



Subject Teacher

JOB DESCRIPTION

Role: Teacher of Psychology

Reporting to: Head of Social Sciences

Conditions of Service: Main pay range or upper pay range in line with current School Teachers' Pay and Conditions Document (STPCD) and Abingdon Learning Trust's Pay Policy.

Key Purpose of Role

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 Head of School.

To be a consistently "good" and often "outstanding" teacher who meets the relevant set of personal professional standards for the specific pay phase.

To be an effective professional who demonstrates thorough curriculum knowledge, teaches and assesses effectively and takes responsibility for professional development.

To be able to stretch and challenge the most-able students.

To meet the Teachers' Standards (see appendix).

Areas of Responsibility and Key Tasks

- A. To plan and deliver engaging lessons that are challenging, inclusive and well resourced:
 - A1. ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;
 - A2. ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
 - A3. ensure effective development of students' literacy, numeracy and information technology skills through the subject.
- B. To share planning and good practice within the faculty.
- C. To assess students' work regularly, in accordance with school and faculty policy.
- D. To contribute to the development of schemes of learning, as required by the Head of Social Sciences:
 - D1. develop schemes of learning and activities designed to ensure positive and engaging experiences in and outside of the classroom;
 - D2. maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- E. To contribute as appropriate to department extra-curricular activities, by agreement with the Head of Social Sciences.



- F. To use class data effectively to ensure students make progress:
 - F1. use data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students;
 - F2. analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
 - F3. ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- G. To ensure that students' behaviour allows learning to take place by implementing the school's behaviour policy:
 - G1. implement the school's behaviour management policy;
 - G2. contribute to whole-school aims, policies and practices, including those in relation to rewards, bullying and racial harassment.
- H. To report to parents on the quality of students' work, their progress and their attainment, in accordance with school and department policy.
- I. To attend parents' evenings to give an account of students' progress, attainment and attitude, as required by the schedule.
- J. To carry out other responsibilities that may reasonably be required by the Head of School.

Safeguarding

Abingdon Learning Trust is committed to safeguarding and promoting the welfare of children. All staff must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The points below are a requirement for the postholder of this position:

- A knowledge and keen awareness of Safeguarding matters and an ability to demonstrate personal values and beliefs in accordance with the Trust's Safeguarding Policy
- Display commitment to the protection and safeguarding of children and young people
- A strong appreciation of child protection issues and the capacity of acting in accordance with the Trust's Safeguarding policy
- Reading, understanding and following all aspects of the Trust's Safeguarding policies and processes
- Comply with safeguarding training expectations

Your contract of employment is directly with The Abingdon Learning Trust (the Trust). Your main place of work will be John Mason School, but you may be deployed to work at any school within the Trust and carry out those duties that may be reasonably required in relation to such deployment. This will depend upon the role, timetabling and organisational needs of the schools in the Trust and your own individual professional development needs. Any change to your main place of work will be discussed and agreed with you, in advance.

Signed: (employee):

Date:



APPENDIX TO TEACHERS' JOB DESCRIPTION

Teachers' Standards

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and children's curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to learning;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;



- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure pupils' progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others;



- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Person Specification for a Teacher of Psychology

	Essential	Desirable
Education and training	<ul style="list-style-type: none"> • First or second degree • PGCE or equivalent 	<ul style="list-style-type: none"> • Evidence of further personal and professional development
Experience	<ul style="list-style-type: none"> • ECT or above • A record of successful teaching (as a trainee or experienced teacher) and the potential to be an outstanding practitioner 	<ul style="list-style-type: none"> • Experience teaching both KS4 and KS5 psychology
Knowledge	<ul style="list-style-type: none"> • Strong subject knowledge and understanding necessary to undertake the teaching of A level and GCSE Psychology 	
Skills	<ul style="list-style-type: none"> • Ability to plan and deliver stimulating/first class learning experiences which draw on a wide range of teaching and learning styles • The ability to enthuse students of all ages and abilities • The ability to use ICT as a tool for teaching and learning • Effective communicator • Ability to establish good relationships with students and colleagues • Skills to be an effective tutor 	
Personal qualities	<ul style="list-style-type: none"> • Excellent team member • Energy, positivity, enthusiasm • Prepared to go the extra mile to enable students to do as well as possible • Committed to school improvement • High expectations of self and others • Commitment to working for equality of opportunity • Excellent organisational and interpersonal skills • A willingness to learn and ask for support • A willingness to be involved in the school's wider enrichment programme 	