**PERSON SPECIFICATION**

**POST: Teacher of Psychology**

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| **QUALITIES AND ATTRIBUTES** | **ESSENTIAL** | **DESIRABLE** | **EVIDENCED BY** |
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| **TEACHING** |  |  |  |
| Qualified Teacher Status at Secondary Level | ✓ |  | Application |
| Honours degree or equivalent | ✓ |  | Application |
| Consistently good and outstanding teaching | ✓ |  | Application/Interview |
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| **KNOWLEDGE/UNDERSTANDING** |  |  |  |
| Knowledge and understanding of the current OFSTED model of T and L judgements | ✓ |  | Interview |
| An appreciation of current research on Teaching and Learning | ✓ |  | Application/Interview |
| Secure knowledge and understanding of all National Curriculum requirements, the Behaviour, Attendance and Safeguarding strategies | ✓ |  | Application/Interview |
| Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other Faculty subjects and the whole school curriculum | ✓ |  | Application/Interview |
| Knowledge and understanding of how a VLE/remote learning can be used to impact on learning outcomes | ✓ |  | Application/Interview |
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| **MANAGEMENT** |  |  |  |
| Evidence of good student management and behaviour | ✓ |  | Interview |
| A commitment to raising standards and evidence where this has been achieved | ✓ |  | Application/Interview |
| Evidence of good people management skills | ✓ |  | Application/Interview |
| Excellent organisational and planning skills | ✓ |  | Interview |
| Ability to analyse data for form and teaching groups | ✓ |  | Application/Interview |
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| **GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS** |  |  |  |
| An effective team player, but can think and work independently | ✓ |  | Interview |
| Able to motivate students and staff | ✓ |  | Interview |
| Commitment to undertake personal and professional development | ✓ |  | Interview |
| Strong interpersonal skills, with good sense of humour | ✓ |  | Interview |
| Enthusiastic, ambitious and resilient | ✓ |  | Interview |
| An effective decision maker | ✓ |  | Interview |
| A good health and attendance record | ✓ |  | Application |
| Willingness to support colleagues | ✓ |  | Interview |
| Able to work under pressure and meet deadlines | ✓ |  | Interview |
| Commitment to school’s co-operative values | ✓ |  | Interview |
| Behave in a way which will not bring the school into disrepute | ✓ |  | Interview |
| Commitment to staying fully informed of IT developments and their potential for raising standards | ✓ |  | Interview |
| Commitment to the school’s aims and strategies for improving standards | ✓ |  | Interview |

**JOB DESCRIPTION**

**Role: Teacher of Psychology**

**Accountable to: Head of Social Sciences & Community Faculty**

**Grade: Teachers’ Main Pay Scale**

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| **PURPOSE** | **The post holder will be expected to match the characteristics described in the Teachers’ Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.** | |
|  | | **Key Standards or KPIs** |
| **Key Performance Area 1** | **Knowledge, Understanding and Personal Development** | |
| **Knowledge and understanding of:**   * safeguarding practice; * the relationship of the subject to the curriculum and the development of literacy and numeracy skills; * the characteristics of high-quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; * professional responsibilities in relation to all school policies and practices; * the implications of the Code of Practice for Special Education Needs (SEN) for teaching and learning; * the need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught; * how to achieve challenging, professional goals; * how to be a good role model to the students in all aspects of the professional role. | * Lesson plans in place * Professional handbook updated regularly * IEPs and differentiated lesson plans in place * Lesson Observations |

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| **Performance Area 2** | **Planning, Assessment and Evaluation** | |
| * Ensure that good quality lesson plans with clear learning objectives are in place. * Mark and monitor students’ class and homework, providing constructive oral and written feedback, setting clear targets for students’ progress, in line with faculty/whole school practice. * Analyse school data, including prior attainment or achievement, Raise on Line and FFT to inform policy and practice, target setting, Teaching and Learning, always ensuring high expectations. * Work with the Inclusion Faculty to set subject specific targets for identified students who have SEN or who are G & T. * Contribute to the production of the Faculty Improvement Plan, as required. | * Lesson plans in place * Books marked regularly and curriculum targets set, in line with school and faculty policy * Action is taken to support delivery of IEPs |
| **Key Performance Area 3** | **Teaching, Learning and Achievement** | |
| * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, pace and challenge is maintained and best use is made of teaching time. * Set high expectations of student behaviour, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships. * Use teaching methods which keep students engaged and challenged, including stimulating students’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. * Through concise and consistent planning and assessment of lessons, secure progress towards student targets. | * Lesson plans/   Observations   * School procedures followed re: Behaviour for Learning * Feedback provided to students via marking/   assessment and discussions   * Assessment data on SIMS |

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| **Key Performance Area 4** | **Resource Management** | |
| * Promote an ethos of team work and a culture of sharing good practice. * Provide an effective role model in terms of classroom practice. * Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met. | * Meeting with support staff, colleagues and others |
| **Key Performance Area 5** | **Developing Others and Wider Responsibilities** | |
| * Establish effective working relationships with professional colleagues, including support staff. * Through whole school assessment practice, develop secure ‘reporting to parents’ practice. * Develop additional learning opportunities through extra-curricular practice. * Contribute to the impact of the school’s co-operative values. | * Assessment procedures followed |

**This Job Specification may be reviewed by the Headteacher, as necessary,**

**and may be amended at any time after consultation with you.**