



Caistor Grammar School

Job description: Teacher of Sociology

Caistor Grammar School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

Job details

Payscale:	M1 - UPS3
Salary:	£18,432 - £28,586 pa
Hours:	0.56 FTE
Start date:	01.09.26
Contract type:	Permanent
Reporting to:	Deputy Headteacher

Are you passionate about Sociology? We are seeking to appoint a well-qualified and dynamic teacher of A Level Sociology to join our successful and welcoming school. There is an opportunity for a suitably experienced candidate to take on the role of Head of Sociology.

The successful candidate will be committed to delivering high-quality teaching and learning, ensuring that all students are supported to fulfil their potential. This is an excellent opportunity to work with motivated students and supportive colleagues in a high performing school community.

We are looking for a highly motivated practitioner who will inspire a love of Sociology and contribute positively to the school. The Sociology was introduced at A Level in September 2025, following student requests. Caistor Grammar School has a strong track record of academic achievement at both GCSE and A Level, with many students showing interest to study social sciences and related subjects at university.

We offer a programme of professional development, including ECT mentoring and opportunities for leadership development. This post is open to applications from ECTs, experienced teachers, and those returning to the profession after a career break.

Main purpose

Teachers make the education of students their first concern and are accountable for achieving the highest possible standards in work and conduct.

Duties and responsibilities

- **Set high expectations which inspire, motivate and challenge students**
 - Establish a safe and stimulating environment for students, rooted in mutual respect.
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions, suitable for a selective school context.

- *We are committed to safeguarding and promoting the welfare of young people and expect all staff share this commitment.*
- *All posts will be subject to an enhanced DBS disclosure, medical, reference and Social media/web search checks.*
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- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students and which tie in with the School Mission Statement and our E.A.G.E.R. goals of being Engaged, Aspirational, Generous, Enthusiastic, Reliable

- **Promote good progress and outcomes by students**
 - Be accountable for students' attainment, progress and outcomes.
 - Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. Guide students to reflect on the progress they have made and their emerging needs.
 - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching, based on relevant CPD as directed by your line manager.
 - Encourage students to take a responsible and conscientious attitude to their own work and study.

- **Demonstrate good Sociology and curriculum knowledge**
 - Have a secure knowledge of KS5 Sociology teaching, foster and maintain students' interest in the Sociology, and address misconceptions.
 - Demonstrate a critical understanding of developments relating to the KS5 Sociology curriculum.
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever your specialist Sociology.
 - Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist Sociology.

- **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 students have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - incorporate the use of relevant technology in lessons where appropriate
 - contribute to the design and provision of an engaging curriculum within Sociology where knowledge and understanding are built up in a sequential and recursive manner.

- **Adapt teaching to respond to the strengths and needs of all students**
 - know when and how to engage adaptive teaching methods appropriately, using approaches which enable students to be taught effectively
 - have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
 - have a clear understanding of the needs of all students, including those with special educational needs, those of higher ability, those with English as an additional language and those who are Pupil Premium. Be able to use and evaluate distinctive teaching approaches to engage and support the groups in closing any gaps in attainment
 - evaluate own teaching critically to improve effectiveness and engage in peer and SLT observations productively

- **Make accurate and productive use of assessment**
 - know and understand how to assess the relevant Sociology and curriculum areas you teach, including statutory assessment requirements
 - make use of formative and summative assessment to secure students' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, giving dedicated improvement times in lessons.

- **Manage behaviour effectively to ensure a good and safe learning environment**
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- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with our Behaviour Policy
 - have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with whole school expectations
 - manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
 - maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- **Fulfill wider professional responsibilities**
- make a positive contribution to the wider life and ethos of the School
 - being a tutor and contributing to the Personal Development Programme
 - supporting House and extracurricular activities
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; being prepared to adapt practice where necessary
 - deploy support staff effectively where appropriate
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with students, parents and carers with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

- **A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:**
- act with honesty and Integrity
 - forge positive professional relationships within and beyond the School
 - be committed to collaboration and co-operative working within and beyond the School
 - treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - have regard for the need to safeguard students' well-being, in accordance with statutory provisions
 - show tolerance of and respect for the rights of others
 - promote fundamental British values of, democracy, the rule of law, individual liberty and mutual respect, and tolerance. Show an understanding of the protected characteristics
 - maintain high standards in their own attendance and punctuality
 - have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Notes:

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

- Deadline for applications: **10am, Wednesday 20th May 26**
 - Interviews: **TBC**
 - Email: Charlie.coulston@caistorgrammar.com with your application. You must complete an application form to apply for this role. [\[link\]](#) Your application cannot be considered if you do not complete the school form.
 - We reserve the right to interview before the deadline date, if appropriate
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Person Specification

If you don't have all the experience listed below but are interested in applying, contact the Headteacher's PA, Charlie Coulston (Charlie.coulston@caistorgrammar.com).

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> ➤ Degree or equivalent in a related Sociology ➤ PGCE or Equivalent 	<ul style="list-style-type: none"> ➤ Honours degree ➤ Higher degree
Professional Development	<ul style="list-style-type: none"> ➤ Evidence of recent and appropriate involvement in professional development 	
Experience	<ul style="list-style-type: none"> ➤ Relevant teaching experience in an 11-16 school ➤ Experience in the process of raising standards, target setting and evaluating progress against targets 	<ul style="list-style-type: none"> ➤ Experience of working in a co-educational school
Skills and knowledge	<ul style="list-style-type: none"> ➤ Knowledge of current curriculum issues ➤ A skilled classroom practitioner ➤ An ability to articulate high expectations ➤ A high level of personal organisation ➤ Excellent oral and written communication skills ➤ A knowledge of good practice in Safeguarding 	<ul style="list-style-type: none"> ➤ Experience of teaching GCSE and A Level ➤ Experience of being a form tutor
Personal qualities	<ul style="list-style-type: none"> ➤ Role model with a genuine enthusiasm and passion for teaching and learning ➤ Able to build, inspire and motivate learners ➤ Commitment to achieving high standards ➤ Commitment to achieving high standards ➤ A genuine rapport with children and young people ➤ A willingness to contribute to the wider life of the school ➤ A creative and innovative thinker 	

Notes:

This job description may be amended at any time in consultation with the postholder.

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