

## Job Description – Teacher of History

### Teacher of History

**Responsible to:** Head of Faculty

**Responsible for:** N/A

**Salary details:** MPS/UPS

**Vision and purpose:-**

- To develop, plan and deliver effective and high quality learning experiences for all students you teach.
- To be accountable for the learning outcomes and achievement of all students you teach.
- To develop your professional role within the corporate management structure at the Academy.
- To work within Academy policies and procedures including the Child Protection Safeguarding Policy and Pupil Behaviour Policy.

**Be accountable for: -**

**Subject knowledge and understanding:**

- Maintain a secure knowledge and understanding of your subject(s) and related pedagogy to enable you to teach effectively at the Academy
- Keep abreast of current developments in good practice exemplified by syllabus/specification/framework development, research and inspection evidence, adapting your practice appropriately.
- Take responsibility for your own professional development by reviewing your own performance, acting upon advice/feedback and participating in the Academy mentoring and coaching programme if required.
- Take a shared responsibility in developing the teaching of Literacy and Numeracy

**Delivering high quality learning experiences:**

- Progression in students' learning should be central to all your lesson planning and the development of your schemes of learning. Lessons should be differentiated, homework / independent learning should sustain student progress and Individual Education Plans should be used effectively.
- Have a knowledge and understanding of a range of teaching strategies to:
  - deliver learning objectives, personalise learning and adapt your language to suit the needs of the students and demonstrate the ability to manage consistently the learning of individuals, groups and whole classes, implement the Academy rewards system, and maintain good class discipline using the Academy's sanctions, where necessary.
  - ensure the effective development of students' Literacy, Numeracy, ICT, Thinking Skills and Personal Capabilities, Problem Solving and Team Working Skills.
  - Teach engaging and motivating lessons: when present teaching assistants are

effectively used.

- Build into learning activities, opportunities to address **Every Child Matters** issues and **Spiritual, Moral, Social and Cultural development** (including Enterprise and Citizenship).
- Have high expectations of learners to ensure they achieve their full educational potential, establishing supportive and constructive relationships with them.
- Establish a stimulating, well organised, purposeful and safe classroom environment in which display is used to support learning: high priority should be given to Health and Safety and Risk Assessments.
- Evaluate the impact of your teaching and feedback to students on their progress, attainment and Well-being, modifying your planning and practice when necessary and sharing this with departmental colleagues where appropriate.

### **Assessment, Reporting, Recording/Assessment for Learning:**

- Have knowledge of a range of approaches to assessment, including questioning, oral assessment and peer assessment and the importance of formative assessment.
- Make effective use of a range of assessment monitoring and recording strategies and assess the learning needs of your students in order to set challenging learning objectives and plan future teaching.
- Mark and monitor students' class and homework/independent learning to provide constructive feedback and opportunities for reflection to learners on their attainment, progress and areas for development.
- Have a good knowledge of the assessment requirements for public examinations and qualifications in your curriculum area.
- Understand and know how national, local and Academy statistical information can be used to evaluate teaching, monitor progress, help students improve their work and raise achievement.

### **Achievement, diversity and well-being:**

- Have a good understanding of factors influencing student learning, including ethnicity, gender, abilities and attainment and how these relate to personalised provision for students.
- Have a detailed knowledge and understanding of your legal liabilities and responsibilities as a teacher regarding diversity and well-being, know who is responsible for these areas at the Academy together with the Academy's policies and procedures.
- Know how to identify and support learners affected by changes or difficulties in their personal circumstances.
- Create opportunities to celebrate achievement, diversity and well-being.

### **Pastoral:**

- To act as a tutor for students supporting the academic and pastoral needs of each student.
- To be aware of Child Protection issues, knowing how to identify potential abuse/neglect and reporting concerns as they arise.
- To treat all students equally regardless of religion, ethnicity or gender but to be mindful of the different needs, values and beliefs of different groups.
- To use baseline data to track the overall attainment and achievement of students in your tutor group termly; identify underachievement and work with your Head of House to ensure intervention strategies are put into place.

### **Developing as a professional member of the Academy:**

- Attend, as required, calendared meetings and completion on time of all documentation required for the effective management of the Academy.
- Consistently demonstrate the positive values, attitudes and behaviour expected of students.
- Know the statutory framework for professional duties of teachers, an awareness of the policies and practices of the Academy and share in the collective responsibility for their implementation.
- Communicate effectively with students, colleagues, parents and carers to support the well-being of students and the raising of students' levels of attainment.
- Have a commitment to collaboration and co-operative/team working in achieving the corporate objectives of the Academy and valuing colleagues' contributions to your professional development.
- Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities.

### **Additional agreed areas of responsibility:**

Such other duties as may be reasonably required by the Principal/SLT/Line Manager.

It is the responsibility of each employee to carry out their duties in line with Academy policies, particularly to comply with all child protection/safeguarding policies/Health Safety Policies.

Use and development of ICT as required.

**Due to the nature of this job, it will be necessary for the appropriate level of Disclosure Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (amendments) Order 1986.**

**Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**



## GEORGE SALTER ACADEMY

### Person Specification – Teacher of History

Category	Essential	Desirable	Method of Assessment
<b>Qualification and Training</b>	<ul style="list-style-type: none"> <li>Graduate</li> <li>Qualified Teacher Status</li> <li>Evidence of appropriate CPD related to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Degree in relevant subject/s.</li> </ul>	Application Form
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Knowledge of the national curriculum and relevant schemes of work.</li> <li>Understanding of how to develop skills and attributes in students.</li> <li>Understanding of the assessment processes at KS3 and KS4 and how to use these to support planning and raise student attainment.</li> <li>Good knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques.</li> <li>Good understanding of what constitutes effective teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use and understand assessment data.</li> <li>Familiar with effective learner progress intervention strategies.</li> <li>Knowledge of subject at Key Stage 5</li> <li>Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.</li> </ul>	Application Form and Interview
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>Commitment to comprehensive education and personalised learning.</li> <li>Excellent classroom teacher.</li> <li>Sets high expectations of all students</li> <li>Ability to create an effective learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successful planning for a series of lessons, their delivery and evaluation</li> <li>Successful experience of teaching students of all abilities.</li> </ul>	
<b>Skills and Experience</b>	<ul style="list-style-type: none"> <li>Good communication skills orally and written.</li> <li>Good use of ICT to make learning engaging and dynamic and to support assessment.</li> <li>The capacity to form positive learning-centred relationships with other professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Some experience (including teaching practice) of form tutor/PSHE work</li> <li>Experience of ICT within the subject</li> <li>Experience of teaching KS5</li> </ul>	Application Form and Interview
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Self-motivated with an ability to use own initiative.</li> <li>Well-developed interpersonal and social skills.</li> <li>A passion for education and making a difference.</li> </ul>	<ul style="list-style-type: none"> <li>Potential for promotion</li> </ul>	Application Form and Interview.

	<ul style="list-style-type: none"><li>• Ability to meet deadlines.</li><li>• Enthusiastic and always positive.</li><li>• Able and willing to scrutinise own practice</li><li>• Believe they can improve on their previous best.</li><li>• Commitment to safeguarding children and young people.</li></ul>		
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