



Job Description

Job Title: Teacher of Health & Social Care

Reporting to: Curriculum Leader for Physical Education

Job Purpose

A Teacher of Health & Social Care will be responsible for the planning, delivery, and assessment of the lessons they are allocated. They will work with others from within the PE/Health and Social Care department to plan the curriculum and ensure that they take a coordinated approach. They will ensure high standards of teaching, learning and achievement and creatively develop the departments curriculum. They will form part of the PE/Health and Social care department and as such will be expected to engage with the Health and Social Care KS4 and KS5 curriculum.

The duties detailed in this job description provide a summary of the main areas of responsibility and should be read in association with the current teachers' pay and conditions document, and in the context of professional standards for teachers.

Key Responsibilities:

- To support other members of the team and remain flexible.
- Embedding good/outstanding teaching within their teaching.
- Promote excellence in teaching and learning to ensure all students develop their potential.
- Exemplify in your own practice outstanding teaching skills and ensure that good practice is shared throughout the department, including good classroom management.
- To work to develop schemes of work which are inspiring for learners and teachers alike and prepare students thoroughly for assessments.
- To engage with teaching and learning training for staff as part of the department's CPD programme.
- Within their classes to take responsibility for analysing progress and attainment data to make data driven changes to curriculum design, student intervention and set changes.
- To track students' progress in order to inform and further improve the effectiveness of teaching and learning.
- Provide opportunities for students to take part in additional subject specific activities/trips.

Teaching and Learning:

- Be an excellent reflective classroom practitioner
- Have evidence of excellent subject and curriculum knowledge
- Have a sound understanding of what makes an exceptional teaching and learning experience for pupils
- Keep up to date with educational changes, recent developments and key initiatives
- Have the willingness to 'take risks' through 'creativity' within the classroom
- Will embrace coaching to allow teaching and learning to flourish
- Have the teaching ability across age and ability range
- Be able to use positive engagement for learning in an environment of mutual respect, which allows pupils to feel safe, secure and promote their self-esteem.



Community Ethos

- Willingness to contribute to the wider life of the school
- Commitment to ensure visible presence across the school during duties to safeguard students
- Sound understanding and keeping up to date with educational changes, recent developments and key initiatives
- Act as a role model within the community, upholding and embracing the school's ethos and values
- Ensure that school policies including those relating to Race Equality, Equal Opportunities, Code of Conduct and Health & Safety are adhered to

Personal Qualities:

- Approachable demonstrating a strong moral compass and reflect our school values of being kind, ambitious and reflective
 - The ability to inspire, enthuse and motivate both students and colleagues
 - Potential and desire to take ownership of personal growth and development to ensure #betterneverstops
 - Excellent organisational and time management skills
 - Resilience and the ability to cope well under pressure and 'bounce back'
 - Ambition for oneself, students and the school community
 - Empathy with young people from all backgrounds with a commitment to inclusion
 - Exceptional communication skills
 - A team player at all times including challenging circumstances
 - Ensure your 'wellbeing' through a healthy work life balance
 - Be reflective, taking on board negative feedback and acting upon it positively
 - Ability to deal with people sensitively and calmly to resolve potential conflict

Additional Duties:

- To take responsibility for their own professional development.
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To engage actively in the performance review process.

The job description should be seen as enabling rather than restrictive and will be subject to regular review.

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

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Westgate School or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so.



Data Protection

During the course of your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of UK GDPR 2018 and the relevant policies and procedures.

Safeguarding Children

In accordance with the School's commitment to follow and adhere to the Department for Education's guidance entitled "Keeping Children Safe in Education" and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the School. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the School community and outside agencies, and exercise sound professional judgment, which, always focuses upon the best interests of the students and the school.

You are required to have satisfactory Enhanced DBS clearance. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the School and uphold public trust and confidence at all times.

Freedom of Information

The post holder must be aware that any information held by the School in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the School's GDPR policies and procedures.

No Smoking / Intoxicants Policy

No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by The Westgate School. No smoking or intoxicants are permitted in School vehicles or in any vehicle parked on School premises. Smoking of any product and the consumption of alcohol are strictly forbidden.



