SOCIAL SCIENCES MATERNITY COVER  
JOB DESCRIPTION AND PERSON SPECIFICATION**

Minimum Requirements	Measured by: A) Application B) Test/Exercise C) Interview
<p><b>QUALIFICATIONS/TRAINING:</b></p> <p><b>It is essential that the post holder has: (E)</b></p> <ul style="list-style-type: none"> <li>• Degree in a Social Science discipline (Sociology, Psychology, Health &amp; Social Care, Criminology or related field)</li> <li>• QTS/QTLS</li> <li>• Evidence of ongoing, relevant professional development</li> <li>• Successful teaching experience at KS3/KS4 (and KS5 if applicable)</li> <li>• Evidence of strong pupil progress and/or raised attainment</li> <li>• Experience contributing to curriculum planning</li> <li>• Experience working effectively within a team</li> </ul> <p><b>It is desirable that the post holder has: (D)</b></p> <ul style="list-style-type: none"> <li>• Experience teaching more than one Social Science discipline</li> <li>• Experience teaching GCSE or vocational specifications relevant to Social Sciences</li> <li>• Experience contributing to enrichment such as debate clubs, social justice projects, research tasks or community engagement</li> </ul>	<p><b>A</b></p>
<p><b>EXPERIENCE/KNOWLEDGE SKILLS and ABILITIES:</b></p> <p><b>It is essential that the post holder has: (E)</b></p> <ul style="list-style-type: none"> <li>• Strong understanding of high-quality teaching, learning and assessment in Social Sciences</li> <li>• Secure knowledge of effective curriculum planning and sequencing in Social Science</li> <li>• Understanding of effective review and evaluation processes</li> <li>• Ability to maintain a calm, safe and focused environment in practical classroom settings</li> <li>• Commitment to embedding literacy, numeracy and digital learning within Social Sciences</li> <li>• Strong behaviour management and high expectations</li> <li>• Ability to differentiate effectively for SEND, EAL, disadvantaged and high-prior-attaining learners</li> </ul> <p><b>It is desirable that the post holder has: (D)</b></p> <ul style="list-style-type: none"> <li>• Understanding of cognitive science and evidence-informed practice</li> <li>• Experience using Rosenshine's Principles or similar teaching frameworks</li> </ul>	<p><b>A, B, C</b></p>

<ul style="list-style-type: none"> <li>Ability to use digital tools and technology to enhance learning</li> </ul>	
<p><b>PERSONAL QUALITIES:</b></p> <p><b>It is essential that the post holder has: (E)</b></p> <ul style="list-style-type: none"> <li>Passion for Social Sciences and a commitment to inspiring students</li> <li>High expectations for all learners</li> <li>Positive, resilient, reflective and adaptable</li> <li>Strong interpersonal skills and the ability to build trust and positive relationships</li> <li>Commitment to continuous professional growth and learning.</li> <li>Kindness, empathy and emotional intelligence.</li> <li>Integrity, professionalism and high personal standards.</li> <li>Resilience, reliability and a strong work ethic.</li> <li>Approachability, warmth and a calm manner.</li> <li>Flexibility and willingness to adapt to changing needs.</li> <li>Commitment to equality, diversity and inclusive practice.</li> <li>Genuine enjoyment of working with young people and their families.</li> <li>Ability to inspire confidence and trust across the school community.</li> <li>Reflective and committed to ongoing professional development.</li> </ul> <p><b>It is desirable that the post holder has: (D)</b></p> <ul style="list-style-type: none"> <li>Enthusiasm, energy and creativity in lesson design and wider contribution to the department</li> <li>Sense of humour and even temper.</li> <li>Creativity in supporting culture, identity and student engagement.</li> <li>Personal ambition, self-discipline and initiative.</li> <li>Intellectual curiosity and openness to learning.</li> <li>Positive professional presence and impact</li> <li>Strong commitment to attendance, punctuality and reliability</li> </ul>	<p><b>A, B, C</b></p>
<p><b>COMMUNICATION SKILLS:</b></p> <p><b>It is essential that the post holder has: (E)</b></p> <ul style="list-style-type: none"> <li>Ability to communicate clearly, confidently and professionally with students, colleagues and families</li> <li>Ability to articulate curriculum intent, learning expectations and pupil progress effectively</li> </ul>	<p><b>B &amp; C</b></p>
<p><b>DECISION MAKING SKILLS:</b></p> <p><b>It is essential that the post holder has: (E)</b></p> <ul style="list-style-type: none"> <li>Ability to analyse data and assessment information to inform planning and interventions</li> <li>Evidence of sound judgement in responding to academic and behavioural challenges</li> </ul> <p><b>It is desirable that the post holder has: (D)</b></p>	<p><b>B &amp; C</b></p>

<ul style="list-style-type: none"> <li>• Ability to think creatively to anticipate and resolve issues</li> </ul>	
<p><b>SELF MANAGEMENT AND TEAMWORKING SKILLS:</b></p> <p><b>It is essential that the post holder has: (E)</b></p> <ul style="list-style-type: none"> <li>• Strong organisational skills with the ability to prioritise and manage workload efficiently</li> <li>• Ability to work effectively under pressure and meet deadlines</li> <li>• Reliability, resilience, integrity and professional consistency</li> <li>• Ability to work collaboratively within a team and positively contribute to department culture</li> <li>• Ability to handle sensitive situations professionally</li> <li>• Willingness to seek advice, accept feedback and act on it</li> <li>• Commitment to personal professional development</li> </ul> <p><b>It is desirable that the post holder has: (D)</b></p> <ul style="list-style-type: none"> <li>• Ability to motivate colleagues or support others in developing practice</li> <li>• Experience liaising with external organisations (libraries, theatre groups, universities and social care partners)</li> </ul>	<p><b>B &amp; C</b></p>
<p><b><i>All our colleagues are expected to demonstrate a commitment to the values and principles of the Trust and the school. All colleagues adhere to the Flixton Way.</i></b></p> <p><b><i>This job description will be reviewed regularly and may be amended following consultation.</i></b></p>	