

**Hebburn Comprehensive School**

|  |
| --- |
| **Job Description****Teacher of History** |
| **Job Purpose:** | * To carry out the professional duties of a school teacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD), under the direction of the Head Teacher.
* To teach a broad, balanced, relevant and differentiated curriculum.
* To monitor and support the overall progress and development of pupils as a class teacher and Form Tutor
* To create a learning environment that provides pupils with the opportunity to achieve their full potential.
* To contribute to the raising of standards of achievement both within the department and across the school.
 |
| **Reporting to:** | Head of Department/Second in Department |
| **Responsible for:** | No line management responsibility |
| **Salary:** | MPS |
| **Working Hours:** | Full time |
| Disclosure Level: | Enhanced |

|  |
| --- |
| **Teaching and Learning** |
| * Set high standards and expectations for all pupils.
* Motivate and challenge pupils through inspiring teaching.
* Ensure good progress and good outcomes for all pupils.
* Demonstrate good subject and curriculum knowledge, including exam specifications at GCSE.
* Prepare pupils for internal and external assessments and examinations.
* Organise lessons effectively to ensure high-quality learning.
* Use short-term data to inform lesson planning, in order to meet the needs of all pupils.
* Mark pupils’ classwork and homework in line with school policy and set regular homework.
* Assess, record and report on the attendance, progress, development and attainment of pupils, as required.
* Provide, and contribute to, oral and written assessments and reports for individual pupils and groups of pupils.
* Ensure that the contribution to Reading, Writing, Communication and Maths and Social, Moral, Cultural and Spiritual development are reflected in lesson planning and delivery.
* Prepare and update teaching resources as appropriate.
* Use a variety of teaching styles that stimulate pupils and enhance their learning experience.
* Maintain good discipline, in accordance with school procedures, and encourage good behaviour for learning and high standards of classwork and homework.
 |
| **Strategic/Operational Planning** |
| * Assist in the development of resources, schemes of work and teaching strategies, both within the subject area and across the curriculum.
* Contribute to the objectives in the departmental development plan.
* Plan and teach well-structured lessons that meet the needs of the pupils.
* Contribute to the design and implementation of an engaging curriculum within the relevant subject area.
 |
| **Curriculum Provision**  |
| * Assist the Head of Department/Second in Department in ensuring that the subject area provides a range of teaching and learning experiences in line with the school’s strategic objectives.
* Assist in the process of curriculum development to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s mission and strategic objectives.
 |
| **Staffing** |
| * Take part in the school’s staff development programme by participating in further training and professional development.
* Continue own professional development in the relevant areas, including subject knowledge and teaching methodology.
* Engage actively in the appraisal process.
* Ensure the effective/efficient deployment of classroom support and resources.
* Work as a member of a designated team and contribute positively to effective working relations.
 |
| **Quality Assurance**  |
| * Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria, and to modify and implement, where required.
* Review methods of teaching and schemes of work.
* Take part, as required, in the review and development of activities relating to the department and wider school.
 |
| **Management** |
| * Maintain appropriate records and provide relevant accurate and up-to-date information in the school’s MIS, i.e. registers, logging of behavioural incidents etc.
* Complete the relevant documentation to assist in the tracking of pupil progress.
* Track pupil progress and use information to inform teaching and learning.
* Assist the Head of Department/Second in Department to identify resource needs and to contribute to the efficient/effective use of resources.
* Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the pupils.
 |
| **Communication and Liaison** |
| * Communicate effectively with the parents, as appropriate.
* Follow agreed policies and protocols for communication.
 |
| **Pastoral System** |
| * Be a Form Tutor.
* Promote the general progress and well-being of individual pupils and of the Tutor Group as a whole.
* Liaise with the Head of Learning to ensure the implementation of the school’s pastoral system.
* Register pupils, accompany pupils to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
* Contribute to the preparation of action plans and progress files and other reports and references.
* Alert the appropriate staff to any pastoral issues experienced by pupils.
* Communicate, as appropriate, with parents and carers and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff.
* Apply the school’s behaviour management systems so that effective learning can take place.
 |
| **School Ethos** |
| * Play a full part in the life of the school community, upholding its values and setting a professional example at all times.
* Actively promote all of the school’s policies.
* Comply with the school’s health and safety policies and undertake risk assessments as appropriate.
 |
| Staff will be expected to undertake any duty as specified by School Teachers’ Pay and Condition Documents not mentioned above.Staff are expected to show professionalism at all times |

**Hebburn Comprehensive is committed to the safeguarding and well-being of young people. All appointments are made subject to rigorous safer recruitment checks.**

|  |
| --- |
| **Person Specification / Selection Criteria****Teacher of History** |
| **Selection Criteria** | **Essential** | **Desirable** | **Source**A = ApplicationI = InterviewR = ReferencesT = Task/Observation |
| **Education and Training** |  |  |  |
| Qualified Teacher Status (or working towards QTS) | ✓ |  | A |
| Degree, or equivalent | ✓ |  | A  |
| Recent, relevant training | ✓ |  | A |
|  |  |  |  |
| **Relevant Experience** |  |  |  |
| Evidence of successful teaching at KS3 and KS4 in subject area | ✓ |  | A R I |
| Good knowledge and understanding of GCSE specifications for subject area | ✓ |  | A R I |
| Ability to teach Geography and/or RE |  | ✓ |  |
|  |  |  |  |
| **Aptitude and Skills** |  |  |  |
| A passion for teaching and learning and education | ✓ |  | A R I |
| Ability to meet children’s needs in terms of curriculum, spiritual, personal and social development | ✓ |  | A R |
| Understanding and awareness of current educational developments and the implications of relevant educational legislation | ✓ |  | A |
| Work as part of a team | ✓ |  | A R I |
| Motivate and inspire students and parents | ✓ |  | A R I  |
| Knowledge of all necessary NC assessment, recording and reporting | ✓ |  | A |
| Excellent communication skills, both oral and written | ✓ |  | A R I |
| Excellent ICT skills | ✓ |  | A R I |
|  |  |  |  |
| **Corporate Responsibility** |  |  |  |
| Lead by example  | ✓ |  | A R |
| High standards of professional conduct | ✓ |  | A R |
| Commitment to the safeguarding of children and young people | ✓ |  | A R |
| Commitment to supporting children’s academic progress | ✓ |  | A R  |
| Commitment to comply with all school policies | ✓ |  | A R |
| Commitment to CPD | ✓ |  | A |
| Commitment to participating fully in the teacher appraisal process  | ✓ |  | A R  |
| Commitment to raising standards | ✓ |  | A I |
| Commitment to equal opportunities and inclusion | ✓ |  | A I |
| Commitment to participation in the full life of the school | ✓ |  | A |
|  |  |  |  |
| **Personal Qualities** |  |  |  |
| Energy, drive and tenacity | ✓ |  | I |

|  |  |  |  |
| --- | --- | --- | --- |
| Resilience | ✓ |  | R I |
| Ability to prioritise time effectively |  |  | I |
| Ability to work under pressure and meet deadlines | ✓ |  | R I |
| Commitment to a team approach | ✓ |  | R I |
| High levels of motivation and commitment | ✓ |  | A R I |
| Ability to achieve challenging professional goals | ✓ |  | A |
| Ability to maintain a sense of humour | ✓ |  |  |
| Willingness to get involved in extra-curricular activities | ✓ |  | A I |
|  |  |  |  |
| **Application** |  |  |  |
| Accurate completion of application form | ✓ |  | A |
| Letter which addresses the person specification | ✓ |  | A |
| Good standard of written English | ✓ |  | A |