



**SHARE Multi-Academy Trus****t**

**Teacher of History Role Profile**

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| ***­Role Title*** | Teacher of History  | ***Reporting to*** | Head of Humanities  |
| ***Section*** | Humanities |  |  |
| ***Contract type*** | Fixed Term Maternity Cover for 1 full academic year | ***Grade / Salary*** | MPS/UPS  |

**Part A – JOB DESCRIPTION**

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| ***Overall purpose of role*** | As a Teacher of History, you will be required to meet the general requirements of this post, as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Headteacher, Senior Leadership Team, governors and staff to ensure the continuous improvement of the Academy.This role may also require the post holder to work in other school settings under the direction of the Headteacher. |
| ***Safeguarding Requirements*** | This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). Applicants MUST complete the MAT’s standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher. |

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| ***Key Outputs*** |
| 1. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students’ and support a designated department or curriculum/subject area as appropriate.
2. To monitor and support the overall progress and development of students as a teacher and form tutor, setting students individual improvement goals as appropriate.
3. To foster a love of learning in History and ensure that students are knowing and remembering more.
4. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
5. To contribute to raising standards or student achievement and attainment.
6. To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.
7. To promote and actively support the school’s responsibilities towards safeguarding.
8. To prepare and regularly update subject materials.
9. To ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in the teaching and learning experience of students.
10. To set regular, relevant and challenging homework tasks.
11. To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
12. To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour standards of work and homework.
13. To ensure the learning needs of individual students are met, particularly vulnerable groups, such as those with SEN, disabilities or disadvantages students.
14. Where necessary, to liaise with parents and others to support students.
15. To provide regular, high quality feedback to students that supports future learning and progress.
16. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
17. To assess, record and reports on the attendance, progress, development and attainment of students and to keep such records as are required.
18. To use the outcomes of on-going assessment to help shape future planning.
19. To self-evaluate and undertake professional development to help achieve the highest possible standards in role.
20. To reward and celebrate students’ success.
21. To attend meeting and complete additional admininstration tasks as required by the role.
22. To undertake any other duties associated with the role, as may be decided by your line manager or the Headteacher.
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| ***Dimensions*** *(Financial/Statistical/Mandates/Constraints/No. of direct reports)* |
| * Range of Teachers approximately 80 across the whole school.
* Range of Students approximately 1400.
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| ***Work/Business contacts*** |
| **Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best. |
| **External:** Parents and Families, Examinations Boards. |

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| ***Expertise in Role Required (At selection - Level 1)*** | **Essential or****Desirable** |
| 1. Qualified Teacher Status
 | Essential |
| 1. Degree or equivalent
 | Essential |
| 1. Evidence of continuing professional development and a willingness to undertake further development as appropriate
 | Essential |
| 1. Evidence of/potential to become an excellent classroom practitioner, capable of inspiring students and forming good relationships with colleagues
 | Essential  |
| 1. Ability to inspire and motivate students
 | Essential |
| 1. Able to analyse data with a view to developing strategies to improve performance
 | Essential |
| 1. Ability to monitor and evaluate impact of interventions and strategies
 | Essential |
| 1. Detailed knowledge of current developments in subject area for all levels including sixth form
 | Essential |
| 1. Knowledge of innovating teaching and learning strategies
 | Desirable |
| 1. Successful experience or the ability to teach subject at GCSE
 | Essential  |
| 1. Highly competent in ICT and the use of computers
 | Desirable  |
| 1. Excellent communication skills
 | Essential |
| 1. Excellent behaviour management skills
 | Essential |
| 1. Commitment to the safeguarding of young people
 | Essential |
| 1. A willingness to be fully involved in the wider life of Royds Hall, including extra-curricular activities.
 | Desirable  |
| ***Other (Physical, mobility, local conditions)*** |
| 1. Is willing to work flexibly within scope of overall hours, e.g. evening meetings.
 | Essential |

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| ***Expertise in Role - After initial and advanced development*** |
| * Evidence of monitoring and evaluating interventions and strategies
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| * Evidence of data analysis and strategies used to improve performance
* Evidence of on-going continuing professional development.
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| ***Structure*** |
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