



Person Specification — Specialist Teacher: Humanities (History, RE, Geography, PSHE) with Additional Subject

Qualifications and Training

- Qualified Teacher Status (QTS or QTLS). — Essential
- Degree in a Humanities discipline (History, Geography, RE/Theology, Politics, Sociology or related). — Essential
- Ability to teach PSHE/Citizenship in line with statutory RSHE guidance. — Essential
- Additional subject specialism to broaden the timetable (state clearly). — Essential
- Recent CPD in inclusive, neuro-affirming or trauma-responsive pedagogy. — Essential
- Accredited training in SEN/autism/SEMH, literacy/oracy, or safeguarding/RSHE. — Desirable
- Examiner/moderator experience (AQA, Edexcel, OCR, Eduqas) in a relevant subject. — Desirable

Experience

- Successful teaching across at least two of: History, RE, Geography, PSHE at KS3–KS4 with strong progress for diverse learners. — Essential
- Designing enquiry-led sequences, source/fieldwork alternatives and culturally responsive curricula. — Essential
- Adapting curriculum, teaching and assessment for autistic and neurodivergent pupils; confident with assistive technologies and multimodal representations. — Essential
- Teaching an additional subject to at least KS3 standard. — Essential
- Building high-trust relationships that improve engagement, regulation and attendance. — Essential
- Productive collaboration within a multi-disciplinary team and with parents/carers. — Essential
- Leading enrichment such as debating/Model UN, media/journalism, museum/community-history or eco-projects. — Desirable
- Designing alternative/stepped accreditation pathways (GCSE short course, Entry Level, Functional Skills or bespoke cross-curricular). — Desirable

Knowledge

- Secure command of Humanities curricula and disciplinary literacies:
 - History enquiries, sources, interpretations and argumentation.
 - RE worldviews, theology/philosophy/ethics and dialogic teaching.
 - Geography concepts, sustainability, GIS/virtual fieldwork methods.
 - PSHE/RSHE statutory content, safeguarding themes and age-appropriate delivery. — Essential
- Oracy and literacy strategies for reading complex texts and extended writing in Humanities. — Essential
- Neuro-affirming principles, sensory processing, co-regulation and low-arousal practice. — Desirable
- Person-centred planning frameworks such as the Dynamic Development Plan (or equivalent). — Essential
- Safeguarding (KCSIE), GDPR and safe-working practices in UK schools. — Essential
- Understanding of broader progress measures (wellbeing, agency, executive function, oracy). — Desirable

Skills and Abilities

- Instructional design: clear sequencing, scaffolding and challenge; effective use of visuals, timelines, maps, dual coding and structured talk. — Essential
- Assessment literacy: set meaningful goals, gather proportional evidence, evaluate impact and adjust provision. — Essential
- Communication: attuned, adaptable language; high-quality written reports and accurate records. — Essential
- Relational practice: restorative responses, de-escalation and co-regulation in a Safe Base environment. — Essential
- Collaboration: work productively with therapists, support staff and leaders; co-produce plans with learners and families. — Essential
- Digital fluency with classroom platforms; familiarity with GIS/interactive maps, media tools and accessibility features. — Desirable
- Organisation and initiative to run clubs, projects or partnerships linking Humanities to real-world contexts (e.g., museum residencies, community history, eco-projects, debating). — Desirable



Personal Attributes

- Child-centred, strengths-based mindset; assumes competence and celebrates difference. — Desirable, but willing develop in this area.
- Reflective, research-informed and open to coaching, supervision and feedback. — Essential
- Warm, optimistic and resilient; maintains professional boundaries and consistency. — Essential
- Equity-driven advocate who challenges deficit narratives and promotes inclusion. — Essential
- Creative, curious and willing to prototype and iterate new ideas. — Desirable

Safeguarding and Compliance

- Uncompromising commitment to safeguarding and promoting the welfare of children and young people. — Essential
- Willingness to undergo an Enhanced DBS check, online safeguarding search and provide right-to-work evidence. — Essential
- Strong attendance, punctuality and professional conduct record. — Essential

Application notes

- In your supporting statement, evidence how you meet each essential criterion with concise examples. Please state clearly: your additional teaching subject, any exam-board experience, and your notice period.