

Job Description for a post of Responsibility – Teaching Staff

**1. Title of Post**

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| History Performance Leader  |

1. **Name of Teacher**

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1. **Salary**

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1. **Accountable and responsible to:**

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| Deputy Head Teacher - Pastoral |

**5. Main purpose of post**

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| * **Strategic direction & development of History**
	+ Communicate clearly to a range of stakeholders the overall direction of the department including the vision for History at the academy
	+ Work in partnership with the Senior Leadership Team in the cycle of school improvement planning by writing, implementing, reviewing and evaluating self-evaluations (SEFs) and Subject Improvement Plans (SIPs)
	+ Contribute to the setting of highly ambitious targets for students and staff and to be accountable for their delivery within the department
	+ Ensure Senior Leaders are informed about subject policies, improvement plans and progress towards meeting improvement targets
	+ Develop and implement subject specific policies to ensure they are applied consistently and are in line with academy expectations
* **Accelerating progress in History**
	+ Develop and deliver a comprehensive curriculum that accelerates progress in History through quality teaching and timely assessment across Years 7-13.
	+ Be accountable for the History department meeting and individual progress targets for KS3, KS4 and KS5 students
	+ Implement a system whereby students in all year groups know their targets and what they need to do to achieve them
	+ Ensure there are clear systems in place to address underperformance across all year groups in line with subject and academy priorities
	+ Carry out timely and appropriate quality assurance within the subject with follow up remedial interventions where necessary
	+ Attend Curriculum Steering Group meetings with other middle leaders
* **Leading on the continued development of the KS3, GCSE and A level schemes of learning**
	+ Lead the team in the creation and delivery of a rigorous curriculum through long, medium and short term planning that is challenging and differentiated
	+ Be a role model and lead by example in all aspects of classroom practice including lesson planning, lesson delivery, assessment and homework
	+ Regularly review and improve the History SOL, with particular emphasis on literacy, differentiation and questioning: resources, homework, SOW.
	+ Lead a culture of collaborative planning and sharing of resources through simple and effective systems
	+ Attend exam board meetings to stay up to date with curriculum changes.
	+ Liaise with other schools in EMET to share best practice.
	+ Deliver CPD within the department, linked to the subject improvement plan.
* **Lead the day to day running of the History department**
	+ Organise any cover arrangements within History
	+ Work with Year Performance Leaders and SSU where behaviour issues arise within the subject.
	+ Manage staff who teach within the subject including appraisal activities
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**6. Core Requirements of the Post**

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| In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:* 1. Inspire trust and confidence in pupils and colleagues
	2. Build team commitment with colleagues and in the classroom
	3. Engage and motivate pupils
	4. Demonstrate analytical thinking
	5. Improve the quality of pupils’ learning
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| 1. **TEACHING**
	1. Appropriate preparation to meet the needs of the groups of students concerned.
	2. Effective classroom management to enable and encourage learning.
	3. Marking and response to all work.
	4. Setting and marking homework according to the academy’s agreed schedule and policy.
	5. Reaching agreed teaching standards and ensuring the safety of all students.
	6. Working to ensure that all students achieve their full potential.
2. **PASTORAL CARE/AND AS A FORM TUTOR**
	1. Managing your tutor group to create a positive personal and group relationship.
	2. To know every student in the tutor group and to recognise their needs.
	3. To offer solutions to those identified needs as appropriate.
	4. To counsel, encourage and nurture all students in your tutor group in all aspects of their social and academic development.
	5. To foster close and effective relationships between the academy and parents.
3. **PERSONAL SKILL DEVELOPMENT**

to work in co-operation with your ‘line manager’ to maintain a personal development programme which:* 1. Further enhances and develops subject related skills.
	2. Increases professional skills as a tutor and a teacher.
	3. Encourages the development of colleagues. Involves the sharing and taking of responsibilities within the academy and department.
	4. Encourages and maintains a high level of motivation amongst students.
1. **DEPARTMENTAL AND WHOLE SCHOOL COMMUNITY**

Contributing to the improvement and maintenance of an effective school.* 1. To contribute to the development of effective teamwork throughout the academy.
	2. To attend and contribute towards all relevant meetings and parents evenings
	3. To contribute towards the development of departmental teaching materials and the review of syllabi and schemes of work.
	4. To encourage and foster the development of extra-curricular activities.
	5. To maintain and present a professional attitude, appearance and conduct at all times.
	6. To respond to the challenges and opportunities offered in the Academy
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**To carry out the following professional duties of a teacher as circumstances may require and in accordance with the academy’s policies under the direction of the Head Teacher.**

