

Stratford upon Avon School & Sixth Form



Teacher of History and Humanities

Closing Date: 12 noon, Wednesday 8th May 2019

Information Pack

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Teacher of History with Humanities

Thank you for your interest in the History Teacher post at Stratford upon Avon School.

Just as every parent wants a good school for their child and every child deserves one; every member of staff wants to work in a good school, and that is what we are. We have delightful students, outstanding facilities and an extremely bright future.

Our values are summed up in the following lines:

We hold these truths to be self-evident; that everyone is entitled to feel safe, happy and successful. We like and care for young people. We have a growth mind-set and believe that everyone can improve through hard work if they are engaged, enthused and inspired.

We believe in comprehensive values and a student-centred approach. We work better and are more productive when we feel good about ourselves and trust each other.

Our aims are quite simple, to:

1. Raise standards by focusing on developing high-quality learning and teaching
2. Become one of the best schools in the country
3. Celebrate comprehensive values and a student-centred approach, within an equitable and inclusive school so that we meet the needs of our school community.

We believe that youngsters have an innate love of learning and their enthusiasm is ours to nurture and develop. Our job is to engage, enthuse and inspire; to create an environment where ordinary people can achieve extraordinary things.

From the moment you first approach the school, you realise what a special place to work this is. Our superb main school buildings and grounds, opened in 2002 and the Sixth Form Centre opened September 2010, provide an outstanding learning environment. . The buildings have been really well looked after and are constantly improved. The town of Stratford upon Avon is a particularly lovely place to work and we are proud to be part of the vibrant local community. We work closely with local institutions including The Royal Shakespeare Theatre and the Stratford Literacy Festival. We are delighted to feature as 'Bond Street' on the Stratford Monopoly board. We have a talented staff and strong structures. Behind the scenes, careful husbandry has meant that the school is in a relatively healthy financial position that has enabled us to continue to invest in our infrastructure.

Stratford upon Avon School is an 11-18 mixed comprehensive school catering for 1400 students, including approximately 240 in the sixth form. Since being appointed Headteacher in September 2013 I have found the whole school community very welcoming and am sure that you will too.

In 2015-16 the school was featured as a case study highlighting best practice in *The Parliamentary Review*. In March 2016 we were graded 'Good' in every category by Ofsted. There are many positives throughout the report which was a fair and balanced assessment of the school, in line with our own self-evaluation. However, I would particularly like to draw your attention to the following comments:

LEADERSHIP AND MANAGEMENT:

- *“The headteacher has been relentless in his drive to deal with all the issues raised in the previous inspection. He has given the school community a renewed energy to improve progress for all pupils in the school” (p3)*
- *“The school’s published aim through its curriculum is to ‘engage, enthuse and inspire’ and this aim is met” (p3)*
- *“the way the school encourages confidence and maturity from its pupils” (p3)*
- *“Keeping children safe in school has the highest priority and pupils have several contact points if they are in need of help” (p4)*

TEACHING, LEARNING AND ASSESSMENT:

- *“The quality of teaching is now good, with some areas of outstanding practice particularly in the sixth form. As a result, pupils in school now make good progress in all key stages” (p4)*
- *“Relationships between teachers and pupils are good and the great majority of pupils are keen to learn and achieve well” (p4)*
- *“Teaching assistants are particularly effective as they challenge and support pupils well. They guide pupils in their learning without doing the work for them and this helps to encourage deeper thinking and independence” (p4)*
- *“Pupils’ behaviour in lessons is usually good and adults manage any issues that arise well. This means that teachers and pupils can stay focused on learning. This also influences the good progress pupils make” (p4)*

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE:

- *“The positive and supportive culture in school supports pupils’ well-being effectively” (p4)*
- *“The behaviour of pupils is good. Pupils are positive about the school, are keen to learn and say that behaviour has improved significantly since the last inspection” (p5)*
- *“Pupils are polite and courteous around the school and move sensibly around the building” (p5)*
- *“Behaviour in the great majority of lessons is good or better” (p5)*

