

JOB DESCRIPTION: TEACHER OF HISTORY

Scale/Grade: TMS/UPS

Accountable to: Head of Department

Job Purpose:

- To contribute to the teaching and learning of History to GCSE within the school in accordance with the aims of the school and in pursuit of high standards of student achievement.
- To assist in the managing and developing of a given tutor group.
- To contribute to an appropriate environment for student learning.
- To ensure high levels of engagement with staff, students, parents and the wider learning communities.

Main duties and responsibilities:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.
- Teaching and learning - *The provision of high-quality teaching and learning across a range of programmes and the delivery of associated assessment, administration and support for learning. Teaching contact time to be confirmed.*

Overview/Objectives

- To ensure effective student learning in all classes taught.
- To assist in the raising of standards of student achievement at GCSE.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school.

Principal Responsibility Areas:

- Maintain an effective learning environment in all classes taught.
- Contribute to the raising of standards of student achievement at GCSE.
- Develop professional skills to enhance performance.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Faculty.
- To contribute to the achievement of the school's development plan and its implementation.
- To plan and prepare lessons.
- To contribute to the whole school's planning activities.
- Deliver PSHE to a tutor group

Tutor:

- To assist the Heads of Year in monitoring and developing the personal and social development of all students in a given tutor group.
- Monitor and develop the personal and social development of all students in a given tutor group.

Meetings:

- To attend, lead and contribute to team meetings as appropriate.
- To attend external meetings as appropriate.

Other:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To continue with one's own personal and professional learning in relevant areas and in education relating to the efficient and effective execution of responsibilities.
- To engage actively in the Performance Review and Management process.
- Staff are expected to be courteous to students, colleagues and provide a welcoming environment to visitors and telephone callers.
- To undertake any reasonable task at the request of The Head of the School.

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment and to ensure that every child really matters.

Participation in extra-curricular activities is voluntary but all staff members are encouraged to participate, lead and promote activities to build good relationships with young people and broaden their informal learning opportunities.

All staff are expected to be familiar with and adhere to all school policies and, in particular, meet key requirements in relation to health and safety and teaching and learning

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Martin High School seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Signature: _____ (Employee) Date: _____

Signature: _____ (Employer) Date: _____

Person Specification: Teacher of History
Teachers Main Scale/Upper Pay Scale

Education

Essential	Desirable
• Qualified teacher status • First degree or equivalent • Evidence of continuing professional development	• Post graduate qualification • Relevant higher degree or professional qualification • Evidence of wider professional development

Experience

Essential	Desirable
• Evidence of successful and innovative teaching in Key Stage 4 • ICT proficiency • Evidence of commitment to extended learning for students beyond the classroom • Experience of implementing systems and processes to monitor and evaluate learning and teaching • Active involvement in the promotion of equal opportunities	• Experience of mixed ability teaching at GCSE • Knowledge of the Ofsted Framework • Experience and understanding of lifelong learning principles and community engagement • Potential to be an outstanding classroom practitioner • Experience of working with parents and external agencies • Experience teaching other Humanities subjects

Knowledge and skills

Essential	Desirable
• A passion for the subject and knowledge and skills to inspire students • Specialist in History • Excellent interpersonal and teamwork skills • Excellent communicator – sensitive and effective • An ability to establish good working relationships also a wider range of people including students, parents, Governors and colleagues	• Knowledge and understanding of Self-Evaluation approaches to inform Corporate Development Plan • Evidence of contribution to whole school development • Knowledge and understanding of current educational issues • Knowledge of vocational courses and subsequent pathways in History

• Knowledge, skill and intelligent use of data to inform intervention strategies to improve outcomes for students • A keen interest in how students learn and experience of putting this knowledge into practice • Knowledge, skills and desire to be a Tutor and support the school's programme for care, welfare and guidance Personal Qualities	
Essential	Desirable
• Ambition and vision • A commitment to sustaining and raising achievement, attainment and aspirations of all students • Co-operative, corporate style of working • A sense of humour and perspective • Ability to work under pressure and remain positive, enthusiastic and resilient • Reflective and analytical • Energy, imagination and personal commitment • Personal and professional commitment to the philosophies of school improvement and school effectiveness	• Potential and capacity to grow professionally and aspire further to take responsibility and lead.