

# Role Profile: Teacher of Psychology

## Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum
- To monitor and support the overall progress and to ensure that all students make at least good progress.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their highest potential.
- To contribute to raising standards of achievement and maximising student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To work with and support colleagues across the wider school community, sharing knowledge and best practice where appropriate.

## Key Accountabilities

- To plan, teach and evaluate a sequence of lessons as set out in the schemes of learning and create lessons that enrich and enhance the learning of all students.
- To Set high expectations for student's behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code.
- To Set appropriate and demanding expectations for student learning, attitudes, motivation, and presentation.
- To track and monitor students' progress using a range of strategies including classwork, homework and assessments and implement appropriate interventions to address any gaps.
- To consider the differing ability lessons of students and differentiate work accordingly.
- Proactively work with relevant colleagues on the planning of work for collaborative delivery
- To communicate effectively with students, parents and colleagues, as appropriate.
- Take account of students' prior levels of attainment and use them to set targets for future improvement.
- Promote Character education and engage with the school mission to develop students' character.
- To work as a member of a designated team and to contribute positively to effective working relations within the school

## Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

## Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Degree in Education</li> <li>• Relevant Educational qualification / qualified teacher status</li> <li>• Evidence of relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• A Masters or relevant post-graduate qualification</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Have a conscientious attitude and professional work ethic</li> <li>• Successful teaching experience at secondary level</li> <li>• The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff.</li> <li>• The capacity to take initiative at all times, delegate well and manage the work of others in order to deliver high quality outcomes</li> <li>• Enthusiasm, flexibility and commitment with effective interpersonal skills</li> <li>• Good classroom management and discipline skills.</li> <li>• To communicate effectively and professionally with parents as appropriate</li> <li>• To deliver interesting and stimulating lessons.</li> <li>• Well organised and highly motivated</li> <li>• A positive role model for students</li> <li>• A team player</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach to A-level Psychology</li> <li>• Knowledge of character education</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• A proven track record in forming strong and nurturing relationships with students to ensure positive outcomes</li> <li>• Knowledge and understanding of theory and practice of effective teaching and learning</li> <li>• Knowledge and understanding of how the most able students learn, understanding of the importance of having high expectations for all students, both of behaviour and academic achievement</li> <li>• Knowledge and understanding of working with other adults to support the learning of SEND students.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Independent Schools Standard and Regulations</li> <li>• Previous experience of being a Form Tutor</li> </ul>

## Key Stakeholders:

Internal – Headmaster, SLT, School Colleagues, Students

External – Parents/Guardians

Signed: ..... Name (print): .....

Date: .....