Teacher of History
Job Description

Teachers make the safeguarding and education of their pupils at St Thomas More Language College 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.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.1.2 demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- 1.2.1 be accountable for pupils' attainment, progress and outcomes
- 1.2.2 be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 1.2.3 guide pupils to reflect on the progress they have made and their emerging needs
- 1.2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 1.2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- 1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 1.3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 1.3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 1.3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- 1.4.1 impart knowledge and develop understanding through effective use of lesson time
- 1.4.2 promote a love of learning and children's intellectual curiosity
- 1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching
- 1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 1.5.3 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

- 1.5.4 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.

6 Make accurate and productive use of assessment

- 1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 1.6.2 make use of formative and summative assessment to secure pupils' progress
- 1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons
- 1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 1.7.1 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
- 1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- 1.8.1 make a positive contribution to the wider life and ethos of the school
- 1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 1.8.3 deploy support staff effectively
- 1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- 2.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- 2.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- 2.1.3 showing tolerance of and respect for the rights of others
- 2.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- 2.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PART THREE: OTHER DUTIES

- 3.1 All staff are expected to fully support the Vision, College Priorities, the Mission Statement, Aims of the College and Catholic Ethos in line with STMLC's and Diocesan documentation.
- 3.2 Undertake other reasonable duties as required and defined by the Head of Department, Leadership Team and / or Headteacher.

PART FOUR: DUTIES IN RELATION TO DEPARTMENT

1 Strategic Planning

- 4.1 Using the guidance support and leadership of your Head of Department you should plan teaching to achieve progression in students' learning through:
- 4.1.1 Identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed.
- 4.1.2 Setting tasks for whole class, individual and group work, including homework, which challenge students and ensure high levels of student interest.
- 4.1.3 Setting appropriate and demanding expectations for students' learning, motivation and presentation of work.
- 4.1.4 Setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do.
- 4.1.5 Identify (and get help in order to give positive and targeted support) to students who:

  a) Have SEND needs.

  b) Are the more and most able.
- 4.1.6 Providing clear structures for lessons, and for sequences of lessons, in short, medium and longer term, which maintain pace, motivation and challenge for students.
- 4.1.7 Making effective use of assessment information on students' attainment and progress in your teaching and in planning future lessons and sequences of lessons.
- 4.1.8 Planning and implementing opportunities to contribute to students' personal, spiritual, moral, social and culture development.
- 4.1.9 Ensuring coverage of the relevant examination syllabuses and programmes of study.

5 Good Practice

- 5.1 Ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching of objectives are met, and best use is made of available teaching time.
- 5.2 Ensuring a seating plan to capitalise learning.
- 5.3 Monitor and intervene when teaching to ensure sound learning and discipline.
- 5.4 Establish and maintain a purposeful working atmosphere.
- 5.5 Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- 5.6 Establish a safe environment which supports learning and in which students feel secure and confident.

6 Use teaching methods which sustain the momentum of students' work and keep all students engaged through:

- 6.1.1 Stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering students' enthusiasm and maintaining students' motivation.
- 6.1.2 Matching the approaches used to the subject matter and the students being taught.
- 6.1.3 Structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses.
- 6.1.4 Clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples.
- 6.1.5 Clear instruction and demonstration, and accurate well-paced explanation.
- 6.1.6 Effective questioning which matches the pace and direction of the lesson and ensures that students take part.
- 6.1.7 Paying careful attention to students' errors and misconceptions, and helping to remedy them.
- 6.1.8 Listening carefully to students, analysing their responses and responding constructively in order to take students' learning forward.

- 6.1.9 Selecting and making good use of learning resources which enable teaching objectives to be met.
- 6.1.10 Providing opportunities for students to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt.
- 6.1.11 Exploiting opportunities to improve students' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources.
- 6.1.12 Exploiting opportunities to contribute to the quality of students' wider educational development, including their personal, spiritual, moral, social and cultural development.
- 6.1.13 Setting high expectations for all students notwithstanding individual difference, including gender, and cultural and linguistic backgrounds.
- 6.1.14 Providing opportunities to develop students' wider understanding by relating their learning to real and work-related examples.
- 6.1.15 Marking work in accordance with college policy and in a way which supports progression of learning.
- 6.2 Ensuring that you are familiar with the Code of Practice on the identification and assessment of special educational needs.
- 6.3 Ensuring that students acquire and consolidate knowledge, skills and understanding in the subject.
- 6.4 Taking a full part in all College Self Evaluation activities.
- 6.5 Interpreting the College Improvement Plan in relation to your role as teacher and follow it through.
- 6.6 Structuring your teaching to aid the college to meet its targets as expected by the LA and by central government.
- 6.7 Encouraging students to take full advantage of any extra-curricular programme and use such activities to enhance learning.
- 6.8 Having knowledge of and implementing all college policies so that they impact fully on your teaching.
- 6.9 Maintaining a staff planner and a record of student attendance.
- 6.10 Having a knowledge of and using prior attainment data to ensure that students reach their full potential.
- 6.11 Ensuring that you evaluate your own teaching critically and using this to improve your effectiveness.
- 6.12 Fully supporting the College Vision, Priorities, Mission Statement and Ethos.