



School: Penair School

Job Title: Teacher of History

Responsible to: Head of Department

SECTION 1 - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

Teaching & Learning

- To manage student learning through effective teaching in accordance with the Department's schemes of work and policies.
- To ensure continuity, progression and cohesion in all teaching.
- To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
- To set homework regularly, (in accordance with the School Homework policy), to consolidate and extend learning and to encourage students to take responsibility for their own learning.
- To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- To work effectively as a member of the department team to improve the quality of teaching and learning.
- To set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
- To use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

- To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- To contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- To assess students' work systematically and use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of students for each lesson, in accordance with the School policy.

Subject Knowledge & Understanding

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- To keep up to date with research and developments in pedagogy and the subject area.

Professional Standards & Development

- To be a role model to students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- In accordance with National Guidelines, to cover for absent colleagues as is reasonable, fair and equitable.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the school and department handbooks and support all the School's policies, particularly duty requirements.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- To undertake any reasonable task as directed by the Head of Department.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To follow school procedures in relation to first aid.
- To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- To consider the needs of all students within lessons (and to implement specialist advice) especially those who:
 - have SEN; ○ are gifted and talented; ○ are not yet fluent in English.
- To be conversant with and implement all Penair school policies and documentation with regard to the post and in particular those points which relate to the issues of safeguarding children.

N.B: Every subject teacher will be expected to have pastoral responsibilities.

If appropriate for the post holder:

UPS2:

The teacher will make a sustained and substantial contribution to the school based on threshold criteria.

UPS3:

The teacher will play a critical role in the life of the school. They will provide a role model for teaching and learning, make a distinctive contribution to the raising of students' standards and contribute effectively to the work of the wider team. They will take advantage of the appropriate opportunities for professional development and use outcomes effectively to improve students' learning.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

TEACHER PERSON SPECIFICATION

Educational Attainment:

- A good initial qualification.
- Evidence of relevant courses as appropriate.

Professional Experience:

If you are a newly qualified teacher you will have shown during your training the potential to become a highly skilled and committed teacher.

If you are a recently qualified or experienced teacher you should have experience of working in or leading teams as appropriate (eg, departmental/curriculum area or school development groups) and evidence of contributions made.

Knowledge:

- Knowledge of the particular curriculum/subject area and its contribution to the whole curriculum.
- An appreciation of the curriculum as a 5-19 continuum and the implications of this for the particular curriculum area as part of an 11-16 school.
- An awareness of recent legislation and particularly, how it effects the above.

Skills/Expertise:

The ability to:

- i). make a significant contribution to a school ethos which has concern for every student and ensures a common entitlement.
- ii). self-direct, set clear goals and achieve targets.
- iii). communicate and work effectively with students, parents, colleagues, governors, and the wider community.

Qualities and Attitudes:

- i). a commitment to and concern for the whole child.
- ii). high expectations of students' learning potential, standards of behaviour and dress and the consistent application of these.
- iii). a commitment to contributing to the provision of an educational of quality at The Roseland and helping to enhance the same.

- iv). a willingness to support aspects of the school's general life and work.
- v). adaptability, resourcefulness and decisiveness.
- vi). a high level of motivation and a clear vision of personal and professional goals.
- vii). sensitivity and a readiness to understand the feelings and position of others.
- viii). a concern for both the person and the task.
- ix). energy, enthusiasm, and a sense of humour.