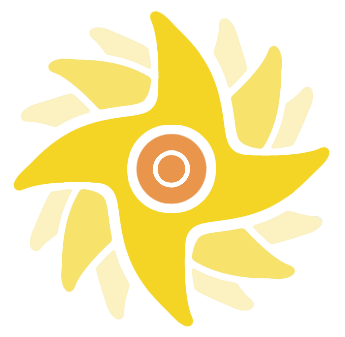
Glossopdale School and Sixth Form

JOB DESCRIPTION & PERSON SPECIFICATION

FOR TEACHER OF MATHS POSTS

Full time Sociology/Humanities Teacher

INFORMATION FOR APPLICANTS DOCUMENT CAN   
BE FOUND ON OUR WEBSITE



To **aspire**, **endeavour** and **thrive** together

Glossopdale School and Sixth Form

Newshaw Lane • Hadfield, Glossop • SK13 2DA

https://www.glossopdale.school

**GLOSSOPDALE SCHOOL & SIXTH FORM**

**JOB DESCRIPTION**

**POST:**  Teacher of Sociology & Humanities

**SCALE:** MPS

**EFFECTIVE FROM:** January 2021

**RESPONSIBLE TO:** Leader of Faculty

Curriculum area you will mainly be expected to teach: Humanities

# THE ROLE OF A SUBJECT TEACHER

The role of a subject teacher is to provide high quality teaching and learning opportunities for all students through:

* excellent subject knowledge
* being an excellent classroom teacher
* the ability to plan and prepare schemes of learning
* planning and delivery of engaging and effective lessons that ensures good or better progress
* having a clear understanding of how to ensure all “groups” SEN, Pupil Premium, Most Able and EAL make good progress
* effective marking and feedback that leads to progress
* setting out high expectations which inspires, motivates and challenges students

**Assessment**

The teacher will fulfil all requirements of the school policy on Assessment, Recording and Reporting. S/he will assess regularly as a means of monitoring progress, diagnosing weakness, informing future teaching and as a basis for target setting.

This will involve working within department and school policies to:

* establish record keeping procedures
* complete all reports required in the Assessment Cycle
* carry out such assessments of learning as required by the National Curriculum
* pass on to other staff who may teach the students, appropriate assessment of learning data, (e.g. at end of year)
* carry out end of Key Stage learning assessments
* prepare students for internal and external learning tests and examinations
* report student progress to more senior staff and parents/carers as required.

**Special Educational Needs**

The post holder will know the range of student abilities in each class and ensure that all students can, and do, make progress in their learning.

This will involve:

* being aware of the individual learning needs of the students in each teaching group
* ensuring that learning resources are appropriate and enable students to access learning at the highest possible level
* using a range of appropriate learning strategies/activities to meet the needs of all students
* working with Learning Support staff to meet the needs of individual students
* planning with Learning Support Assistants to manage roles and responsibilities
* contributing to SEN Plans through effective target setting and assessment

## Experience

The post holder will share in the development of the plans and teaching materials which ensure all students have opportunities to make progress.

This will involve:

* sharing in the planning of learning and production of resources with others in the department and in the school
* keeping abreast of current developments in the subject and related areas
* sharing in the development of teaching strategies and approaches, including the appropriate use of ICT
* providing a stimulating classroom environment through display that enhances and celebrates learning

## Classroom Management

Students learn best in an orderly and supportive environment where work is sufficiently challenging to motivate and stimulate them. They also need to be given clear objectives for their learning and regular feedback. The best teaching will involve learners being given opportunities to take responsibility for elements of their own learning. All teachers will promote the school’s Aims and Values and implement school policies and procedures in order to establish a secure learning environment. They will aim for the highest possible standards of work and behaviour at all times.

This will involve:

* preparing and teaching lessons (and planning homework) which are challenging, engaging and enjoyable in order to ensure maximum progress and learning for all.
* employing procedures for encouraging good behaviour and managing behaviour in a way that promotes learning for all and which comply with school and faculty procedures.
* assessing students’ learning in line with department and school policies.
* implementing the school system for rewards

## Form Tutor

Most teachers are Form Tutors and members of a Year Team. This will involve:

* taking responsibility for a tutor group, including the support for learning and welfare of each individual in the group
* registering students and applying strategies to ensure good attendance and punctuality
* participating in assemblies and ensuring form time is used constructively to support learning
* guiding and counselling members of the tutor group
* undertaking other pastoral duties

## General

All teachers will:

* be expected to keep themselves up to date with recent education developments and to participate in INSET
* take part in break duty rotas and cover
* participate in the school system of lesson observations
* contribute to staff coaching

All staff are expected to be courteous to colleagues and students and provide a welcoming environment to parents and other visitors.

