JOB DESCRIPTION

Each Job Description is an outline of the role it describes. Included are the priorities which the School sees as most important at this time. These priorities will be the focus of the post holder, but the intention is that those holding posts of responsibility will use the Job Description as a starting point and go beyond it in order to provide excellent leadership in the area of responsibility.

Those who are most successful will take the Job Description and use it to develop their area by showing initiative and pushing the boundaries in the best interests of our students, colleagues and the School – thus ensuring a practical application of our Vision: ***Become the Best that You can Be***.

PBIS is totally committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. In line with COBIS and FOBISIA expectations and the British International Schools Safeguarding Coalition (BISSC) Safer Recruitment Code of Conduct, all new staff will be subject to enhanced pre-employment clearance, including identity checks, criminal background checks from all countries of residence (including an International Child Protection Certificate (ICPC) where applicable), a Prohibition Order check where applicable, qualifications checks and employment checks to include an exploration of any gaps in employment, and two satisfactory professional references which will be verified.

Job Title:	**Teacher of Humanities and Psychology (KS4 & KS5)**
Campus:	Secondary (VTE)
Role reports to:	**Head of Humanities (KS4/5) and Secondary Deputy Headteacher**

PURPOSE OF ROLE:

The post holder will be a Humanities teacher with specialist responsibility for Psychology, delivering high-quality teaching and learning at Key Stages 3 and 4. They will teach Humanities across KS3 and KS4 as part of the Humanities Department. They will also deliver an introductory Psychology curriculum at KS3 and teach the Cambridge IGCSE Psychology (0266) syllabus at KS4, preparing students for the externally assessed written examinations in line with Cambridge International Education requirements.

They are expected to set a high standard of professional conduct and to ensure as far as possible that pupils make good progress and achieve their full potential.

KEY ACCOUNTABILITIES:

[Carried out in consultation with the Heads of Humanities, the Headteacher and Deputy Headteachers, and in cooperation with colleagues. This list provides a guide to the likely tasks and responsibilities of the post holder; it is not meant as an exhaustive list, as there may be areas of benefit to the school not covered below.]

Teaching and Learning: Psychology (KS3)

- To plan, prepare and deliver engaging, well-structured introductory Psychology lessons at KS3 that spark curiosity about human thought, behaviour and the mind.
- To design and develop the KS3 Psychology scheme of work, introducing key concepts, simple research methods and ethical thinking that prepare students for Cambridge IGCSE study.
- To develop students' scientific thinking, including asking questions, collecting and interpreting simple data, and evaluating evidence and claims about behaviour.

- To help students make links between Psychology and everyday life, such as memory and study skills, sleep and wellbeing, in a way that is accurate, age-appropriate and sensitive.
- To develop students' literacy and oracy through discussion, explanation and short pieces of evaluative writing.

Teaching and Learning: Cambridge IGCSE Psychology (KS4)

- To plan and deliver the Cambridge IGCSE Psychology (0266) syllabus in line with current Cambridge International Education requirements, covering all compulsory topics and research methods.
- To teach the named studies set out in the Cambridge syllabus guidance thoroughly, including their aims, procedures, results, conclusions and evaluation.
- To develop students' understanding of research methods, including experimental and non-experimental methods, sampling, ethics, data handling and the evaluation of research.
- To develop the examination skills the syllabus requires: describing knowledge accurately, applying psychological concepts and studies to unfamiliar scenarios, and analysing and evaluating theories and research.
- To prepare students thoroughly for the written examination papers, making effective use of specimen and past papers, mark schemes, examiner reports and command words.
- To bring research methods to life through small-scale, ethical classroom investigations, following the British Psychological Society's ethical guidance and school policy.
- To contribute to the development and review of Psychology schemes of work, ensuring continuity and progression from KS3 to KS4 and readiness for Cambridge International AS & A Level Psychology.
- To keep up to date with Cambridge (CIE) syllabus changes and requirements, including resources on the Cambridge School Support Hub, and with current developments in Psychology teaching.
- To handle potentially sensitive content with care, so that discussion of behaviour, mental health and individual differences is respectful, accurate and safe for all students.
- To provide an example of good classroom practice that colleagues are free to come, observe and discuss.

Teaching and Learning: Humanities (KS3 and KS4)

- To plan, prepare and deliver engaging, well-structured Humanities lessons at KS3 and KS4, as allocated by the Head of Humanities, in subjects such as History, Geography and Global Studies.
- To teach and contribute to departmental schemes of work, ensuring continuity and progression across KS3 and KS4 Humanities.
- To develop students' enquiry, source analysis, data interpretation and extended writing skills, making links between Humanities subjects and Psychology where relevant.
- To prepare KS4 students thoroughly for external examinations in the Humanities subjects taught, making effective use of past papers, mark schemes and examiner reports.
- To promote global citizenship and an understanding of local, regional and global issues through the Humanities curriculum.

