**Job Description and Person Specification**

**Teacher of History**

• To ensure documented lesson plans are delivered to meet the outcomes as set out in the relevant History curriculum and the relevant GCSE and A level Examination Board specifications

• The role is central to the efficient and effective teaching of History using the 50:50 model to inspire and enthuse all students to achieve at the highest levels whilst supporting the development of all learners

• To ensure students develop a strong understanding of scientific concepts and an environmental awareness

• To equip students with the transferable skills of time management, research, IT and problem solving

• The candidate will need to be willing to undertake other teaching responsibilities as required.

**Duties**

The key duties include but are not limited to the following:

• To plan, implement and monitor schemes of work, lesson plans and student Self Directed Learning assignments for subject. Each lesson plan is to indicate which outcomes will be addressed in the lesson and what resources will be used

• Be familiar with all relevant Examination Board syllabus documents and the subject curriculum and ensure that they are followed and complied with

• To ensure the Self Directed Learning philosophy of the school is present in the opportunities presented to the students

• To develop and fully utilise assignments and tasks including homework, quizzes and discussion f forums

• Ensure that lesson plans are tailored to accommodate students with an individual learning plan (ILP) and ensure that the lesson plan delivers what the ILP requires, primarily through differentiation

• Use a wide range of resources and extracurricular activities to provide students with a broad range of activities and experiences in keeping with the School’s guidelines

• To set targets, based on prior attainments, and undertake effective, informative marking which will extend and develop all students

* To keep appropriate records of progress and attainment of students for use in planning and for reporting accordingly to parents
* Develop and maintain links with students, parents, colleagues, line manager, head teacher and subject curriculum leader

• Working in conjunction with Line Manager and Headteacher to ensure best possible potential outcome for each individual student

• To keep order and control in the classroom and learning centre in line with the behaviour policy and ensure students are provided with a well-rounded education in a safe and happy, supportive environment

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Knowledge/Qualifications** | Essential | Desirable |
| Graduate with qualified teacher status  An awareness of current issues in specialist subject area  Knowledge of national curriculum requirements at KS3 and KS4  Knowledge of courses and requirements at KS3 and KS4  Understanding of use of data to assess and inform teaching and learning | \*  \* | \*  \* |
| **Experience** |  |  |
| Experience of teaching GCSE and A level  Teach intervention groups at KS3 and KS4 | \*  \* |  |
| **Skills** |  |  |
| Good communication skills written and verbal  Good organisational skills  Effective planning and teaching  A positive role model of professional practice and conduct of others  Good behaviour management skills    Familiarity with the use of a Virtual Learning Environment  Ability to work independently and be a team player  Good ITC skills  The ability to meet deadlines | \*  \*  \*  \*  \*  \*  \*  \* | \* |
| **Training** |  |  |
| Willingness to undertake relevant training and identify own development needs  Committed to ongoing CPD and Professional development |  |  |
| **Attributes and Attitudes** |  |  |
| Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application  Knowledge, understanding and commitment to safeguarding and promoting the welfare of students  Ability to form and maintain appropriate relationships and personal boundaries with students | \*  \*  \* |  |