



## **JOB DESCRIPTION**

**School:** Hamstead Hall Academy Trust

**Name:**

**Job Title:** Classroom Teacher (History)

**Grade:** MPR

**Start Date:**

### **1.0 JOB PURPOSE:**

**1.1** To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable.

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document

### **2.0 DUTIES AND RESPONSIBILITIES**

#### **2.1 Planning, development and coordination**

- To set teaching and learning objectives, which are relevant to all students in their classes
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate
- To contribute to department meetings and other academy meetings and events e.g. Open evenings, PSHE meetings, Twi-lights.....
- To plan with support staff who are contributing to students' learning
- To plan opportunities for students to learn in out of Academy contexts
- To produce long- and short-term planning in accordance with Academy policy and procedures and within required deadlines
- To support the Head of Department in the development and implementation of the Team Development Plan (TDP)
- To lead or contribute to professional development activities as part of the planned programme for the Academy and to promote the sharing of good practice

## **2.2 Monitoring and assessment**

- To identify and support students with differing levels of ability and those experiencing behavioural, emotional and social difficulties
- To make appropriate use of the Academy's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives
- To use monitoring and assessment information to improve planning and teaching
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students as they learn
- To involve students in reflecting on, evaluating and improving their own performance and progress
- To assess students' progress accurately against appropriate standards
- To identify the levels of attainment for students learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning
- To report on students' attainment to parents, carer, other professionals and students as appropriate

### **2.3 Teaching and class management**

- To have high expectations of students and build successful relationships centred on teaching and learning
- To establish a purposeful learning environment where diversity is valued and where students feel safe, secure and confident
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students in their age range and ability
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls in different cultural and ethnic groups to help them make good progress
- To organise and manage teaching and learning time effectively
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with Academy policy to anticipate and manage students' behaviour constructively and promote self-control and independence
- To use ICT effectively in delivery of teaching and learning
- To take responsibility for teaching a class or classes over a sustained and substantial period of time
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with Academy policy and procedures
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To attend and participate in meetings as and when required
- To participate in training, continuous professional development and other learning activities as required including participation in the Academy's appraisal arrangements

### **2.4 To adhere to the ethos of the Academy**

- To promote the agreed vision and aims of the Academy
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parents/open evenings

### **2.5 Any other duties as commensurate within the grade in order to ensure the smooth running of the Academy**

### **3.0 PASTORAL**

**3.1** To be a form tutor and to carry out the duties of a form tutor in all its aspects in line with academy procedures.

### **4.0 OBSERVANCE OF THE ACADEMY'S EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED**

### **5.0 GENERAL**

**5.1** A teacher on MPR shall meet the Teachers' Standards (DfE 2012)

**5.2** A teacher on the upper pay range shall meet the Teachers' Standards (DfE 2012) and performance threshold standards as specified in the Teachers' Pay and Conditions Document.

**5.3** To adhere to the Academy Trust's Code of Conduct for all staff

### **6.0 REVIEW AND AMENDMENT:**

This job description is normally subject to an annual review. It may be amended at the request of the Executive Principal or the post holder after consultation.

### **7.0 LINE MANAGER:**

The Post Holder will be responsible to the Head of Department.

Signed: \_\_\_\_\_ (Post Holder)

Signed: \_\_\_\_\_ (Executive Principal)

Date: \_\_\_\_\_

**Hamstead Hall Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful candidates.**



# Hamstead Hall Academy Trust

## Classroom Teacher – MPR (History)

### Person Specification

	Essential	M.O.A.
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified Teacher status.</li><li>• Graduate in subject to be taught</li></ul>	AF
<b>Work or other relevant experience</b>	<ul style="list-style-type: none"><li>▪ Successful teaching experience in a secondary school</li><li>▪ Evidence of successful completion of initial teacher training.</li></ul>	AF/I
<b>Skills and Abilities</b>	<ul style="list-style-type: none"><li>• Teaching to a high standard</li><li>• Ability to teach History across key stages 3 – 5</li><li>• Can teach Humanities at KS3</li><li>• Relates to and motivates students</li><li>• Works well within and contributes to team development</li><li>• Understands and values the processes of planning as an aid to raising standards</li><li>• Good classroom management</li><li>• Evidence of a commitment to an equal opportunities policy both in service delivery and employment</li><li>• Knowledge of the National Curriculum requirements (KS3, KS4 and 5) in the subject(s) area</li><li>• Understands and is familiar with teaching and learning strategies.</li><li>• To use ICT to enhance the quality of T&amp;L</li></ul>	AF/I
<b>Training</b>	<ul style="list-style-type: none"><li>• Willingness to undertake relevant training to improve existing skills and develop new ones.</li></ul>	AF/I
<b>Physical Requirements</b>	<ul style="list-style-type: none"><li>• “...maintain high standards in their own attendance and punctuality” (Teachers standards)</li><li>• Professional appearance</li></ul>	AF/I
<b>Contra-indications</b>	<ul style="list-style-type: none"><li>• Criminal convictions involving offences against children.</li></ul>	AF

### Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise; P = Presentation

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