OUTCOMES FOR PUPILS:

- *“outcomes for pupils in school now are good across all year groups and in most subjects” (p5)*
- *“The progress of all groups of pupils in school now has improved, and in some cases, significantly so” (p5)*
- *“The attainment of most able pupils ... was slightly above the national average for this group of pupils in 2015. Also, the most able pupils who made more than expected progress in both English and mathematics were above national figures. The most able pupils in school now make good progress” (p5)*
- *“Pupils receive information, careers advice and guidance of the highest quality to help them make the right choices to move forward with their learning. This is a real strength in the school. Activities to help pupils develop their personal skills and enrich their learning experience raise their aspirations and ambitions to do well and proceed to the next stage of their education” (p5-6)*

SIXTH FORM:

- *“Outcomes since the last inspection have improved significantly, exceeding the national average in some measures across learning pathways at AS, A level and vocational subjects. This is the result of improved teaching, mentoring and personalised support for individual learners. Outcomes in the sixth form are now good” (p6)*
- *“The quality of teaching in the sixth form has improved significantly. It is now good and in some areas it is outstanding particularly in terms of deeper thinking and challenge for learners” (p6)*
- *“Learners’ personal development and welfare in the sixth form is outstanding and is supported by a well-structured programme with a clearly identified rationale that meets learners’ needs. This includes work experience, which students enjoy and value greatly. As a result, learners become confident, highly articulate and ambitious young people” (p6)*

- *“They value their education in the sixth form and the support they are given, saying that their teachers “go above and beyond” to help them” (p6)*

However, the school has improved further since those judgements. September 2017 saw the introduction of teaching Progress Leaders responsible for the academic progress of a year group and non-teaching College Leaders responsible for our vertical tutoring/pastoral system. This has led to a sharper focus on student progress, particularly of disadvantaged students, and swifter, more effective handling of behavioural and welfare issues. In September 2018, the school amended the timings of the school day to further improve the culture of the school, performance in lessons and attendance.

Quite simply, the school has undergone a transformation over the last few years and we are now reaping the benefits of significant changes that have contributed enormously to the positive atmosphere permeating the school and the improvements in exam results across the board. External examination results show consistently good performance across Years 11 and 13. Our 2018 examination results are the best that we have had according to a range of key performance measures. In a nutshell, our intake comes to us at national average, yet leaves performing better than that and above national average. Students are very well prepared for the next stage of their education, training or employment. Careers provision is exemplary and the school has been awarded the gold standard Quality in Careers Award.

We are particularly proud of our creative approach to staff CPD and will help support your ongoing professional development according to your bespoke needs. We work closely with other local schools and are a Strategic Alliance Partner in two Teaching School Alliances.

“Leaders have high aspirations for pupils and these are shared by parents, pupils and staff”. (Ofsted p1.) We are committed to becoming one of the best schools in the country and that ambition is shared from the governing body through every member of staff. Can you help us on our journey? If so, this is an exciting place to spend the next stage of your career as we strive to improve further. You will be joining the school at a really exciting stage in our development. There is a genuine sense of optimism throughout our wider school community.

If you think, you have what it takes, then please submit a completed application form and supporting letter by the closing date. I look forward to hearing from you.

Regards

Neil Wallace
Headteacher

April 2019

APPOINTMENT OF HISTORY / HUMANITIES TEACHER

Contextual

Stratford upon Avon School is a large comprehensive school with superb facilities. We look forward to welcoming an enthusiastic, well-qualified colleague, who will work with us to build on our established strengths and make a significant contribution to the continuing success of the Faculty and School.

We are ideally looking for a teacher to help teach History at all key stages as well as other Humanities subjects. This role is a maternity cover. Full time or part time applicants are welcome.

The ability to teach A Level Sociology, Psychology or Level 3 Criminology would be advantageous, though not essential. The Humanities Department includes a variety of different subject specialists, so there is some flexibility in terms of what prospective candidates might be timetabled to teach.

