Teacher of Humanities – Job Description

Post title:	**Teacher of Humanities**
Salary:	**MPS**
Reporting to:	**Head of Faculty**
Liaising with:	Principal, Academy Leadership Team, Heads of Subject, Pastoral Team, relevant staff with cross-Academy responsibilities, relevant support staff, parents and Governors and other stakeholders.
Responsible for:	The provision of a full learning experience and support for students.
Purpose	• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a classroom teacher/form tutor. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.
Operational/Strategic Planning	• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and Department. • To contribute to the Curriculum Area and departments development plan and its implementation. • To plan and prepare courses and lessons • To contribute to the whole academy's planning activities.
Curriculum Provision	• To assist the Head of Faculty, the Senior Vice Principal Teaching and Learning, to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives.
Curriculum Development	• To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's strategic objectives.
Staffing Staff development Recruitment/Deployment of staff	• To take part in the academy's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Personal Management Review process. • To ensure the effective efficient deployment of classroom support. • To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Quality Assurance:	• To help to implement academy quality procedures and adherence to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required. • To review from time to time methods of teaching and programmes of work. • To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
Management Information:	• To maintain appropriate records and to provide relevant accurate and up-to-date information for registers, etc. • To complete the relevant documentation to assist in the tracking of students. • To track students progress and use information to inform teaching and learning.
Communications:	• To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the academy. • To follow agreed policies for communication in the academy.
Marketing and Liaison:	• To take part in marketing and liaison activities such as Open Evenings, Parents Evenings and liaison events with partner schools/academy's. • To contribute to the development of effective subject links with external agencies.
Management of Resources:	• To contribute to the process of the ordering and allocation of equipment and materials. • To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.
Pastoral System	• To be a Form Tutor to an assigned group of students. • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To liaise with a Pastoral Leader to ensure the implementation of the academy's Pastoral System. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life. • To evaluate and monitor the progress of students and keep up-to-date student records as may be required. • To alert the appropriate staff problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff. • To contribute to PSHE and citizenship and enterprise according to academy policy. • To apply the Behaviour management systems so that effective learning can take place.
Teaching:	• To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

	• To ensure that ICT, Literacy, Numeracy and academy subject specialism(s) are reflected in the teaching/learning experience of students. • To undertake a designated programme of teaching. • To ensure a high quality learning experience for students which meets internal and external quality standards. • To prepare and update subject materials. • To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. • To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and academy procedures. • To mark, grade and give written/verbal and diagnostic feedback as required. • To ensure a safe working environment.
Academy Ethos	• Undertake whole Academy duties as outlined in responsibilities agreed each year. • Monitor and support the overall progress and development of students in faculty. • To engage actively in the performance review process, addressing appraisal targets set by the line manager each Autumn term. • To promote equal opportunities and celebrate diversity in all aspects of the Academy. • To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • To promote actively the Academy's corporate policies. • To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate. • To show a record of excellent attendance and punctuality. • To promote equal opportunities and celebrate diversity in all aspects of the Academy. • To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
Working time:	195 days per year. Full time.
Disclosure level:	Enhanced DBS

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Queensbury Academy is committed to the safety and well-being of its students and staff. Safeguarding children is at the core of the academy activity. Staff and volunteers will be expected to adhere to the Safeguarding Children Policy and procedures at all times and conduct themselves appropriately in accordance with the guidance.

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 provision 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 Governors. 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.