



Queen Elizabeth's Grammar School

Teacher of Human Sciences

The trustees of QEGSMAT and Governing Body of Queen Elizabeth's Grammar School are looking to appoint a Teacher of Human Sciences at Queen Elizabeth's Grammar School, Ashbourne.

Nestled in the picturesque Derbyshire Dales in the idyllic town of Ashbourne, Queen Elizabeth's Grammar School is an academic and vibrant rural comprehensive school with a very successful Sixth Form; the successful candidate will teach within a highly successful department with exceptional outcomes and a high number of students on level 3 courses. The 6th Form is situated on a separate site just 500yds away from the main school. Staff involved in teaching 6th Form are a strong team with a real sense of community, the successful candidate will form an integral part of this strong team. Applications from both experienced and newly qualified staff are welcome.

QEGSMAT is looking for a dynamic teacher with the passion and enthusiasm to deliver high quality lessons in a highly prized curricular area. You will have a commitment to the education of young people both within a subject area and in their pastoral care as a tutor. The ethos and values of Queen Elizabeth's Grammar School are important to the staff, students, and local community; the successful candidate will promote and adhere to these values. Most importantly, the successful candidate will enjoy teaching young people and be a visible member of the teaching staff.

Closing date for applications: Monday 21st May

Provisional Interview date: Wednesday 23rd May OR Thursday 24th May

Actual Salary: Main Scale and UPS

Potential Start date: 1st September 2018



JOB DESCRIPTION

POST TITLE:	Teacher
REPORTING TO:	Curriculum Leader
SCALE:	Main Pay Scale (post-threshold Upper Pay Scale)
DISCLOSURE LEVEL:	Enhanced

CORE DUTIES:

A teacher must:

Set high expectations which inspire, motivate and challenge students:

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

Promote good progress and outcomes by students:

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students 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 students' 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;

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 intellectual curiosity;

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- 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 students:

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development;
- have a clear understanding of the needs of all students, 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 students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback;
- monitor and support the overall progress and development of students as a form tutor.

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 students' 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 and Performance Management, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being;
- follow the school's Quality Assurance procedures;

- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;
- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events;
- deliver form tutor challenges/activities during form times;
- carry out duties as shown on the staff Duty Rota;
- comply with the school's health and safety policy and undertake risk assessments as appropriate.

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 students 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 students' 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 students' 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.

This job description is current but, in consultation, may be changed by the Headteacher/Trustees to reflect or anticipate changes in the job commensurate with the scale and job title.

Print Name _____

Signature _____

Date _____



QEGSMAT

PERSON SPECIFICATION

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Teaching Qualification Sociology or Psychology based degree 		Interview day Application form
Skills	<ul style="list-style-type: none"> High quality teacher Positive relationships with students 		Interview day
Knowledge	<ul style="list-style-type: none"> Comfortable and confident delivering both Psychology and Sociology at level 3 		Interview day Application form
Experience	<ul style="list-style-type: none"> A teaching qualification with evidence in delivering Sociology/Psychology to level 3 students 	<ul style="list-style-type: none"> Experience of delivering level 3 courses as the lead teacher 	Application Form
Personal Qualities	<ul style="list-style-type: none"> Strong character Empathetic to students needs Confidence 		Interview Day

Print Name _____

Signature _____

Date _____