Assessment, Monitoring and Reporting

- To assess students' work regularly in line with the whole-school assessment and feedback policy, and maintain accurate assessment records.
- To monitor and track student attainment and progress in Humanities and Psychology, using data to inform planning and intervention.
- To set Learner Focused Targets (LFTs) and write academic reports according to the report schedule.
- To attend parent consultations and communicate effectively with parents about their child's progress.
- To work with the Examinations Officer on Cambridge examination entries, deadlines and access arrangements.

Inclusion and Student Support

- To adapt teaching to meet the needs of all learners, including students with English as an Additional Language (EAL), students with additional learning needs and high-attaining students.
- To support the literacy and subject-specific language development of bilingual learners across all key stages.
- To undertake the role of form tutor, if required, and support students' pastoral care and wellbeing.

Curriculum Enrichment, COBIS and FOBISIA

- To support the Year 9 Options Process and School Taster Days, promoting Humanities subjects and Cambridge IGCSE Psychology as options.
- To support Humanities events in the Secondary Calendar, such as Humanities Week, and wellbeing or mental health awareness events.
- To encourage and support student participation in FOBISIA student enrichment events and competitions, and in other inter-school opportunities, where relevant.
- To contribute to the school's extra-curricular activities programme, for example by running a Psychology club, and to educational visits and residential trips.

Safeguarding and Child Protection

- To comply with the PBIS Child Protection and Safeguarding Policy and Staff Code of Conduct, and promote the welfare of all students at all times.
- To complete mandatory safeguarding and child protection training at induction and at regular intervals thereafter, in line with COBIS requirements and school policy.
- To report any concern about a child, or about the conduct of an adult, promptly to the Designated Safeguarding Lead (DSL) in line with school procedures.
- To follow safer working practices at all times, including ensuring that classroom investigations involving students as participants are ethical and appropriate, and completing risk assessments for educational visits and off-site activities.
- To contribute to the school's ongoing self-evaluation and quality assurance, including COBIS accreditation and compliance processes.

Professional Development

- To take part in the school's appraisal and performance management process.
- To engage in relevant CPD, including Cambridge International training for the IGCSE Psychology syllabus and opportunities offered through the FOBISIA and COBIS networks, in coordination with the Professional Development Lead Teacher.
- To share good practice with colleagues and seek collaboration with other schools on Humanities and Psychology teaching and assessment.

Miscellaneous Matters

- Modelling high standards of professional behaviour, setting an example for the community.
- Attending all Secondary School events, as required.
- Supporting PBIS by attending all Whole School events as appropriate.
- Undertaking duties as allocated on the duty rota.
- Carrying out other reasonable duties as requested by the Headteacher or Deputy Headteacher.

KEY RELATIONSHIPS

Reporting to:

Head of KS4/5 Humanities and Head of KS3 Humanities

Working alongside:

Humanities Department teachers
Science Department teachers (research methods and data skills)
Secondary Deputy Headteacher

Liaising with:

Secondary Headteacher
Examinations Officer
Designated Safeguarding Lead (DSL)
School Counsellor and wellbeing team
EAL and Learning Support teams
Careers and University Guidance staff
Parents and external partners, including universities and psychology professionals

ESSENTIAL KNOWLEDGE, ABILITIES and QUALIFICATIONS

- A qualified teacher (QTS, PGCE or equivalent) with a degree in Psychology, a Humanities subject or a closely related subject, and evidence of relevant and recent CPD
- Experience of teaching Psychology at secondary level, ideally including a KS4 qualification such as GCSE or IGCSE
- The ability and willingness to teach Humanities subjects at KS3 and KS4
- A secure understanding of psychological research methods, research ethics and the evaluation of evidence
- A broad understanding of contemporary practice relating to the teaching of Psychology and Humanities, and related methodology

- The ability to teach examination skills, including application to scenarios and extended evaluative writing
- A clear understanding of safeguarding and child protection, and a commitment to promoting the welfare of children
- The ability to teach to a high standard and to adapt teaching for EAL learners
- A meticulous eye for detail and accuracy

DESIRABLE EXPERIENCE SKILLS and INTERESTS

- Experience of teaching the Cambridge IGCSE Psychology (0266) syllabus, or of planning and launching a new specification
- Experience of teaching Cambridge International AS & A Level Psychology (9990)
- Experience of developing a KS3 curriculum or introducing a new subject to a school
- Experience of working in a British international school, ideally within the COBIS or FOBISIA networks
- Has teaching experience from home country and overseas
- Experience of teaching more than one Humanities subject, including at KS4 (IGCSE or GCSE)
- Is committed to continuing personal and professional development
- Is tactful and diplomatic with the ability and experience to handle sensitive situations effectively
- Is tenacious; delivering on commitments; possesses the willingness to go the extra mile
- Is hardworking with high expectations of self, colleagues and pupils
- Enthusiastic and positive with the ability to inspire others with a “can do” attitude
- Team player with a well-developed sense of humour