The Humanities Faculty

Within Humanities, we currently teach GCSE History, Geography, Sociology, Citizenship, French and Spanish. SPHERE is also taught to all students in Years 7 – 11 and comprises a blend of PSHE and Citizenship. At A Level, we offer Geography and History.

We also have a close working relationship with the Social Science department, with some of our staff assisting in the delivery of GCSE and A Level Sociology, A Level Psychology and Level 3 Criminology.

Further information about specific courses, and exam boards, for each of the subjects we offer is available on the School web site or on request.

We currently number 16 staff across 4 main subject teams. Each subject team is headed by a Subject Leader. There is a Humanities Curriculum Leader responsible for the Faculty as a whole.

The Facilities

On the main Humanities corridor there are 10 classrooms. There are another 3 in MFL. All classrooms have a PC, projector and audio facilities. In addition, it is possible to book IT suites as needed. We occupy 2 'resource bases' (one in Humanities and one in MFL) where staff have access to computers and workspace.

Curriculum

All lessons are 1 hour long and there are 5 in a day.

Humanities delivers as a combined subject for 8 periods per fortnight in Year 7, incorporating Geography, History and SPHERE.

In Year 8 students have 3 Geography, 3 History, and 2 SPHERE lessons a fortnight, and 3 MFL. We run a 2 year KS3 model with students selecting options prior to the start of Year 9.

GCSE Options subjects (History, Geography, Sociology, French and Spanish) are allocated 4 lessons per fortnight whilst SPHERE is also taught as a compulsory subject.

At A Level students take 3 subjects from the start of Year 12. We offer History, Geography, Sociology, Psychology and Criminology, amongst others.

Extra-Curricular

The school offers a wide range of extra-curricular opportunities and any new member of staff would be most welcome to take part in the existing extra-curricular provision or offer other opportunities for students. There are a number of visits and residential trips offered by the Humanities faculty, and the successful candidate would be expected to contribute to the running of some of these.

The role within the Humanities team is one which we hope will also give the successful candidate the chance to progress their own career and development, and we look forward to appointing someone who will play a leading role in the Faculty and School.

We look forward to receiving your application.

Mr Luke Bolton
Humanities Curriculum Leader
May 2018

Job Description

Teacher of History and Humanities

Responsible to:

- Curriculum Leader for Humanities

Responsible for:

- The provision of a full learning experience and support for students

All teachers, regardless of their position in the school must consistently meet the following professional standards:

Set high expectations which inspire, motivate and challenge pupils
Promote good progress and outcomes by pupils
Demonstrate good subject and curriculum knowledge
Plan and teach well-structured lessons
Adapt teaching to respond to the strengths and needs of all pupils
Make accurate and productive use of assessment
Manage behaviour effectively to ensure a good and safe learning environment

Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ Form Tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Strategic Development and Managing Resources:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the department's development plan and its implementation.
- To plan and prepare Schemes of Learning and lessons.
- To contribute to the whole school's planning activities.
- To assist the Curriculum Leader, the Senior Leadership Team Link, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission Statement.

Standards and Achievement:

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and Schemes of Learning.

- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

Teaching & Learning:

- To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meet internal and external quality standards
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning, be appropriate to student needs and meet the requirements of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures
- To mark, grade and give written/verbal and diagnostic in line with the school's area marking policy.

Assessment, Feedback and Tracking:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning

Staff Development:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Student Support and Progress:

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with the College Leader to ensure the implementation of the school's Pastoral System.

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to PSHCE and citizenship and enterprise according to school policy
- To apply the Behaviour management systems so that effective learning can take place.

Communications, Marketing and Liaison:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Additional Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school 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 school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Health and Safety

The post holder is required to make positive efforts to maintain their own personal safety and that of others by taking reasonable care, carrying out requirements of the law following recognised codes of practice. The post holder is also required to be aware of and comply with government and school policies on health and safety and to complete training in the relevant areas to meet all safeguarding and health and safety standards as detailed in SuAS policy.

