**Person Specification**

**JOB DESCRIPTION:** Teacher of Humanities

**GRADE:** Main scale

**RESPONSIBLE TO:** Heads of Geography, History & RE

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| **Quality** | **Essential** | **Desirable** | **How this will be assessed** |
| **Experience Skills & knowledge**  Good degree in specialist area of Geography/ History/ Religious Studies or closely related subject | Yes |  | A/R/I |
| Teaching qualification with QTS | Yes |  | A/R/I |
| Experience of teaching specialist subject at KS3 and KS4 | Yes |  | A/R/I |

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| **Quality** | **Essential** | **Desirable** | **How this will be assessed** |
| **Ability to set high expectations which inspire, motivate and challenge pupils and staff**   * ability to inspire and motivate students, staff, parents and governors * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils | Yes |  | A/R/I |
| **Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs | Yes |  | A/R/I |

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| * demonstrate knowledge and understanding of how pupils learn and how this impacts teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study |  |  |  |
| **Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of your specialist subject but with an ability to teach other humanities subjects at KS3 & 4 * Foster and maintain pupils’ interest in the subject, and address misunderstandings | Yes |  | A/R/I |
| * have a secure knowledge of literacy and developing students’ skills in reading, writing, spelling and grammar * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English | Yes |  | A/R/I |
| * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | Yes |  | A/R/I |
| * evidence of CPD in relevant areas |  | Yes | A/I |
| **Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching | Yes |  | A/R/I |
| * experience of teaching within the secondary phase with evidence of positive impact on student achievement | Yes |  | A/R |
| **Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have a clear understanding of the needs of all pupils, including those with Special Educational Needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them | Yes |  | A/R/I |
| **Make accurate and productive use of assessment** | Yes |  | A/R/I |