**The Role**

To contribute to achieving excellence in teaching and learning through innovative and excellent practice. You will be expected to create effective and stimulating learning opportunities for all students through high quality teaching, learning and assessment.

You will be able to deliver teaching and learning on lower and upper 6th A Levels, and GCSE, and offer current and relevant examiner/practitioner skills. The specification that you will teach is AQA and it is expected that you are experienced with the new specification and in preparing for supporting students to exceed their bespoke targets and have a good understanding of Alps, examiner reports and moderation reports, to help the students improve upon the national performance in the subject, last year

You will be able to teach a range of skills compatible with Sociology, and you will be able to inspire students and support them in progressing on the course and in their coursework.

You will teach theory based sessions that create opportunities for practical learning, utilising a range of teaching, learning and assessment techniques and the ability to give students constructive and developmental feedback on their work to help them exceed their individual targets.

Pastoral care will be an additional focus of the role and you will take responsibility to establish a cohesive learning experience that enables progression and development to higher levels or future employment

Responsible to: Head of Sixth Form

**Position Description**   
**Key Accountabilities & Responsibilities:**

1. To contribute to the College and curriculum area strategic objectives and to actively engage in the annual review
2. To be aware of national developments in subject area and update knowledge and skills on an annual basis
3. To plan, prepare and deliver high quality lessons in order to achieve effective management of the learning process
4. Plan and use a range of effective and appropriate teaching and learning techniques to engage and motivate students and encourage independence and student autonomy
5. Establish a purposeful and motivating learning environment where students feel safe, secure, confident and valued
6. Establish and maintain procedures with students which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes
7. To set and mark work in accordance with College and School Assessment policies, to record work carried out and assessment of same
8. To track all students’ progress and attendance in accordance with agreed College systems and policies
9. To provide a balance of appropriate teaching styles and learning experiences
10. To be aware of external/internal assessment procedures and to play and appropriate part in their

Implementation

1. Evaluate and improve own communication skills to maximise effective communication and overcome barriers
2. To liaise with Head of School in contributing to the design of programmes and teaching approaches which will enable curriculum areas to achieve high standards and value added
3. To liaise with Head of School and curriculum teams in contributing to the administration necessary to support the teaching, learning and assessment within the subject area
4. To work with colleagues with relevant expertise to identify and address additional student English and Maths skills development in subject area
5. To review own professional development needs and to participate fully in future training and development
6. To communicate and consult with parents, carers and students including Parent’s Evening, Welcome Evenings, events and open evenings
7. To ensure that all students in the subject area comply with College’s policies and procedures
8. To provide enrichment opportunities that are exciting, motivating and enhance the student experience

**Professional Practice and Values**

* To contribute fully to the mission and values statement of the College Group ensuring its effective implementation in all aspects of College life.
* To take a proactive approach and responsibility for personal professional development, Health & Safety, and meeting other regulatory compliances (e.g. GDPR, DPA, Safeguarding), thereby enabling safe and professional working practices to be observed at all times.
* To support cross college actives as required in particular the key enrolment and invigilation periods.
* Carry out any other relevant and appropriate duties as determined by the needs of the service and as appropriate to the grade.

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| **PERSONAL ATTRIBUTES, QUALIFICATIONS & EXPERIENCE** | ESSENTIAL | DESIRABLE | METHOD OF ASSESSMENT |
| 1. Educated to Level 4 e.g. Degree or equivalent in Sociology | √ |  | A |
| 1. A recognised Teaching qualification or vocational experience | √ |  | A |
| 1. Professional qualification relevant to the subject area |  | √ | A |
| 1. Excellent computer literacy – ability to use the current IT programs of the College | √ |  | A |
| 1. Proven relevant experience of curriculum planning, development & delivery in Sociology | √ |  | A, I |
| 1. Knowledge and understanding of assessments and exam board requirements | √ |  | A, I |
| 1. Engaged in Continuing Professional Development | √ |  | A, I |
| 1. Minimum of Level 2 literacy and numeracy | √ |  | A |
| 1. High level of communication and interpersonal skills | √ |  | I |
| 1. Ability to set high standards for students, colleagues and for themselves | √ |  | I |
| 1. Experience of resource based learning |  | √ | A, I |
| 1. Experience of examining for a professional body or exam board |  | √ | A |
| 1. Membership of a relevant professional body |  | √ | A |
| 1. Experience of assessing students’ needs and planning curriculum for their benefit including Technology Enhanced Learning | √ |  | A, I |
| 1. Good understanding of curriculum development to meet the training needs of employers | √ |  | I |
| 1. Good understanding of quality assurance and improvement processes | √ |  | I |
| 1. Experience of designing and delivering excellent lessons in Sociology | √ |  | I |
| 1. Record of outstanding teaching observations | √ |  | A, I |
| 1. Good understanding of value added and strategies to improve student performance | √ |  | I |
| 1. Proven track record of improving value added of students and high achievement rates | √ |  | A, I |
| 1. Experience teaching the new AQA specification to A Level and GCSE | √ |  | I |
| 1. Experience of leading on enrichment schedules and planning for students |  | √ | A |
| 1. Experience of preparing for and leading on effective revision sessions for students | √ |  | A,I |
| 1. Experience of using exam board mark schemes and examiner reports to inform teaching, learning and assessment. | √ |  | A, I |