PERSON SPECIFICATION

Application Form AF; Work-related task T; Interview I; Certificate C; References R

| Skills | Essential | Desirable | How Assessed |
|---|-----------|-----------|--------------|
| Teach to Key Stage 4 and 5 | ✓ | | AF/T |
| Ability to take initiative, lead, motivate, inspire and support students to achieve excellence | ✓ | | AF/I/T |
| Excellent interpersonal and group skills | ✓ | | AF/I |
| Good organisational and planning skills | ✓ | | AF/I |
| Able to ensure that technologies are used effectively to improve learning | ✓ | | T |
| A range of strategies for creating a positive climate for learning | ✓ | | AF/T/I |
| Excellent organisational and planning skills | ✓ | | AF/I/T |
| Evidence of good/outstanding classroom practice with a proven record or exam success | ✓ | | AF/T/R/I |
| A sound knowledge and understanding of current curriculum developments | ✓ | | AF/I |
| Ability to undertake self-evaluation and plan and execute improvements | ✓ | | AF/I |
| The ability to plan lessons and sequences of lessons with clear objectives to ensure progression for all students | ✓ | | T |
| Have the capacity to manage own work pressure and that of others effectively | ✓ | | AF/I |



| Qualities | Essential | Desirable | How Assessed |
|---|-----------|-----------|--------------|
| The ability to inspire young people to learn and engage parents in supporting student learning | ✓ | | AF/I |
| A willingness to be involved in extended curriculum opportunities in the subject area and across the school | | ✓ | AF/I |
| Knowledge of changes to SEND | | ✓ | AF |
| The ability to manage time effectively and prioritise work | ✓ | | AF/I/R |
| A commitment to own personal and professional development | ✓ | | AF/I/R |
| Be a successful team player and be able to make sound judgments | ✓ | | AF/I/R |
| Patience, sense of humour | ✓ | | AF |
| Reflective practitioner | ✓ | | AF/I |
| A commitment to inclusive education | ✓ | | AF/I |
| Ability to work under pressure and meet deadlines | ✓ | | AF/I |
| Able to learn and develop pedagogy and practice from others in your team | ✓ | | AF/I/R |
| An ability to understand and appreciate your current strengths and the ways in which these might be further developed | ✓ | | AF/I |
| The ability to form and maintain appropriate relationships and personal boundaries with students | ✓ | | AF/I/R |

| Equal Opportunities | Essential | Desirable | How Assessed |
|---|-----------|-----------|--------------|
| Commitment to ensuring inclusion, addressing diversity and access | ✓ | | AF/I |
| Must be able to recognise discrimination in its many forms and willing to put equality policies into practice | ✓ | | AF/I |



| Experience | Essential | Desirable | How Assessed |
|---|-----------|-----------|--------------|
| An understanding of the use of assessment to inform planning | ✓ | | AF/I |
| Some experience of understanding and interpreting data to identify and act upon underachievement and underperformance | ✓ | | AF/I |
| Experience of working with students with social, emotional and learning difficulties | | ✓ | AF |
| Experience of performance management cycles and systems | ✓ | | AF |
| Recent experience of teaching the subject to all Key Stages | | ✓ | AF/I |
| Promotion of the subject across the curriculum | | ✓ | AF/I |

| Education & Qualifications | Essential | Desirable | How Assessed |
|--|-----------|-----------|--------------|
| Degree level qualification | ✓ | | AF/C |
| QTS Status and experience of teaching across at least two key stages in training | ✓ | | AF/C |
| Post Graduate Qualification | | ✓ | AF/C |
| Relevant professional development over the last 2 years | | ✓ | AF/C |

In line with Keeping Children Safe in Education (KCSIE) 2022, online searches are carried out on all shortlisted candidates for all positions at The Westgate School. The searches are carried out to identify any incidents or issues that have happened, and are publicly available online, which we might want to explore at interview. An enhanced Disclosure and Barring Service (DBS) check and references will be requested in the event of a successful appointment.