**[http://www.westnorfolkacademiestrust.co.uk/images/WNAT%20logo2.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRxqFQoTCIvzgNHJ-8gCFQFTGgod_fMEPg&url=http://www.westnorfolkacademiestrust.co.uk/schoolpolicies.html&psig=AFQjCNGv0XeLZlIaf3ZMRvHfV5vI2kZasQ&ust=1446891639482155)**

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **School/College:** | West Norfolk Academies Trust  Based at **St Clement’s High School** |
| **Job Title:** | Teacher of Humanities (Full Time post starting September 2019, Part Time applications will be considered)  NQT applications welcomed. |
| **Grade:** | MPS/UPS as appropriate |
| **Responsible to:** | Headteacher and Head of Department |
| **Working With:** | Staff and Students  Parents/Carers/Guardians  The local community  Other Education Providers |

**Key Responsibilities**

* Promoting Learning
* Effective Teaching
* Monitoring Student Progress

**Professional Attributes**

* Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
* Hold positive values and attitudes and adopt high standards of behaviour in their professional role
* Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
* Communicate effectively with all members of the school community, whilst recognising that communication is a two-way process and encouraging parents and carers to participate in discussions about the progress, development and well-being of children and young people.
* Evaluate their performance and be committed to improving their practice through appropriate professional development. Act upon advice and feedback and be open to coaching and mentoring.

**Professional Knowledge and Understanding**

* Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
* Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications and know a range of approaches to assessment, including the importance of formative assessment.
* Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
* Understand the roles of colleagues and the contributions they can make to the learning, development and well-being of children and young people.
* Know the local arrangements concerning the safeguarding of children and young people, how to identify potential child abuse or neglect and follow safeguarding procedures.

**Professional Skills**

* Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
* Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
* Plan, set and assess homework, other out-of-class assignments and, where appropriate, coursework for examinations.
* Teach challenging, well-organised lessons and sequences of lessons across the age and ability range which:

1. use an appropriate range of teaching strategies and resources, Including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
2. build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
3. develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
4. adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
5. manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
* Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
* Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
* Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
* Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

**Other**

* Experience of GCSE Geography an advantage
* To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Qualified Teacher Status | **🗸** |  | Appl |
| Relevant Degree | **🗸** |  | Appl |
| Experience of relevant CPD |  | **🗸** | Appl |

|  |  |  |  |
| --- | --- | --- | --- |
| **Experience** | **Essential** | **Desirable** | **How assessed** |
| Significant experience of teaching at KS3 and KS4 | **🗸** |  | Appl/Int/Ref |
| Experience of working in a team | **🗸** |  |
| Experience of effective management of student behaviour | **🗸** |  |
| Contribution to school beyond the classroom |  | **🗸** |

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| --- | --- | --- | --- |
| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Secure knowledge of subject area |  |  | Appl/Int/Ref |
| An understanding of the use of data in promoting pupil achievement and attainment |  |  |
| Skills and knowledge to deal with student safety and behaviour |  |  |
| Setting high standards to staff and students by personal example |  |  |
| Ability to gain parental support and co-operation |  |  |
| An understanding of the ECM agenda |  |  |
| Ability to work effectively under pressure |  |  |
| Ability to prioritise and meet deadlines |  |  |
| Commitment to continued personal development |  |  |
| Ability to focus on standards and the belief that all students can succeed given the right opportunity and support |  |  |
| Demonstrate a commitment to equal opportunities |  |  |
| Ability to achieve value for money within the designated budget | ✓ |  |
| IT literate. | ✓ |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Ambition for self and others |  |  | Appl/Int/Ref |
| Genuine concern for others |  |  |
| Enthusiastic and committed |  |  |
| Decisive, determined and self-confident |  |  |
| Integrity, trustworthy, honest and open |  |  |
| Accessible and approachable |  |  |
| Excellent attendance and punctuality |  |  |
| Excellent interpersonal skills |  |  |

Appl = Application form Int = Interview Ref = Reference