



JOB DESCRIPTION

Job Title: **Teacher of Humanities/RE**

Location: **Lodge Park Academy**

Job Purpose:

To be an effective teacher (and tutor) who supports and challenges all students to achieve their full potential

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside, and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Subject Leader

Salary:

M1 – UPS3

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

- ★ You are required to carry out the duties as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document. The post requires you to teach pupils in the age range 11 to 17 and with others outside that age range as required for transition and outreach work.
- ★ In carrying out these duties you will need to work in compliance with all Academy policies and procedures as set out by the Trust and Governing Body and the reasonable direction from colleagues with the relevant position of responsibility.
- ★ You will have the role of Form Tutor, even when a form has not been assigned to you and may be asked to carry out some or all those duties if required.
- ★ In addition, you will continuously evaluate and review your role and propose improvements to this Job Description in the light of experience as part of the performance management process. You will also be required to carry out any other additional duties as might reasonably require by the principal.
- ★ To maintain a thorough and up to date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.
- ★ To plan lessons/activities/tutorials and sequences of lessons to meet students' individual learning needs in accordance with the Trust wide RE curriculum.
- ★ To use a range of appropriate strategies and follow Academy policies for teaching/tutoring, behaviour management and classroom management.
- ★ To do all that you can to ensure that you safeguard and promote the welfare of students in the Academy.
- ★ To set well-grounded consistent expectations for students in your teaching and tutorial groups using information about prior attainment.
- ★ To assess, monitor and record the progress of students in your teaching (and tutorial groups) and give them clear and constructive feedback.

- ★ To do all you can to ensure that, because of your teaching (and tutoring), your students achieve well relative to their prior attainment, making progress as good as or better than similar students nationally and in the Academy.
- ★ To take responsibility for your own professional development and use the outcomes to improve your teaching (and tutoring) and your students' learning.
- ★ To make an active contribution to the policies, aspirations and plans of your Department and the Academy.

MAIN AREAS OF RESPONSIBILITY AND ACCOUNTABILITY

High standards of teaching and learning

- Role model
- Pedagogy/methodology
- Monitor and evaluate – including self-evaluation
- Lesson Observation
- Ambience/climate for learning
- High expectations
- Delivery of Training
- Learning styles and thinking skills
- Use of data analysis
- Marking and assessment
- Reporting
- Planning, schemes of work
- Organisation of teaching throughout the school
- Meet the needs of all students (including management of behaviour and its impact on learning)
- Educational enhancement (e.g. booster classes, trips/visits)

KNOWLEDGE/SKILLS/EXPERTISE

- Use of comparative data
- Up to date knowledge – subject, national, pedagogy, classroom management, research/inspection findings
- Statutory requirements
- ICT
- Commitment to own development

ACADEMY LEVEL

- Contribute to development of academy policy (e.g. the spiritual, moral, social and cultural development of students)
- Liaison with external agencies
- Represent team views, concerns and interests
- Support school ethos and policies
- Strategic direction and development of subject area
- Governors
- Parents

RESOURCES

- Accommodation – ambience conducive to learning
- Risk assessment
- Value for money
- Effective deployment
- Safety

PERFORMANCE MANAGEMENT

- Totality of performance
- Challenging objectives
- Development – to reflect school, departmental and individual needs/aspirations
- Capability
- Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your Line Manager and grouped under the headings: Professional Development; Team Improvement Plan and Student Progress.

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 – Application

2 – Test/Presentation

3 – Interview

	Essential	Desirable	Assessed
Qualifications and Professional Development			
<ul style="list-style-type: none"> A good degree in a specialist subject teaching qualification. 	✓		
<ul style="list-style-type: none"> Nationally recognized teaching qualifications. 	✓		
<ul style="list-style-type: none"> 			
Experience			
<ul style="list-style-type: none"> Committed to working co-operatively with young people; able to communicate sensitively, imaginatively and effectively with them 	✓		
<ul style="list-style-type: none"> Able to communicate effectively with parents to represent the Academy positively and feedback information as appropriate. 	✓		
<ul style="list-style-type: none"> Able to create a team ethos across a team Able to motivate and encourage problem solving 	✓		
Skills and Knowledge			
<ul style="list-style-type: none"> The skills, knowledge and understanding necessary to teach across Key Stages 3-4 (possibility of KS5). 	✓		
<ul style="list-style-type: none"> A very good classroom teacher, demonstrating ability to innovate. 	✓		
<ul style="list-style-type: none"> Understanding of current curriculum issues in relation to teaching subject/s 	✓		
Personal Qualities and Ethos			
<ul style="list-style-type: none"> Be flexible and responsive to a changing educational environment 	✓		

<ul style="list-style-type: none"> Contribute to whole school initiatives 	✓		
<ul style="list-style-type: none"> Well-motivated, enthusiastic and prepared to work hard Honest Good organisation and time management skills 	✓		
Equal Opportunities			
<ul style="list-style-type: none"> A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best. 	✓		
Safeguarding			
<ul style="list-style-type: none"> ★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, always, what is in the best interests of the child. 	✓		
<ul style="list-style-type: none"> ★ Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them. 	✓		
<ul style="list-style-type: none"> ★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children. 	✓		
Health and Safety			
<ul style="list-style-type: none"> ★ Aware of Health & Safety and Safeguarding as appropriate to role 	✓		

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy 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 time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.