



Better Never Stops



**Position:**  
**Teacher of Humanities**

# Welcome to Waingels

## Job Description – Teacher of Humanities

### Introduction

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher; and the Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the Stress at Work Policy and the Dignity at Work Policy.

### General Duties

Waingels is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation. These include:

#### Strategic Development and Self Evaluation

- Contribute to the monitoring & evaluation of the department
- Contribute to the development and evaluation of the departmental development plan
- Comply with all Waingels' Policies including Health & Safety and Risk Assessments
- Undertake lesson observations as part of the departmental observation schedule and for own and other professional development

# Teacher of Humanities

## Teaching and Learning

- Plan and deliver well-structured lessons
- Mark and assess student work
- Take responsibility for own professional development and ensuring best practice in classroom teaching and learning
- Keep subject knowledge up to date
- Contribute to the development of departmental schemes of work
- Contribute to preparing for changes to GCSE and the implementation of new courses
- Participate and contribute to the organisation of cross curricular activities.
- Participate and contribute to the organisation of school visits that contribute to student learning
- Provide extra-curricular opportunities that are an essential part of the subject provision
- Regular attendance at meetings and parents evenings that are a part of directed time
- Provide student work for display purposes
- Supervise students between lesson times

## Student Achievement

- Annually review the attainment outcomes of students you have taught and assess/quantify the impact of own teaching on student learning
- Fully contribute to the schools assessment and recording system including assessment data and identification of a student's targets prior to data collection
- Monitor progress to this target and develop strategies to enable the student to achieve their targets
- Keep accurate records of student progress including attendance, homework, outcomes of assessment
- Keep relevant staff informed of issues in attainment and poor performance and steps taken to address this.

## Tutoring

- Acting as form tutor supporting the personal, social and spiritual well-being of students
- Acting as form tutor liaising with parents, staff, other agencies where appropriate alongside the Head of Year
- Plan and deliver Year assemblies
- Delivering and contributing to the development of PSHE materials
- Monitor student attendance

## General Responsibilities

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally -adopted policies; including taking responsibility for raising concerns with an appropriate manager.

# Personal Specification

<b>Classroom Teacher</b>		
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Experience of teaching and maintaining professional teaching standards	✓	
6th Form experience		✓
Successful completion of teaching practice and PGCE GTP year (if ECT)	✓	
<b>Education and Training</b>		
A clear educational philosophy		✓
Record of continuing professional development		✓
Graduate: Good Honours Degree	✓	
<b>Knowledge</b>		
Good subject knowledge and passion for the subject	✓	
Knowledge of National Curriculum and initiatives, including post 16 developments		✓
Good knowledge of pedagogy, how students learn and teaching and learning styles	✓	
Knowledge of effective assessment strategies	✓	
Involvement in whole school initiative(s)		✓
Knows how to use data for target setting		✓
<b>Skills/Aptitudes</b>		
Good classroom practitioner using effective behaviour management and a range of learning strategies	✓	
Excellent relationships with students and colleagues	✓	
Ability to inspire and motivate students	✓	
Ability to work effectively under pressure and meet tight deadlines	✓	
Creativity, energy and enthusiasm	✓	
Excellent records of punctuality, attendance, health	✓	
Adherences to professional code of conduct and dress	✓	
Flexibility and adaptability to change	✓	
Good IT skills		✓
Have excellent skills in literacy and numeracy	✓	

# Personal Specification

<b>Committed to:</b>	<b>Essential</b>	<b>Desirable</b>
Inclusion and a positive, "can do" approach to learning	✓	
Flexible working practices/willingness to go that "extra mile"	✓	
Raising the profile of your subject within the school and the Community	✓	
<b>Suitability to work with Children:</b>		
Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with	✓	
Not barred from working with children	✓	





# Department & Curriculum Information

The Geography and History department is based in the Red Zone building which houses Humanities, Social Sciences, Business and Economics, Design and Technology and Computing. The building is modern, open and inviting and is continually being assessed for any areas which can be improved to support students and staff in delivering high quality teaching and learning. Geography has four classrooms assigned to it and these are resourced to support the delivery of effective lessons. Furthermore, we have a well-stocked store room which also houses centrally printed resources for lessons across KS3 and 4. We plan collaboratively within the department and lessons are shared, but teachers also have autonomy over their lessons and are welcome to amend central resources or create their own lessons based off the Schemes of Work.

