



Title of Post: Teacher of Humanities (History preferred but not essential)	Salary: NQT/MPS/UPS
Department: Humanities	Line Manager: Head of Department

Overall Purpose of the Job:

- Teacher of Humanities who is learner centred and a collaborative practitioner teaching Humanities which includes History & Geography and RS at KS3 and KS4 across the ability range.

Key Duties and Responsibilities:

Under the direction of the Headteacher and SLT:

- Promote the overall aims, objectives and policies of the department as outlined in the relevant handbook and schemes of work.
- Help learners to think critically, to communicate effectively and to be responsive to the ideas of others.
- Encourage learners to develop their own ideas and to be responsible for their own learning.
- Be aware of the potential and individual needs of learners, ensure that learners know these too and set appropriate learning targets and activities.
- Recognise the need to promote links across the curriculum where appropriate.
- Prepare lessons thoroughly and undertake assessment and evaluation as necessary; use this knowledge of learners' work to inform teaching.
- Keep appropriate records, write reports and attend Parents' Evenings/Review Days
- Attend team meetings and INSET meetings.
- Contribute to schemes of work by sharing ideas, preparing shared material, updating existing material and assuming responsibility for interpreting aims and objectives.
- Be aware of the requirements of public examinations and prepare learners for them.
- Ease learners through transition points.
- Use a wide variety of teaching strategies in order to personalise learning.
- Ensure that professional development is a continuing process; in addition to keeping up-to-date with developments in the specialist subject and wider curriculum skills, eg computer literacy, SMSC etc.
- Be aware of and adhere to standards of health and safety.
- Promote and actively support the School's responsibilities towards safeguarding.

Additional responsibilities for Lead Teacher

- To be a constant model of excellent teaching practice.
- To develop and enhance the teaching practice of others.
- To support the Head of Department in maintaining the highest standards of learner attainment and achievement within the curriculum area and to monitor and support learner progress.
- To maintain progress at KS3 and KS4 and to implement interventions where appropriate.

- To assist the Head of Department in ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for learners.
- To support the development of appropriate schemes of work, assessment and teaching and learning strategies in the department.
- To support the Head of Department with Quality Assurance across the department

Additional Information

- Undertake any such duties commensurate with the post as directed by the Headteacher/Line Manager
- As part of the wider duties and responsibilities, the teacher is expected to promote and actively support the school's responsibilities towards safeguarding.
- As an essential: A good knowledge and understanding of the General Data Protection Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.
- Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

Criteria		Essential/ Desirable	How Assessed (Application/Interview)
Education and Qualifications:	Qualified Teacher Status.	E	A
	Educated to degree level in relevant subject.	E	A
Knowledge and Experience:	Experience of teaching History a Secondary School to at least KS 4 level.	E	A/I
	Experience of working successfully in a cross-curricular team.	E	A/I
	Experience of monitoring and mentoring learners.	D	A/I
	Experience of improving outcomes for learners.	D	A/I
	Excellent classroom practitioner.		
	Total commitment to multicultural context and multi-faith communities.	E	A/I
	Ability to use ICT for teaching and administrative purposes.	E	A/I
	Ability to relate to, and motivate, learners.	E	A/I
Excellent communication skills.	E	A/I	
Skills and Abilities:	Enthusiasm for the subject.	E	I
	Ability to work effectively as part of a team.	E	I

Additional Factors:	Satisfactory Enhanced Disclosure and Barring Check.	E	I
	A commitment to a policy of Equal Opportunities.	E	AI
	A commitment to raising achievement across the whole age and ability range.	E	A/I
	A good knowledge and understanding of the General Data Protection	E	A/I
	Regulation (GDPR) and a willingness and commitment to ensure compliance of this regulation and any associated data-related legislation.	E	A/I

Characteristics of the post:

The employment checks required of this post are:

- Evidence of entitlement to work in the UK
- Evidence of essential qualifications (QTS)
- Two satisfactory references
- Evidence of a satisfactory safeguarding check e.g. an Enhanced Disclosure and Barring Service Check for Regulated Activity
- Confirmation of medical fitness for employment as required
- Registration with appropriate bodies (where applicable)

Date Completed: 09/02/2021

Signature of Teacher:

Date:

This is a description of the job as it exists at present. All Trust Job Specifications are reviewed and are liable to variation in consultation with the post-holder in order to reflect future developments, roles and organisational change.

Please make sure that you can demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on our application form.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled candidates. We have tried to do this, but if you have a disability and identify any barriers in the job specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interviews, etc.