Teacher of Social Sciences – Level 3 Health and Social Care and A Level Sociology

Job Description and Person Specification

Post Title:	Teacher of Social Sciences – Level 3 Health and Social Care and A Level Sociology
Accountable To:	Subject Leader
Location:	Elliott Hudson College
Scale	MPR/UPR

Job Description

Purpose

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Teachers paid on the Upper Pay Range (UPR) have been assessed as 'highly competent' in all elements of the Teachers' Standards and their achievements and contribution to the college are expected to be substantial and sustained.

Members of staff should at all times work within the framework provided by the college policy statements to fulfil the general aims and objectives of the college strategic improvement plan.

Professional knowledge and understanding

a. Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
b. Know the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.
c. Know a range of approaches to assessment, including the importance of formative assessment.
d. Know how to use local data to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.
e. Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including: the contribution that your subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
f. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
g. Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.
h. Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
i. Know how to make effective personalised provision for those you teach and how to take practical account of diversity and promote equality and inclusion in your teaching.
j. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Developing professional and constructive relationships

a. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
b. Have a commitment to collaboration and co-operative working.
c. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Working within the law and frameworks

a. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
b. Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
c. Know how to identify potential child abuse and follow safeguarding procedures.
d. Read and implementing the College's key safeguarding materials which include:
    - The Child Protection Policy
    - The Behaviour policy
e. Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*
f. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
g. To carry out the duties and responsibilities of the post in accordance with the College's Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
h. Members of staff should always work within the framework provided by the College's policy statements to fulfil the general aims and objectives of the College.

Developing practice

a. Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.).
b. Recognise the importance of self-evaluation in raising standards.
c. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
d. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.

Professional skills

a. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
b. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

i. Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
ii. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
iii. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
iv. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

c. Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
d. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
e. Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
f. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
g. Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
h. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the College.
i. Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the College's behaviour policy.
j. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Person Specification

	Essential	Desirable
Qualifications		
Good honours degree in relevant subject.	✓	
Qualified Teacher Status (or currently an ITT / GTP trainee).	✓	
Master's degree in education or similar.		✓
Knowledge and Skills		
Good understanding of the curriculum of L3 Health and Social Care	✓	
Good understanding of the A Level Sociology curriculum		✓
Ability to teach L3 Health and Social Care	✓	
Ability to teach A Level Sociology		✓
Very good classroom practitioner	✓	
Knowledge and experience of intervention strategies	✓	
Ability to set high expectations in the classroom	✓	
Knowledge of Post 16 curriculum and assessment	✓	
Knowledge and understanding regarding Safeguarding, Child Protection and Prevent	✓	
Knowledge and understanding of the ethos of Elliott Hudson College and demonstrate a commitment to our core values	✓	
Ability to devise new resources to facilitate student learning		✓
A record of appropriate and continuing CPD		✓
Able to use interactive ICT systems for teaching and learning		✓
Ability to teach a second subject		✓
Evidence of leading high-quality extra-curricular activities		✓
To be able to demonstrate high-quality teaching	✓	
Genuine passion and a belief in the potential of every student	✓	
An outstanding classroom practitioner with a clear direction and vision for teaching and promoting the subject across the College	✓	
Good communication, planning and organisational skills	✓	
To work as a team supporting subject members in developing and sharing good practice	✓	
Experience of managing, motivating and developing staff	✓	
To be able to analyse and review data and provide feedback and high-quality reports	✓	
To be able to develop intervention strategies that bring about rapid improvement	✓	
Able to work flexibly and under pressure	✓	
Able to provide clear strategies for improvement, following analysis/review of data and/or performance	✓	
To be able to provide resources for your subject	✓	
Develop and deliver clear examination and intervention work	✓	

Highly motivated with the ability to plan, problem-solve and negotiate;	✓	
Experience		
Successful placement(s) teaching at KS5 (applicants currently in training) Or Successful record of teaching including very good exam results at one or more of KS4 & KS5 (applicants who already have gained QTS)	✓	
Experience of teaching at Post 16 level	✓	
Significant contribution to the development of enrichment beyond the classroom		✓
Personal Qualities		
Pleasant and friendly manner	✓	
Polite and punctual	✓	
Reliable	✓	
A commitment to working as part of the whole college team and supporting the vision and aims of the college	✓	
To have high aspirations but to manage those with pragmatism	✓	
To have the ability to win the respect of colleagues and students alike	✓	
Energetic, enthusiastic and hard-working	✓	
Highly motivated, ambitious, and upbeat;	✓	
Calm under pressure	✓	
Flexible and collaborative	✓	
To be a leader but also with the emotional intelligence to be a team player.	✓	
Take responsibility for own professional development as identified with the line manager.	✓	
Continuous Professional Development		
Evidence of commitment to personal development	✓	
Able to deliver bespoke CPD to colleagues and trainees		✓
Other Conditions		
Enhanced DBS Clearance	✓	

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