



Burnt Mill Academy Trust

JOB DESCRIPTION

POSITION:	Teacher of Humanities
REPORTS TO:	Head of Faculty
PAYSCALE:	UQT1 – L5 (£17,718 - £44,547 per annum FTE) Scale point will be dependent on skills, experience and track record
LOCATION:	Epping St John's
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Head Teachers and Heads of School.
CONTRACT:	Permanent, Full time

PURPOSE OF THE JOB

- Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Liaison with:

- Head of Faculty, Faculty Team, Teaching/Support staff, school representative, external agencies, parents and students

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

Oversight of

- Pupils' attainment, progress and outcomes.

Specific Responsibilities

- To teach Humanities across the 11 – 16 age range, including GCSE, under the direction of the Head of Department.
- To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
- To assess and report on students' attainment and progress in KS3 and on GCSE grades and progress in KS4.
- To teach to the requirements of the National Curriculum programme of study for languages.
- To be a form Tutor to an assigned Tutor Group and to carry out related duties.
- To carry out a share of supervisory duties.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.



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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 the school's behaviour policy.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To impart knowledge and develop understanding through effective use of lesson time.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Main Expectations of the role

- Being aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate a clear understanding of appropriate teaching strategies
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Encourage pupils to take responsible and conscientious attitude to their own work and study.
- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Promote a love of learning and children's intellectual curiosity.
- Support strategies to promote high standards of behaviour.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

Burnt Mill Academy Trust Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.



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Person Specification – Teacher of Humanities			
		Essential	Desirable
Qualifications and documentation	<ol style="list-style-type: none"> Honours Degree Qualified Teacher Status in subject area relevant to the faculty Enhanced DBS and validated references Eligibility to work in the UK Evidence of further professional development relevant to the post. 	✓ ✓ ✓	✓ ✓
Experience	<ol style="list-style-type: none"> Proven record as an outstanding teacher with a proven track record of securing outstanding outcomes for students over the last three years. Experience of leading, managing and supporting activities in a classroom environment e.g. teaching Experience of working children and young people 		✓ ✓ ✓
Knowledge	<ol style="list-style-type: none"> An understanding of the expectations Ofsted Framework regarding effective teaching and learning. Good knowledge of Microsoft Office Knowledge of curriculum Understanding of assessment issues, including the practical use of data in planning and raising standards Understanding of safeguarding requirements Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment. 	✓	✓ ✓ ✓ ✓ ✓
Skills / Competencies	<ol style="list-style-type: none"> Ability to relate well to children and adults Ability to work independently and manage workload Ability to communicate effectively to pupil, colleagues and parents Ability to form and maintain appropriate relationship and demonstrate personal boundaries with children and young people Attention to detail Can maintain and actively promote high standards of student behaviour Discretion, tact and diplomacy Good numeracy/literacy/ICT skills Good communication skills Good organisational skills Work constructively as part of a team, follow instructions, understand roles and responsibilities 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	
Personal Qualities	Characterised as: <ol style="list-style-type: none"> A belief in the ability of children and young people to achieve and to overcome obstacles to their learning A high level of personal integrity Highly motivated and inspirational in the classroom Committed to safeguarding children Commitment to the overall success of the school 	✓ ✓ ✓ ✓ ✓	



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	6. Calm under pressure and flexible in approach.		
	7. Emotionally intelligent and self-aware	v	
	8. Positive attitude to use of authority and maintaining discipline	v	
	9. Enjoys working in new and challenging situations	v	
	10. Reliable and trustworthy		v
	11. Proactive, enthusiastic, optimistic and innovative.	v	
	12. Flexible and adaptive approach to work	v	
	13. Professional working attitude	v	