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| **Knowledge and understanding*** Maintain an up to date knowledge of good practice in teaching techniques
* Have a detailed knowledge of the relevant aspects of the pupils’ Curriculum and other statutory requirements
* Have a secure knowledge and understanding of your specialist subject(s) (for secondary equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula)
* Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects you teach
* Cope securely with subject-related questions which pupils raise and know about pupils’ common misconceptions and mistakes in your specialist subject(s)

**Planning and setting expectations*** Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
* Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
* Set appropriate and demanding expectations for pupils’ learning and motivation. Set clear targets for pupils’ learning, building on prior attainment
* Identify pupils who are very able or who have special educational needs, and know where to get help in order to give positive and targeted support. Implement guidance found in learning Needs Profiles (LNPs)
* Understand and apply effective classroom management
* Understand and apply a range of teaching strategies
* Positively target and support individual learning needs
* Maintain high levels of behaviour and discipline
* Make best use of all resources

**Teaching and Managing Learning*** Demonstrate consistent progress
	+ For all students
	+ Across all teaching areas
	+ Across all spectrums of background, ability and behaviour
	+ That compares favourably with students in similar settings
* Set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
* Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources
* Plan to ensure students write extended responses that are accurate and checked closely for accurate literacy
* Effectively use homework and other extra-curricular learning opportunities
* Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time, setting clear targets which build on prior attainment

**Assessment and evaluation*** Assess how well learning objectives have been achieved and use this assessment for future teaching
* Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress
* Understand the demands expected of pupils in relation to the academy’s curriculum, KS4 and post-16 courses
* Assess and record student progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving

**Parents*** Know how to prepare and present informative reports to parents
* Recognise that learning takes place outside the school context and provide opportunities to develop student understanding by relating their learning to real and work-related examples

**Students*** To monitor the progress made in meeting targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
* Secure and be accountable for progress towards student targets

**Managing own performance and development*** Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
* Make effective use of time available
* Understand your professional responsibilities in relation to academy policies and practices
* Set a good example to the students you teach in your presentation and personal conduct
* Evaluate your own teaching critically and use this to improve your effectiveness
* Contribute to the development and/or implementation of academy policies
* Use the Appraisal process to advance student learning and enhance professional practice in line with the academy’s aspirations and priorities
* Promote the wider aspirations and values of the academy
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**7. Health and Safety**

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| 1. To be familiar with the Academy Health and Safety policy.
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1. **Further Statement**

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| The contents of this job description and allocation of particular responsibilities may be amended after consultation from time to time. |

**Person Specification – History Performance Leader**

This is the specification to which we shall be working throughout the selection process. Your letter of application will be part of this process and will need to address these areas wherever possible.

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|  | **Essential** | **Desirable** |
| Education and Qualifications | * Qualified Teacher Status
* Degree or PGCE
* An enhanced CRB check
 | * Good honours degree
* ‘A’ level average of C or above (or equivalent)
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| Experience | * Proven track record of outstanding History teaching across Years 7-13
* Relentless focus on high standards
* Think strategically with an eye for detail
 | * Proven track record of outstanding middle leadership
* Experience of leading and inspiring others
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| Training and professional development | * Evidence of recent and relevant CPD
 | * Relevant Higher Degree or Diploma
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| Skills and abilities | * Excellent classroom practitioner
* Successful tutor group experience
* Ability to work under pressure
* An ability and enthusiasm to exploit the possibilities and potential of History within and beyond the classroom
* Evidence of good organisational skills
* A good team player
* An ability to use and interpret data in order to design and implement intervention for individuals or groups of students who are underperforming
 | * A reputation for fair but firm management of student behaviour
* Coaching skills
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| Knowledge and understanding | * An excellent understanding of the History curriculum across all key stages
* Basic understanding of the nature and implications of recent research into what makes for effective learning
 | * An awareness and understanding of the likely consequences of curriculum change
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| Personal Attributes | * A proven ability to relate well to young people
* A proven ability to relate well to colleagues
* A commitment to helping students of all abilities to achieve the very highest standards of which they are capable
* Adaptability, flexibility and capacity for hard work
* A desire and determination to make a significant contribution to the school
 | * Clear and broad vision for education and schooling
* Ambition to progress further in the profession
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| Equal Opportunities/Safeguarding | * Understand and demonstrate a willingness to promote positively the Equal Opportunities Policy and safeguarding policy of The South Wolds Academy and Sixth Form
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