



**TEACHER OF HISTORY  
MPS/UPS  
Full-time post**

**Permanent post from September 2019**

Applications to be received by 12 midnight,  
Sunday 13th January 2019

*‘Working together to achieve success’*

[www.josephrowntreeschool.co.uk](http://www.josephrowntreeschool.co.uk)

[joseph.rowntree@york.gov.uk](mailto:joseph.rowntree@york.gov.uk)



The  
**Joseph Rowntree  
School**

the right school to grow in



*‘Working together to achieve  
success’*

Dear Prospective Applicant

**Welcome to The Joseph Rowntree School.** Please read the information about the school contained in this letter prior to completing your application.

## **GENERAL INFORMATION**

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2018 we achieved the best ever set of GCSE results in terms of progress measures for our students: Our provisional P8 score was +0.19. Students achieved very highly in English, Maths, the "Humanities" area and especially in the new Science GCSEs. The positive Progress 8 score is a real reflection of the hard work of students, staff and parents to achieve these outcomes for all abilities of learners. We were also delighted with the large number of students gaining 9 and A\* grades, with over 20% of all grades being 8/9/A/A\*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. We are not a complacent school and recognise there are further improvements that can be made and we need to replicate the successes in all subject areas and with all groups of students.

## **ORIGINS**

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

## **GROUND AND BUILDINGS**

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

## **THE EDUCATIONAL CONTEXT**

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

## **OUR STUDENTS**

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals and there are 240 on the SEN register, 26 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

## **OUR STAFF**

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

## **ORGANISATION**

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, two Associate Assistant Heads and a School Business Manager.

## **CURRICULUM**

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

## **IN CONCLUSION**

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

## **APPLICATION INFORMATION**

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- [tb@josephrowntree.york.sch.uk](mailto:tb@josephrowntree.york.sch.uk).

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at [www.josephrowntree.co.uk](http://www.josephrowntree.co.uk)

Thank you for the interest you have shown in The Joseph Rowntree School.

**Richard Crane**

**Headteacher**

# IMPORTANT INFORMATION

## Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

## Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

## Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

## Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

## Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

## Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

## Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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## **Induction and Continuous Professional Development**

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

## **Dress Code**

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

## **School Policies**

All school policies are available on our website or upon written request.



## Person Specification

### Teacher of History

Attributes	Essential	Desirable	How Identified
Qualifications	QTS status  Qualification to the equivalent of degree level in History or a related subject	Further relevant qualification in History	Evidence of paper qualifications
Work related experience and associated skills	<p>Knowledge and understanding of History at KS3, KS4, 'A' level - of strategies that improve understanding</p> <p>Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students.</p> <p>Ability to encourage and maintain a good standard of discipline through well focused teaching, positive relationships and good classroom management</p> <p>Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students</p> <p>Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons</p> <p>Ability to reflect on own practice</p> <p>Ability to differentiate tasks appropriately</p>	<p>Ability to use research evidence to inform and improve teaching</p>	<p>Application letter will have paragraph on how experience fits person specification</p> <p>Evidence from teaching a 25 minute lesson to a class of relationships, class management, teaching and learning strategies, ability to engage students</p> <p>Interview questions on teaching and learning strategies, assessment of student work and its use and communication, and classroom management</p>
Specialist knowledge and understanding	Secure knowledge and understanding of the knowledge, concepts and skills in teaching History.	<p>Able to make good use of ICT as a learning resource</p> <p>Knowledge of how to give positive and targeted support to students with special educational needs</p>	<p>Application letter will have paragraph on how experience fits person specification</p> <p>Interview questions will test specialist knowledge</p>

