JOB DESCRIPTION

Department: World Studies	**Location:** The Duston School (TDS)
Job Title: Teacher of History	**Grade:** Main Pay Scale
Accountable to: Subject Leader for History	**Terms of employment:** Permanent

JOB PURPOSE

As a professional the main areas of responsibility are:

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Executive Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.
- To support and share practice beyond the School, and in particular in relation to The Duston Education Trust (TDET) and the Teaching School, in line with specific expertise and requirements;
- To ensure professionalism and the upholding of expectations, policies and procedures within own practice, and support the achievement of this in relation to other staff, pupils and stakeholders;

Within all the areas of responsibility identified above:

- To establish and maintain a culture that promotes excellence, equality and high expectations for all students, ensuring high quality outcomes;
- To work in partnership with relevant professionals;
- To ensure all practice takes full consideration of equality policies;
- To act professionally at all times and promote the vision, ethos and culture of TDS and TDET.

DESIGNATION OF POST AND POSITION WITHIN SCHOOL STRUCTURE

Director of Learning (World Studies)
|
Assistant Director of Learning (World Studies)
|
Subject Lead for History
|
Teacher of History

MAIN DUTIES AND RESPONSIBILITIES

Principal Responsibilities

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. The professional duties which you may be required to perform may be found in the Teachers' Pay and Conditions Document. You will work under the reasonable direction of the Executive Principal, whose responsibility it is to ensure that balance in the workload of each teacher is maintained.

Specific Responsibilities

Planning Teaching and Class Management

- Identify clear teaching objectives and specifying how they will be taught and assessed;
- Set tasks which challenge students and ensure high levels of interest;
- Set appropriate and demanding expectations;
- Set clear targets, building on prior attainment;

- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Ensure effective teaching and best use of available time;
- Maintain discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Use a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - use effective questioning, listen carefully to students, give attention to errors and misconceptions
  - select appropriate learning resources and develop study skills through library, ICT and other sources;
- Ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluate own teaching critically to improve effectiveness;
- Ensure the effective and efficient deployment of classroom support;
- Liaise with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessment, Recording and Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor students' work and set targets for progress;
- Assess and record students' 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;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents;
- Undertake assessment of students and participate in the school's system reporting to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

Pastoral Duties

- Be a Form Tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Director of Year to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to PSHE and citizenship and enterprise according to school policy

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;

- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute positively and effectively to the Every Child Matters agenda;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors as required.

Notes:
This job description allocated duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This document is not necessarily a comprehensive definition of the post. It will be reviewed at least once every two years and it may be subject to modification or amendment at any time according to the changing needs of the school after consultation with the holder of the post.
The post holder may be expected to undertake such further responsibilities consistent with the level of the responsibility of the post according to the school salary policy drawn up in consultation with the Executive Principal.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Employer	**Employee**
Name:	Name:
Signed:	Signed:
Date:	Date:

PERSON SPECIFICATION

JOB TITLE: Teacher of History	**DEPARTMENT:** World Studies

Essential	**Desirable** but not Essential
Qualifications • A good honours degree or its equivalent; • A PGCE or its equivalent (relevant Phase to the post).	**Qualifications** • Completion of other higher qualifications, e.g. NPQML, MA, etc,
Experience • Evidence of recent and successful good or better teaching across key stage 3, 4 and 5 in history; • Proven classroom management skills; • Experience of using a wide range of learning and teaching strategies • Evidence of recent and successful experience supporting more vulnerable learners.	**Experience** • Evidence of leading and delivering extra curricular opportunities in history and the willingness to particpate in these across the department and school; • Experience of successful mentoring; • Evidence of leading a successful curriculum development initiative and securing improvement.

Knowledge and Understanding • High level knowledge of strategic planning and the use of analytical assessment to support this; • High level knowledge and understanding of at least good teaching practice, including Ofsted guidance, and strategies to achieve this; • High level knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of history; • High level knowledge and understanding of a range of effective monitoring and evaluation procedures and processes to support school improvement; • Good knowledge and understanding of ICT.	**Knowledge and Understanding** • Broad knowledge and understanding of curriculum and assessment requirements and strategies for raising achievement, within the context of history.
Essential	**Desirable** but not Essential
Skills and Abilities • Ability to lead high level strategic planning and developments, and ability to think analytically and set challenging targets and success critieria; • Skills and ability to build positive relationships; • Good understanding of curriculum developments in history, strategies for raising achievement and experience of monitoring students learning; • Effective written and oral communication skills, including presentation skills, and good or better ICT skills; • Ability to work individually and as part of a team, including maximising opportunities for sharing good practice; • Organisational and time management skills; • Ability to work with senior leaders and to build a positive relationships with stakeholders and other professionals; • Ability to demonstrate accountability of self, the possession of flexible skills, the willingness to undertake any neccesary training, and a high capacity to grow and develop.	**Skills and Abilities** • High level ICT skills; • Ability to analyse and use data for school improvement

Personal Qualities • Have a love of and infectious enthusiasm for teaching; • Demonstrate a passion for making a difference to the learning outcomes of all students; • Outstanding interpersonal skills and the ability to relate closely with wide ranging groups of people; • Ability to work collaboratively or in partnership with others • Have a high capacity to grow and develop as a professional and demonstrate ambition; • Integrity, adaptability and demonstration of resilience and emotional maturity; • High level conceptual thinking, innovative and decisive; • Self-driven and ability to work at a pace; • Demonstrates high level professionalism in all aspects of work; • Excellent sense of humour; • Personal drive and self-starter.	**Personal Qualities** • Ambition and drive to develop as a leader; • A commitment to contributing to the wider life of TDET and TDS, beyond the classroom.