



Job Description

POST:	Teacher of Humanities (History and Geography)
GRADE:	MPS
RESPONSIBLE TO:	Principal/Deputy Principal/Assistant Principal
RESPONSIBLE FOR:	Teaching quality lessons in Humanities
WORKING PATTERN:	Full-time and as described in the Secondary Teachers' Pay and Conditions document
KEY RELATIONSHIPS:	Academy Leadership Team; relevant teaching and support staff; LA representatives; external agencies; parents. Oasis National Leads and Oasis Central staff.
DISCLOSURE:	Enhanced

JOB PURPOSE:

- To teach the Humanities curriculum to all ages and abilities
- To maintain clear vision, purpose and high expectations, focused on students' achievement and progress
- To inspire and motivate students while contributing to the academy team
- To promote the Oasis Academy Lister Park ethos through delivery of the Oasis Community Learning purpose, ethos and values statement and 9 habits.

AREAS OF ACCOUNTABILITY:

- Student achievement and progress within Humanities
- Engagement with cross-curricular activities to raise the subject's profile and importance across school
- Development and impact of your humanities expertise upon student learning
- Contribution to the academy's wider offer; from duties to pastoral responsibilities

RESPONSIBILITIES:

A Knowledge and Understanding

1. Maintain and develop broad and current knowledge of teaching and learning and share good practice with other teachers.
2. Maintain knowledge and understanding of the academy's aims, priorities, targets and action plans.
3. Understand and promote the benefits and effective use of ICT.
4. Understand and promote links between the subject and the wider curriculum.
5. Contribute to innovation in order to promote high standards and innovative approaches to learning.
6. Keep appropriate records.
7. Utilise resources effectively.

B Teaching and Assessment – Planning

1. Plan effectively and be open and eager to take feedback to improve practice.
2. Share effective planning practice within the academy/subject.
3. Know and understand the needs of students, making provision for this in lesson planning.
4. Reflect on feedback from lesson observation, work scrutiny and assessment data and use this to plan.
5. Contribute to the planning for department development and resourcing.
6. Ensure secure knowledge about appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies.
7. Be accountable for the planning, implementation and appropriate modification of the academy and Trust curriculum.

C. Teaching and Assessment – Teaching

1. Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
2. Have clear objectives in lessons, understanding the sequence of teaching and learning, and communicating this to students following the Oasis style and ethos.
3. Observe other colleagues teaching, gleaning developmental teaching strategies to develop own practice.
4. Contribute to innovative and effective teaching strategies in the academy and subject to meet the needs of all students.
5. Communicate with and utilise support staff within lessons to ensure they effectively support and contribute to students' learning.
6. Use learning resources efficiently within humanities.

D. Teaching and Assessment – Monitoring Progress

1. Analyse and interpret relevant national, local and academy data, research and inspection evidence to inform policies, expectations and teaching methods.
2. Evaluate class assessment data to identify trends in student performance and issues for development.
3. Identify and provide intervention strategies to address issues for development.
4. Evaluate and report on the effectiveness of intervention strategies used to address identified issues.
5. Promote student voice and keep records for the purpose of evaluation.

E. Student Outcomes:

1. Support student progress objectives within the performance management objectives framework.
2. Ensure that agreed student progress target levels are achieved or exceeded for all sub-groups.
3. Encourage students' motivation and enthusiasm in the academy/subject, developing positive responses to challenge and high expectations.
4. Contribute to all educational enhancement activities in line with academy requirements, e.g. academy transition activities, aim higher activities and extra-curricular learning activities that feed into the Oasis fundamental offer.
5. Monitor the objectives and targets for students with SEN, including those who are gifted and talented, and promote their achievement.
6. Work within child protection procedures in line with academy policy.
7. Produce and contribute to reports as necessary.
8. Assist in the identification of exam entries and tiers.
9. Ensure effective appropriate communication with the parents of students.
10. Liaise with partner academies and other relevant external bodies where appropriate.

F. Wider Professional Effectiveness – Personal Development:

1. Maintain a high level of knowledge and expertise through reading, INSET, research and other relevant Oasis development opportunities to inform own practice, demonstrating impact in teaching and on students' learning.
2. Implement new curriculum guidance.
3. Identify own personal and professional development needs and achieve own challenging professional objectives.

G. Wider Professional Effectiveness – Academy Development:

1. Contribute to strategies to achieve relevant academy improvement priorities.
2. Contribute to the Department Development Plans in line with the Local One Plan and based on evaluation evidence.
3. Fully participate in the performance management process and subsequent professional development plan.
4. Engage with the instructional coaching programme as part of the academy T&L strategy
5. Engage in professional development in the academy.

H. Professional Characteristics:

1. Align with the academy ethos, being open to developing and being challenged, as well as support others in the team to do the same.
2. Communicate effectively and with professional integrity within and beyond the academy community.

3. Build and maintain effective teamwork with high expectations of outcomes.

I. Marketing and Liaison:

1. Contribute as required to the academy's liaison and marketing activities.
2. To contribute to relevant aspects of the academy's work with other schools and external agencies.

J. Pastoral Support:

1. Monitor and support the progress and development of students.
2. Help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that procedures are adhered to and that appropriate action is taken or communicated where necessary.
3. Communicate with pastoral managers to ensure the welfare of students in the academy.
4. Contribute to PSHCE, citizenship and work-related Learning.
5. Implement the Behaviour for Learning system.

K. Other specific duties:

1. Play a full part in the life of the academy community.
2. Support the academy in meeting its legal requirements for worship.
3. Engage with the academy's corporate policies.
4. Other such duties as may from time to time be reasonably required.

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
4. Oasis Academy Lister Park is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Signed:

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

Teacher Person Specification

Our Purpose

Oasis Academy Lister Park exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence. By encouraging a 'can do' culture we will nurture confident and competent people

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our academies. This is foundational to our belief that all people are created and loved by God and to our commitment to model inclusion and compassion throughout all aspects of the life and culture of the academy community. It is vital, therefore, that our staff own our Christ-centred ethos and the values which flow from it.

	Essential	Desirable
Qualifications	A Degree + PGCE (or equivalent teaching qualification)	Further completed professional study
Experience, Skills and Knowledge	Evidence of excellent teaching ability Excellent communication skills Commitment to extended learning A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action Demonstrable ability to undertake rigorous self- evaluation and use the findings effectively Competent in ICT and willing to be trained as required	Evidence of raising achievement
Personal Qualities	Willingness to own Oasis Community Learning ethos and values A good role model for other staff and students - Relentlessly enthusiastic, reliable and committee - Demonstrable commitment to the performance management - Able to prioritise and manage own time effectively, balancing the demands made by teaching, subject or team management and involvement in Academy development - Able to demonstrate diplomacy, credibility and stature	

	<ul style="list-style-type: none"> - Creative thinker - Team player who is able to work collaboratively in a diverse team - Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally - Comfortable when working in uncharted territory - Sound personal judgement and discretion - The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English 	
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