

JOB DESCRIPTION

Post Title: Teacher of Humanities

Salary: MPS1 – UPS3

Responsible to: Head of Humanities and Subject leaders

Pensby High School is a mixed 11-16 school, situated on the Wirral. The local authority continues with a tested grammar school system and Pensby High School whilst operating along comprehensive lines, is a non-selective school.

Outcomes in terms of both progress and attainment are consistently above national norms and significantly above the average for similar schools. The humanities area contributes to the school's overall success, with history, geography and RE all gaining results in terms of attainment and progress well above national norms. This is as a result of consistently good teaching, staff working to support each other and develop the day-to-day experience for students.

The core function of the post is to teach across the humanities area, with the ability to teach a range of subjects at key stage 3 and 4 essential for this post. To fully engage with the school's CPD programme, supporting others and self to develop still further.

It is expected that the postholder will carry out her/his responsibilities within this framework.

Job descriptions are subject to review and amendment.

Key responsibilities:

- To successfully contribute to the teaching of Humanities across all key stages, ability ranges and subjects
- To work within the school and subject areas agreed framework for planning for learning, assessment, lesson delivery and evaluation
- To actively seek out subject specific development, to actively engage with all forms of CPD within the school and to contribute to the school and subject areas wider learning aims
- To work with other to continue to update schemes of learning and assessment, as well as the associated resources
- To mark and assess students' work in line with the subject marking policy and any whole school provisions
- Work with others within the subject area to produce, mark and moderate internal examinations
- Commit to both school and subject level extra-curricular activities, building positive relationship through these non-timetabled activities
- To attend and support parents' evenings as required, ensuring that information shared is accurate and up to date
- To fully engage with monitoring processes
- To maintain an organised and effective learning environment in the classroom and any shared areas
- Seek to review and develop practice
- Teach consistently good lesson and engaging with the whole school coaching to promote the development of own and others' teaching.

Professional Standards and Development:

- Conduct self as a role model for all members of the school community
- Provide cover for absent colleagues as defined by the school's 'rarely cover' policy
- Take an active part in the Health and Safety policy personally and as it applies to all members of the school community
- Be familiar with and support School policies
- Establish effective working relationships with all colleagues, ensuring that high standards are maintained in all lessons
- Seek out professional development opportunities that benefit both self and the wider school community
- Show willingness to engage in the wider life of the school and take an active part in the extra-curricular offer
- Be aware of the professional standards as they are laid down and ensure that their practice supports standards relevant to their career profile
- Support through interactions with students the SEN Code of Practice and consider the needs of all vulnerable groups within the school – promote the principle of equal opportunities
- Organise and minute subject meetings or other meetings as directed.

Pastoral:

- To take an active role in safeguarding all members of the school community and act in accordance with the school's policies on safeguarding, and reporting
- All members of staff at Pensby School have a pastoral responsibility; students' well being and achievement must be at the heart of what we do
- To carry out the roles and responsibility of a tutor as directed by the pastoral team..

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed annually and can be added to at the discretion of the Headteacher.

An enhanced DBS check will be required for this post.

Person Specification:

E Essential D Desirable
 Demonstrated by: A Application process I Interview process

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| Experience: | E/D | A/I |
| Excellent teaching skills across KS3, 4 & 5 | E | A/I |
| Demonstrate experience of teaching within a similar teaching environment | E | A/I |
| Of positive behaviour management strategies and building relationships with students | E | A/I |
| | | |
| Qualifications and Training: | | |
| Degree in related subject | E | A |
| PGCE or equivalent | E | A |
| | | |
| Knowledge: | | |
| Up to date knowledge of 11 – 19 curriculum | E | A/I |
| A sound understanding of pedagogical practice in relation to Teaching and Learning in a school setting | E | I |
| A good understanding of strategies to raise student attainment | D | I |
| | | |
| Aptitudes: | | |
| Skilled classroom practitioner | E | I |
| Highly effective communication skills | E | A/I |
| Ability to form strong working relationships | E | I |
| Ability to contribute to an effective team | E | I |
| Capacity and willingness to evaluate own and others performance | D | I |
| Willingness to innovate and develop self and others | D | I |
| The ability to develop strong relationships with all students | E | A/I |
| Willingness to contribute to the wider life of the school | D | I |
| | | |
| Values: | | |
| The belief that every student can and will achieve their very best | E | A/I |
| A clear educational vision and passion for schools and teaching | E | A/I |
| Good organisational skills | E | A/I |
| Highly motivated and willing to go beyond the confines of the classroom to “give more” to the students | E | I |
| Ability to work to deadlines and manage pressure | E | A/I |
| Record of good attendance and punctuality | E | A |
| | | |
| Safeguarding and welfare of the school community: | | |
| The ability to maintain appropriate relationships with all members of the school community | E | A/I |
| The ability to manage student and colleagues’ behaviours in a positive way | E | A/I |
| Be clear on their motivation to work with young people | E | I |