

**WHALLEY RANGE 11-18 HIGH SCHOOL**  
**A member of The Greater Manchester Education Trust**

**PERSON SPECIFICATION**

**POST: Teacher of Health and Social Care**

<b>QUALITIES AND ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCED BY</b>
<b>TEACHING</b>			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Effective classroom practitioner	✓		Application/Interview
Ability to teach KS4 and 5	✓		Application/Interview
Ability to teach Level 2 and 3 HSC BTEC	✓		Application/Interview
Flexibility to teach another subject		✓	Application/Interview
<b>KNOWLEDGE/UNDERSTANDING</b>			
Appreciation and application of current research on professional development, teaching and learning – curriculum, pedagogy and assessment	✓		Application/Interview
Secure knowledge and understanding of all National Curriculum requirements, behaviour, attendance and safeguarding strategies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other faculty subjects and the whole school curriculum	✓		Application/Interview
Experience of internal verification of BTEC coursework or a willingness to undertake training in this area	✓		Application/Interview
<b>MANAGEMENT</b>			
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards	✓		Application/Interview
Evidence of good people skills	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Ability to analyse data for form and teaching groups	✓		Application/Interview
<b>GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS</b>			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview
Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
Willingness to support colleagues	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to the school's and British values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to the school and Trust's aims and strategies for improving standards	✓		Interview

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## JOB DESCRIPTION

**Role: Teacher of Health and Social Care**

**Accountable to: Head of Digital Technologies, Business and Health and Social Care**

**Grade: Teachers' Main Pay Scale**

<b>PURPOSE</b>	The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject teacher and will be required to exercise his/her professional judgement to carry out, in a collaborative manner, the professional duties set out below.	
		<b>Key Standards or KPIs</b>
<b>Key Performance Area 1</b>	<b>Knowledge, Understanding and Personal Development</b>	
	<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• The characteristics of high-quality pedagogy and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students;</li> <li>• Professional responsibilities in relation to all school policies and practices</li> <li>• The implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning;</li> <li>• The need to take responsibility for your personal professional development and keep up to date with research and development in pedagogy and in the subject/s taught</li> <li>• How to achieve challenging and professional goals</li> <li>• How to be a good role model to the students in all aspects of the professional role.</li> <li>• The relationship of the subject to the curriculum and the development of literacy and numeracy skills</li> <li>• Safeguarding practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans and resources in place</li> <li>• Staff handbook</li> <li>• Learning Plans and adapted lesson plans in place</li> <li>• Quality Improvement</li> </ul>

<b>Performance Area 2</b>	<b>Planning, Assessment and Evaluation</b>	
	<ul style="list-style-type: none"> <li>• Ensure that good quality lesson plans with clear learning intentions are in place, with associated resources</li> <li>• Mark and monitor students' class and homework, providing constructive verbal and written feedback, setting clear targets for students' progress, in line with faculty/whole school practice.</li> <li>• Analyse students and school data, including prior attainment or achievement to inform policy and practice, target setting, teaching and learning, always ensuring high expectations.</li> <li>• Work with the Inclusion Faculty to set subject specific targets for identified students who have SEND.</li> <li>• Contribute to the production of the Faculty Development Plan, as required.</li> <li>• Contribute to the development of faculty curriculum design and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans and resources in place</li> <li>• Books marked regularly and curriculum targets set, in line with school and faculty policy</li> </ul>

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		<ul style="list-style-type: none"> <li>Action is taken to support delivery of IEPs/learning plans</li> </ul>
<b>Key Performance Area 3</b>	<b>Teaching, Learning and Achievement</b>	
	<ul style="list-style-type: none"> <li>Ensure effective teaching of whole classes, groups and individuals so that teaching intentions are met, pace and challenge is maintained, and best use is made of teaching time.</li> <li>Set high expectations of student behaviour and engagement, establishing and maintaining a good standard of classroom management, through well focused teaching and positive relationships.</li> <li>Use pedagogy which keep students engaged and challenged, including stimulating students' intellectual curiosity, effective questioning, modelling and response, clear presentation and good use of resources.</li> <li>Through concise and consistent planning and assessment of lessons, secure progress towards student targets.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans/ Observations</li> <li>School procedures followed re: Behaviour for Learning</li> <li>Feedback provided to students via marking/ assessment and discussions</li> <li>Data on SIMS and SISRA</li> </ul>
<b>Key Performance Area 4</b>	<b>Resource Management</b>	
	<ul style="list-style-type: none"> <li>Promote an ethos of teamwork and a culture of sharing good practice.</li> <li>Provide an effective role model in terms of classroom practice.</li> <li>Select and make use of textbooks, ICT and other learning resources which enable teaching objectives to be met.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting with support staff, colleagues and others</li> </ul>
<b>Key Performance Area 5</b>	<b>Developing Others and Wider Responsibilities</b>	
	<ul style="list-style-type: none"> <li>Establish effective working relationships with professional colleagues, including support staff and our wider community.</li> <li>Through whole school assessment practice, develop secure 'reporting to parents/carers' practice.</li> <li>Develop and engage in additional learning opportunities through extra-curricular practice.</li> <li>Contribute to the impact of the school's co-operative values and the British values.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment procedures followed</li> </ul>

**This job specification may be reviewed by the Academy Headteacher, as necessary, and may be amended at any time after consultation with you.**