

NEW MILLS SCHOOL

Job Description

Post Title: Second in Humanities (with responsibility for History)

Salary/Grade: Teachers Main Scale/Upper Pay Scale + TLR 2.1

Reporting to: Head of Humanities

The Role

The core purpose of the Second in Humanities is to provide professional leadership and management for the History curriculum to secure the development of a high quality, knowledge-rich curriculum, improved standards of learning and achievement for all pupils and to do so in the spirit of the school's vision, culture and strategic direction.

Key responsibilities

- To develop the History Curriculum
- To plan, resource and deliver lessons and sequences of lessons to the highest standard that ensure real learning takes place and students make superior progress
- To provide a nurturing classroom and environment that helps students to develop as learners
- To contribute to the effective working of the school.
- To provide leadership and management of History and contribute to the leadership and management of Religious Studies.

Outcomes and Activities

Strategic direction

- Develop and implement policies for New Mills School in line with our school's commitment to high quality teaching and learning
- Promote the subject, its importance, and the value that it brings across the school
- Proactively champion and promote the positive work that goes on in the curriculum area, including providing timely, accurate and persuasive copy for the school's newsletter and website as well as photos and other images to support this information
- Have an accurate, evidence-based understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Implement and monitor subject action plans to ensure excellent pupil achievement
- Gather a range of data to evaluate subject action plans to ensure excellent pupil achievement
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Establish effective mechanisms with subject specialists to ensure that they are keeping abreast with curriculum and assessment developments and sharing information in a timely way
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Generate and support a curriculum program of extra-curricular activities that will enhance our pupils' lives, aspirations and experience in consultation with the Pupil Development and Outcomes team;
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
- Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities

Leading the curriculum

- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school by overseeing the production of curriculum maps from Years 7-11, ensuring that these long-term plans for progress are delivered, reviewed and adapted if necessary
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Take overarching responsibility for pupils' achievement and standards in the subject area
- Use data to identify long-term trends in achievement within groups, classes and subject areas, then prioritise and address these findings
- Use in-year data to track pupil progress, identify underachieving pupils and groups of pupils and work with staff to prioritise and manage the implementation of effective interventions to support those pupils
- Monitor and evaluate home-learning within the curriculum area, ensuring pupils are being challenged beyond the classroom
- Promote uptake of History at KS4

Support the Head of Humanities in leading and managing the curriculum to:

- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutiny of pupils' written work, and talking with pupils and members of staff to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Take responsibility for performance management for the curriculum team, appraising staff in line with NMS professional development review policy
- Support the induction of new staff by familiarising them with whole-school systems and expectations
- Contribute to timetabling and manage setting pupils into teaching groups
- Lead by example to ensure all team members have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Ensure team members manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Teaching and Learning

- Enrich the curriculum with trips and visits to enhance the learning experience of all students
- With direction from the Faculty Team Leader and within the context of the school's curriculum and schemes of work, plan and prepare effective teaching modules and lessons
- Teach engaging and effective lessons that motivate, inspire and improve student attainment
- Use regular assessments to set targets for students, monitor student progress and respond accordingly to the results of such monitoring
- Develop plans and processes for the classroom with measurable results and evaluate those results to make improvements in student achievement
- Maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications
- Use the Ready to Learn behaviour policy to establish and maintain a positive climate for learning.
- Participate in preparing students for external examinations.

School Culture

- Support the schools values and ethos by contributing to the development and implementation of policies practices and procedures
- Help create a strong school community, characterised by consistent, orderly behaviour and caring, respectful relationships
- Help develop a school/faculty culture and ethos that is utterly committed to achievement
- To be active in issues of student welfare and support
- Support and work in collaboration with colleagues and other professional in and beyond the school and providing other support as required.

Staff Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the appraisal process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Student Support System

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the tutor group as a whole.
- To liaise with a Year Manager to ensure the implementation of the school's Student Support System.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To deliver tutor time activities in line with the tutor programme

Other Specific Duties

- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- To read, understand and comply with all safeguarding policies
- Employees will be expected to comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Date _____

Signed _____

Signed _____ (Headteacher)

NEW MILLS SCHOOL

PERSON SPECIFICATION – TEACHER

Qualifications
Qualified to degree level and above
Qualified to teach and work in the UK.
Qualified Teacher status
Knowledge & Experience
Up to date knowledge in the curriculum area
Understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour.
Experience of reflecting on and improving teaching practice to increase student achievement
Evidence of continually improving the teaching and learning of their subject through schemes of work and extra-curricular activities
Teaching and Learning
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
Thinks strategically about classroom practice and tailoring lessons to students needs
Understands and interprets student data to drive lesson planning and student attainment
Good communication, planning and organisational skills
Demonstrates resilience, motivation and commitment to driving up standards of achievement
Acts as a role model to staff and students
Commitment to regular and on-going professional development and training to establish outstanding classroom practice.
Behaviours
Effective team worker
High expectations for accountability and consistency
Vision aligned with New Mills School high aspirations and high expectations of self and others
Genuine passion and a belief in the potential of every student
Motivation to continually improve standards and achieve excellence
Effective listening skills that lead to a strong understanding of others
Commitment to the safeguarding and welfare of all students.
Other
Commitment to equality of opportunity
Willingness to undertake training
This post is subject to an enhanced Disclosure & Barring Service check.