**Glossopdale School & Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

Please note that this document should be read in conjunction with the Conditions of Employment of School Teachers as outlined in the current DFE School Teacher’s Pay and Conditions Document.

Date of Issue: October 2021

Signed: Headteacher: …………………………………………………………

Signed: Post holder: …………………………………………………………

|  |  |  |
| --- | --- | --- |
| **Person Specification Teacher of Sociology & Humanities** | | |
| **Selection Criteria** | **Essential/**  **Desirable** | **Assessment** |
| **QUALIFICATIONS AND TRAINING** | |  |
| * Has QTS (if Trainee, teacher evidence of potential to achieve) | **E** | **AR** |
| * Has an BA or BSc honours degree relevant to the subject | **E** | **AR** |
| * Or has BEd degree relevant to the subject | **D** | **AR** |
| * Has PGCE or GTTP | **E** | **A** |
| * Has demonstrated further professional development through qualifications or training | **E** | **A** |
| * Has demonstrated further qualifications | **E** | **A** |
| * Has level 2 qualifications in English and Mathematics | **E** | **A** |
| * Has level 3 qualification in the relevant subjects | **D** | **A** |
| **EXPERIENCE** | |  |
| * Experience of working in a large secondary school | **D** | **AI** |
| * Experience of teaching Key Stage 3 and Key Stage 4 Humanities | **E** | **AIR** |
| * Experience of teaching Key Stage 5 Sociology | **E** | **AIR** |
| * Experience of teaching a range of abilities | **E** | **AIR** |
| * Experience of teaching exam classes | **E** | **AIR** |
| **Skills and Knowledge of learning and teaching** | |  |
| * Excellent subject knowledge | **E** | **AIR** |
| * Can demonstrate a critical understanding of developments in the subject area | **E** | **AI** |
| * Excellent classroom teacher | **E** | **AIR** |
| * Can demonstrate good progress for classes taught | **E** | **AIR** |
| * An ability to plan and prepare schemes of work | **E** | **AI** |
| * Can plan engaging and effective lessons that ensures good or better learning | **E** | **AIR** |
| * Can demonstrate teaching that makes effective use of time and shows good pace and challenge | **E** | **I** |
| * Has a clear understanding of how to ensure all “groups” SEN, Most Able, EAL, FSM make good progress | **E** | **IR** |
| * Can demonstrate when and how to differentiate | **E** | **I** |
| * Understands and can demonstrate high standards of promoting literacy and the correct use of standard English within the relevant subject | **E** | **AI** |
| * Understands and can demonstrate what constitutes good Assessment for Learning techniques | **E** | **AI** |
| * Understands how to use data to plan effective lessons | **E** | **AI** |
| * Good level of competence in the use of ICT | **E** | **AI** |
| * Can demonstrate consistently excellent classroom management that ensures students are involved and motivated | **E** | **AIR** |
| * Can maintain good relationships with students, exercise appropriate authority and act decisively when necessary. | **E** | **AIR** |
| * Enjoys seeing young people learn in a positive climate and is committed to ensuring all are supported in making progress | **E** | **AIR** |
| * Sets high expectations which inspires, motivates and challenges students | **E** | **AIR** |
| * Can demonstrate innovation and exciting approaches to teaching and learning | **E** | **I** |
| * Knows and understands what constitutes outstanding learning | **E** | **I** |
| **Personal Skills** | |  |
| * Makes a positive contribution to the wider life and ethos of the school | **E** | **R** |
| * Excellent organisation skills and can meet deadlines | **E** | **IR** |
| * Good interpersonal skills and an ability to communicate effectively with a range of audiences | **E** | **IR** |
| * An ability to work as an integral part of a team | **E** | **IR** |
| * Has developed effective professional relationships with colleagues | **E** | **R** |
| * Is a good listener and can draw on advice from colleagues to improve practice | **E** | **R** |
| * A flexible approach | **E** | **R** |
| * A sense of humour | **E** | **R** |
| * An ability to form and maintain positive relationships with students whilst maintaining professional boundaries | **E** | **IR** |
| * Willingness to take part in extra-curricular activities | **D** | **I** |
| * A person with drive and enthusiasm | **E** | **IR** |
| * Has an enthusiastic passion for seeing children achieve beyond typical expectations | **E** | **AIR** |
| * Is reliable and trustworthy | **E** | **R** |
| * Has an excellent record of attendance | **E** | **R** |
| * Has an excellent record of punctuality | **E** | **R** |
| **SPECIAL REQUIREMENTS** | |  |
| * Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people | **E** | **AIR** |
| * Satisfactory Enhanced Disclosures with the Disclosure and Barring Service | **E** | **AIR** |

SAFER RECRUITMENT STATEMENT

Glossopdale School & Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Key**

**A - Application**

**I - Interview**

**R – Reference**