## Person Specification

### Teacher of History



Attributes	Essential	Desirable	How Identified
Personal skills and attributes	<p>Determination to encourage the highest quality of learning experience for all students</p> <p>A commitment to equal opportunities</p> <p>Ability to establish good and productive working relationships, and work well in a team</p> <p>Ability to communicate effectively to staff, students, parents, orally and in writing</p> <p>Ability to meet deadlines</p> <p>Able to empathise with young people and yet be firm, fair and consistent when dealing with them</p> <p>Excellent attendance and punctuality</p> <p>Ability to work in and to lead a team</p> <p>Enthusiasm, personal dynamism, and stamina</p> <p>Sense of humour and perspective</p> <p>Ambition</p> <p>Personal presence</p>	<p>Ability and willingness to offer extra-curricular activities, particularly in History.</p>	<p>Evidence from the taught lesson of enthusiasm, empathy with young people, communication</p> <p>Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons</p> <p>Ability to communicate effectively in the letter of application and at interview will be used as evidence on communication</p> <p>Evidence from references will reflect school's request for comments on personal skills and attributes</p>



# The Joseph Rowntree School



***“The right school to grow in”***

## **TEACHING POST - JOB DESCRIPTION**

### **DUTIES AND RESPONSIBILITIES**

The following duties shall be deemed to be included in the professional duties which a teacher may be required to perform:-

#### **Teaching**

- Planning and preparing courses and lessons;
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the students in school and elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of students.

#### **Other Activities**

- Promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;
- Making records of and reports on the personal and social needs of students except in instances where to do so might be regarded as compromising a teacher's own position;
- Communicating and consulting with the parents of students;
- Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;
- Participating in meetings arranged for any of the purposes described above.

#### **Assessments and Reports**

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students except in instances where to do so might be regarded as compromising a teacher's own position.

#### **Staff Development/Training/Reviews/Meetings**

- Participating, if required, in any scheme of staff development and performance review.
- Reviewing from time to time his/her methods of teaching and programmes of work;
- Participating in arrangements for his/her further training and professional development as a teacher.
- Advising and co-operating with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

#### **Discipline, Health and Safety**

- Maintaining good order and discipline among students in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

- Supervising and teaching any students whose teacher is not available provided that a teacher (other than a supply teacher) shall not be required to provide such cover after the first day on which a teacher is absent.
- Supervising and teaching any students whose teacher is not available in the case of emergency cover where less than 1 days notice was known to and agreed by the Headteacher in advance.

### **Public Examinations**

- Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examination.

### **Management**

- Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers.
- Co-ordinating or managing the work of other teachers.
- Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **Administration**

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Attending assemblies.
- Registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions.

### **Working Time**

- A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation.
- A teacher, other than a teacher employed in a residential establishment, shall be available to:
- Perform such duties at such times and such places as may reasonably be specified by the Headteacher, for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work.
- Unless employed under a separate contract as a midday supervisor, a teacher shall not be required to undertake midday supervision.

# THE JOSEPH ROWNTREE SCHOOL



## THE HISTORY DEPARTMENT

The History Department is a strong department, with a commitment to delivering high-challenge lessons across the school. We have three History classrooms, all equipped with Promethean interactive whiteboards and sound. The Department is made up of three full-time History teachers; and then four full-time staff who teach in KS3, who also teach in other departments.

History has been the most opted-for subject at Year 9 for the last three years, and we will have five teaching groups in both Y10 and Y11 from September 2018.

At KS3, students receive four hour-long lessons per fortnight. At KS4, this is five hours, and at KS5, nine. We follow the National Curriculum for KS3; with Y7 largely being medieval history, Y8 early modern and Y9 covering the 20<sup>th</sup> century to present day. At GCSE, we teach the Edexcel specification, and take the following options: Crime and Punishment (c. 1000-2000), Cold War (1941-90), Elizabeth (1558-88) and Germany (1918-39). For A level, we study Edexcel Route H (unit 1 Britain, Unit 2 USA 1920-55), with units 3 and 4 on the witch craze and Holocaust respectively. Our A level results for 2017 put us in the top 25% of schools nationally, and we typically have one group each in Y12 and 13.

# THE JOSEPH ROWNTREE SCHOOL



## SCHOOL ETHOS AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.