Staff wellbeing is important to us and to support this there is also a large office space where teachers from all departments in Red Zone have a desk and draw space, as well as a kitchen area that is frequently used by staff during social times. These both help to create a very supportive cross-curricula working environment in Red Zone.

Geography is taught across all key stages. We strongly believe in a three-year Key Stage 3 and have taken significant time to create an engaging, relevant and knowledge-rich curriculum with traditional topics such as Rivers and Coasts, Population and Plate Tectonics, intertwined with newer topics which build on student and staff interest, such as Disease and Human Health and Crime and Human Rights. Planning and curriculum development is a particular strength of the Geography department and our curriculum design has been used as a starting point to support other subjects in their own development.

At Key Stage 4 students follow the OCR B specification with 5 lessons a fortnight and 2 separate day fieldtrips to Oxford and Lulworth Cove in Year 10. At Key Stage 5 students follow the full OCR A-Level specification with 9 lessons a fortnight, with options for local and international fieldtrips. Geography has a strong track record with excellent results at GCSE and A-Level and recruitment at both KS4 and 5 is continuously increasing year on year. We also teach Tourism at Key Stage 5, offering the Level 3 Diploma from the WJEC exam board, of which we have developed a close working relationship with.

Outside of the formal curriculum we offer a wide range of extra-curricular activities and opportunities for learning beyond the classroom and, looking beyond the pandemic, we hope to be able to start these up again as soon as it is appropriate. Some trips that we have regularly run in the past include the Natural History Museum, Studland Bay, Lulworth Cove, London Migration Museum, Oxford, Birmingham Back to Back Houses, Barcelona and our Easter five-day trip to Iceland every other year.

History is taught across all key stages. We strongly believe in a three-year Key Stage 3 and have spent the past few years re-designing and developing our schemes of work at Key Stage 3. In Year 7 students study Medieval Britain but also have the opportunity to explore different cultures and civilisations around the world during this time period. In Year 8, students examine the Tudor, Stuart and Victorian eras of History and in Year 9 students spend time looking at key events of the twentieth century. Planning and feedback are particular strengths of the History department. Students at Key Stage 3 have 4 History lessons a fortnight.

At Key Stage 4 students follow the Edexcel specification; Crime & Punishment, Superpower Relations and the Cold War, Elizabeth I and the USA (Civil Rights and the Vietnam War). Students have 5 lessons a fortnight. The department have a long history of good results at GCSE.

At Key Stage 5 students follow Edexcel Specification; Russia 1917-1991, Mao's China 1949-1976, The British Experience of Warfare and a coursework unit in the Holocaust. History students achieve well at A-Level and recruitment at Key Stage 5 is strong.

# Making Your Application

There are **FOUR** steps to making your application:

On the basis of the best information you have, **including a visit to our website on [www.waingels.wokingham.sch.uk](http://www.waingels.wokingham.sch.uk)** decide whether you are the right person for the job and the job is right for you.

Download a copy of our application form and complete it (only completed official application forms will be considered).

Provide a supporting statement (no more than two pages of A4) that addresses the following:

- The reasons why you have applied for this post
- How your experience, professional and personal values make you the right person for the job

Any further information you would like to add to your application

Submit your application form and attachments via:

Email: [JenJJN@waingels.wokingham.sch.uk](mailto:JenJJN@waingels.wokingham.sch.uk) or

Post: Jane Jennings, Waingels, Waingels Road, Woodley, Berkshire, RG5 4RF

Applications should be submitted as soon as possible. Applications will be reviewed as they are received and interviews arranged accordingly.

***The school is committed to safeguarding, equal opportunities and to promoting the welfare of all staff and students***