Stratford upon Avon School

History and Humanities Teacher Person Specification April 2019

Please read this Person Specification carefully as it will be used to assess candidates as part of the short list and selection process.
The recruiting team will be looking for candidates who most closely match the following:

	Essential	Desirable	Evidence base
Qualifications	Q.T.S. Hons Degree	Degree and / or PGCE in a Humanities or Social Sciences subject Evidence of relevant, recent professional development	Application form.
Experience	Successful secondary teaching (11-16 or 11-18) Successful and competent classroom practitioner Ability to teach some or all of the following: History, Sociology, Geography (GCSE and/or A Level) and Humanities subjects at KS3	Ability to teach the following: Psychology (A Level), Criminology (Level 3) Successful experience of challenging and supporting under performance in pupils	Application, references and selection process.
Teaching and Learning	Appropriate pedagogical subject knowledge An appreciation of the characteristics of good teaching.	Knowledge of recent whole-school and curriculum developments and opportunities High level of personal IT skills	Selection process and references
Key Competencies and Aptitudes	The ability to engage, enthuse and inspire students Excellent interpersonal and organisational skills Ability to manage time and prioritise effectively A genuine commitment to inclusive comprehensive education A growth mindset Unrelenting determination to raise standards Be able to work on your own initiative and as part of a team Have the capacity to work under pressure and meet deadlines	Innovative An appreciation of the link between learning and teaching. Ability to analyse and use data effectively	Application, references and selection process.
Professional development	Evidence of involvement in appropriate professional development Willingness to contribute to the professional development of others – sharing good practice	Planned involvement in a range of professional activities.	Application, references and selection process.
Other information	Share the ethos of the school Willingness to co-ordinate and take part in whole school activities. Post subject to Enhanced DBS		Application, references and selection process.

The school is committed to safeguarding and promoting the welfare of the children and young people and expects all staff and volunteers to share this commitment.

Information for Applicants

Application Form

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form. If you are completing your application electronically you may be asked to sign your form if invited to interview.

CVs may be submitted as a supplement to the application form but may not take the place of it.

Pre-Interview checks /References

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on you suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

The selection procedure is likely to be a full day at school with other selected candidates for both teaching and support roles. You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the schools team.

Full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted.

You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

If you have not heard from us about an interview within two weeks of the closing date you should assume that we will not be taking your application further. We do not normally offer feedback to candidates who are unsuccessful at this stage.

Equalities

Stratford upon Avon School is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.

Safer recruitment

Stratford upon Avon School actively promotes a culture that helps safeguard children and young people and discourages and prevents inappropriate people joining the workforce both on a paid and voluntary basis.

Pre Employment Checks

As your employment would be in a regulated position under the Government Vetting and Barring Scheme, you will be subject to an enhanced DBS disclosure and must meet the requirements of the Independent Safeguarding Authority (ISA). You cannot perform work in a regulated position if you have been barred from working with either children or vulnerable adults by the ISA or if you have been barred or disqualified from working with children by another organisation.

Rehabilitation of Offenders Act 1974

All posts within Stratford School are covered by the above act as they involve working directly with children or young people and requires an Enhanced Disclosure & Barring Scheme (DBS) check. Most convictions remain unspent and you must therefore declare them. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure & Barring Service website.

This information must be provided and sent under separate, confidential cover to the HR Department. We guarantee that this will only be seen by those who need to see it as part of the recruitment process. Failure to disclose such information could result in your dismissal or discipline by the school. Any information will be treated in complete confidence.

Further information about the school including our Equalities Policy and Child Protection is available from our website: www.stratforduponavonschool.com .

Closing date

The closing date for applications is detailed on the front of the Information Pack and within the recruitment advert.

Sending in your application

By email to recruitment@stratfordschool.co.uk

By post to Human Resources Department, Stratford upon Avon School, Alcester Road, Stratford upon Avon, Warwickshire, CV37 9DH

Queries

If you have any further questions prior to application please contact Mrs Jane Raines, HR and Training Advisor in the first instance on 01789 416660 or recruitment@stratfordschool.co.uk