

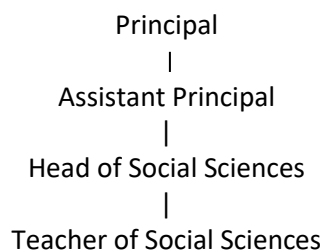
### JOB DESCRIPTION

	<b>Department/Division:</b> Education
<b>Location:</b> The Duston School	<b>Job Title:</b> Teacher of Social Sciences
<b>Terms of employment:</b> Permanent	<b>Accountable to:</b> Head of Social Sciences
<b>MPS/UPS</b>	<b>Hours:</b> Subject to limits on working time set out in the Teachers' Pay and Conditions

### JOB PURPOSE

- Employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and statement of particulars. Within such conditions of employment the description of your post is as below.

### DESIGNATION OF POST AND POSITION WITHIN CURRICULUM STRUCTURE



### MAIN DUTIES AND RESPONSIBILITIES

The post is one which requires the performance of the following particular responsibilities:

#### Knowledge and Skills Required for the Post

- The ability to work with other leaders in the department to monitor provision across all groups of students
- The ability to use and develop tracking systems to raise attainment
- Experience of monitoring, evaluation and review of learning and teaching strategies to impact on attainment
- Experience of developing staff and of being accountable for student performance
- Outstanding classroom practice, with a proven record of ensuring the excellent progression of students across all abilities
- Excellent classroom management and efficient organisation of resources
- Excellent planning, assessment and record keeping
- The ability to develop and maintain positive relationships with other teachers, members of the Faculty, support staff and parents / carers
- A proven track record of success
- Possess a strong understanding of the Sociology & Psychology AQA examination board and the assessment objectives used to assess students.
- Possess a strong understanding of the OCR examination board and the assessment processes within Health and Social Care including the marking of coursework units.
- To ideally have experience teaching the GCSE Psychology OCR specification
- Possess a strong understanding of the examination requirements for both the GCSE and A-level

Sociology / Psychology qualifications with experience of teaching both KS4 & KS5.

### **Job Responsibilities**

- To support and promote the ethos of the school.
- To ensure effective provision within Health and Social Care, Sociology and Psychology, with outstanding teaching, learning, attainment and progress
- To contribute to the development of the curriculum through the creation of workbooks, assessments and feedback sheets.
- To keep abreast of developments in these subject areas, and ensure that new developments and changes in course content are introduced and delivered.
- To develop and implement appropriate tracking procedures to raise engagement across all groups of students.
- To comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- To support the school in key events during holiday time (e.g. KS4/KS5 exam results days, after school and holiday revision sessions)

### **A. Planning, Teaching and Class Management**

To teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or gifted and talented pupils
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:
  - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. Select appropriate learning resources and develop study skills through the Learning Resource Centre, ICT and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness

### **B. Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents

**C. Other Professional Requirements**

- Have a working knowledge of teachers’ professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Take responsibility for their own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors
- Take on any additional responsibilities which might from time to time be determined.

**General**

The job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers’ Pay and Conditions Document.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment, and only after consultation with you.

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

<b>Employer</b>
Name:
Signed:
Date:

<b>Employee</b>
Name:
Signed:
Date:

## PERSON SPECIFICATION

<b>JOB TITLE:</b> Psychology/Sociology	<b>DEPARTMENT:</b> World Studies
Essential	Desirable but not Essential
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• A good honours degree or its equivalent;</li> <li>• A PGCE or its equivalent (relevant Phase to the post).</li> </ul>	<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Completion of other higher qualifications, e.g. NPQML, MA, etc,</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Evidence of recent and successful good or better teaching across key stage 4 and 5 in Psychology /Sociology;</li> <li>• Proven classroom management skills;</li> <li>• Experience of using a wide range of learning and teaching strategies</li> <li>• Evidence of recent and successful experience supporting more vulnerable learners.</li> </ul>	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of successful mentoring;</li> <li>• Evidence of leading a successful curriculum development initiative and securing improvement</li> </ul>

<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• High level knowledge of strategic planning and the use of analytical assessment to support this;</li> <li>• High level knowledge and understanding of at least good teaching practice, including Ofsted guidance, and strategies to achieve this;</li> <li>• High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of Psychology/Sociology;</li> <li>• High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement;</li> <li>• Good knowledge and understanding of ICT</li> </ul>	<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Broad knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of Psychology/Sociology.</li> </ul>
<b>Essential</b>	<b>Desirable</b> but not Essential

**Skills and Abilities**

- Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success criteria;
- Skills and ability to build positive relationships;
- Good understanding of curriculum developments in Psychology/Sociology, strategies for raising achievement and experience of monitoring students learning;
- Effective written and oral communication skills, including presentation skills, and good or better ICT skills;
- Ability to work individually and as part of a team, including maximising opportunities for sharing good practice;
- Organisational and time management skills;
- Ability to work with senior leaders and to build a positive relationships with stakeholders and other professionals;
- Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any necessary training, and a high capacity to grow and develop.
- A good command of written and spoken English

**Skills and Abilities**

- High level ICT skills;
- Ability to analyse and use data for school improvement