|  |  |
| --- | --- |
| Job title: | **TEACHER OF health and social care** |
| Reports to: | **Head of pe** |
| Department: | PE |
|  | **Qualifications and professional development** |
|  |  |
|  | * Qualified Teacher Status |
|  | * Good honours graduate |
|  | * A sound academic background in the subject |
|  | **successful experience of:** |
|  |  |
|  | * Working in a secondary school across the 11-18 age and ability range |
|  | * Raising levels of achievement |
|  | * Encouraging innovative curriculum development |
|  | * Using ICT for curriculum and administration purposes |
|  | **knowledge and understanding of:** |
|  |  |
|  | * Current educational developments in H&S Care |
|  | * Outstanding teaching and learning in H&S Care |
|  | * Strategies for raising achievement in the subject and across the whole Academy |
|  | * Different teaching and learning styles |
|  | * The use of performance data to track student progress and inform targeted intervention |
|  | * Strategies for ensuring equal opportunities for staff and students |
|  | * Strategies for narrowing educational outcomes in H&S Care for all learner groups |
|  | **proven ability to make decisions and problem solve** |
|  |  |
|  | * Judge when to make decisions, consult with others or defer to line manager |
|  | * Analyse, understand and interpret relevant information and data |
|  | * Think creatively and imaginatively to anticipate and solve problems and identify opportunities |
|  | **communication skills** |
|  |  |
|  | * Communicate effectively, orally and in writing, with staff, students, parents, external agencies and the wider community |
|  | * Negotiate and consult effectively |
|  | **self-management – ability to:** |
|  |  |
|  | * Prioritise and manage your own time effectively, particularly in relation to balancing the demands made by teaching and planning |
|  | * Achieve challenging professional goals |
|  | * Take responsibility for your own professional development |
|  | **attributes and attitudes** |
|  |  |
|  | * Personal impact and presence |
|  | * Adaptability to changing circumstances and new ideas |
|  | * Energy, vigour and perseverance |
|  | * Highest possible expectations of self and others |
|  | * Self-confidence and enthusiasm |
|  | * Intellectual ability |
|  | * Vision, imagination and creativity |
|  | * Reliability, loyalty and integrity |
|  | * Ability to manage and overcome setbacks |
|  | * Ambition and the potential for further development |
|  | * An excellent record of attendance and punctuality |
|  | * An understanding of the requirements of safeguarding children and young people and promoting their welfare |
|  |  |