



Ryburn Valley **High School**

Teacher of History

Full Time

(Part-time hours will be considered)

Closing date: Tuesday 22nd May 2018

Interviews will take place: Friday 25th May 2018

Start date: September 2018

Your opportunity to  
**shine**



Dear Applicant

Ryburn Valley High School is a large, thriving and successful mixed comprehensive school and Sixth Form College with over 1400 students on role (173 in the Sixth Form). We are situated in a picturesque setting with extensive views over the Ryburn Valley in Calderdale, near to the towns of Sowerby Bridge and Halifax and close to the M62. This coupled with the passion and dynamism of the students and staff ensures our hugely oversubscribed school is a truly special place to work and study.

We have a strong focus on academic achievement and a sustained record of excellent examination results over recent years. Students' achievement is good and improving rapidly and our attendance is significantly above national. Indeed, we are consistently one of the top performing comprehensive schools in Calderdale.

We pride ourselves on being a modern school, fully equipped for the 21<sup>st</sup> Century, built on traditional values that permeate every aspect of what we do. We moved to our new building in 2005 which means we are blessed with wide corridors and large classrooms which are all equipped with electronic whiteboards. Our well maintained, state of the art facilities also include:-

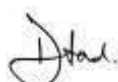
- A £1 million pound extension which contains a science 'super' lab;
- TV, music recording and radiostudios;
- Lecture theatre/cinema;
- Separate 6<sup>th</sup> Form Centre;
- Construction Centre;
- Floodlight Astro turf pitch, Sports Hall and extensive sports fields.

Our core purpose is ***"to inspire students with a love of learning; a zest for life and a genuine confidence to excel in a colourful world"***.

In order to accomplish this we are all focused constantly on one key objective - developing our teaching skills. We have dedicated collaborative planning time every two weeks where all staff come together and develop idea and resources. We take part in a number of school research networks and EEF Projects. Therefore we have a group of talented and enthusiastic leaders who drive our extensive programme of Continuous Professional Development (CPD) geared to the delivery of outstanding learning. Additional support for new colleagues includes:-

- Regular teaching and learning development sessions
- Structured induction programme for all staff with additional sessions for Newly Qualified Teachers (NQTs)
- Exceptionally strong support from our pastoral team who create a positive atmosphere where polite students are eager to learn.

We have the highest expectations for all staff to ensure there are no limits to what students can achieve. The school's motto is ***'Excellere Contende' – Strive to Excel***. This is precisely the spirit in which Ryburn Valley students and staff work on a daily basis. So if you are prepared to take on that challenge and you would like to be part of the friendly, good humoured and vibrant atmosphere at Ryburn then please apply for this post.



D Lord Headteacher

To find out more about this exceptional opportunity please contact Jo Lumb for an application pack at [j.lumb@rvhschool.co.uk](mailto:j.lumb@rvhschool.co.uk) or visit the vacancies page on our website at [www.rvhs.co.uk/](http://www.rvhs.co.uk/).

## **The History Department**

History is a strong subject at Ryburn and is taught by dedicated, enthusiastic and committed professionals. The Department has a reputation for being well organised, effective and progressive in all aspect of its work. As a result, enthusiasm amongst the pupils for history is high with a number of students opting to continue their study of history into Key Stage 4. Uptake of History A – Level is also good.

The Department has four and a half full time teachers. History is taught as a discrete subject at Key Stage 3 and is an option at both Key Stage 4 and Post 16. Key Stage 3 courses have been written by the department, emphasising both skills and content. Schemes incorporate lots of ideas to not only engage students but also to develop skills vital for KS4 success. There is an emphasis on producing resources to accommodate for a range of teaching and learning styles. The successful candidate would be expected to contribute further ideas and resources to our existing materials.

The Department has the tradition of working collaboratively and insists on the highest standards in teaching and learning and is committed to raising achievement for all. All students are actively encouraged to realise their potential and there is a tremendous amount of enthusiasm and good will.

The OCR syllabus is offered at KS4 at Post-16 students study the AQA course covering Modern European History and a 16<sup>th</sup> Century British History. Both KS4 and KS5 History are popular subject options. We currently have 16 GCSE groups across KS4 (Years 9 to 11). Results at both GCSE and 'A' level are good and in 2017 we achieved an grade 1 at 'A' level.

As well as delivering History within the classroom the Department is very keen on developing students' enthusiasm for the subject beyond the normal curriculum. The Department visits local sites and events of historical interest. We aim to enrich student experience beyond the classroom, for example Year11 have recently been on a Battlefield trip to Belgium and all KS3 groups will do field work in the summer term.

The Department is housed in its own suite of rooms. The Department has 4 Smartboards, and 30 access to a bank laptops. This is an exciting and creative time for another enthusiastic professional to join the History team.

<b>Job Title</b>	<b>Teacher of History</b>
<b>Line Manager</b>	•
<b>Liaising with:</b>	• Head of History, Heads of Year, and Learning Support
<b>Salary/Grade:</b>	• Main Scale
<b>Key Responsibilities</b>	<ul style="list-style-type: none"> <li>• To deliver high levels of student progress through effective teaching and learning of History.</li> <li>• To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Plan work in accordance with the curriculum area programmes of study and so that it ensures progress and the personalised learning needs of every student.</li> <li>• Liaise with relevant colleagues on the planning of units of work for collaborative delivery.</li> <li>• Work in collaboration with associate staff attached to any teaching group.</li> <li>• Take account of students' prior levels of learning and achievement and use them to set targets for future improvements.</li> <li>• Maintain positive relationships with staff and students to enable effective teaching to take place.</li> <li>• Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour Policy.</li> <li>• Provide students with the opportunities to develop the skills required in order to learn.</li> <li>• Listen to the views of students about their preferred methods and styles of learning.</li> <li>• Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.</li> <li>• Work at all times within the Health &amp; Safety regulations of our school and ensure a safe working environment.</li> <li>• Maintain a high level of display within his/her teaching room.</li> <li>• Adhere to all the guidance as set out in the staff handbook.</li> </ul>
<b>Assessment &amp; Reporting</b>	<ul style="list-style-type: none"> <li>• Maintain notes and plans of lessons undertaken and records of students' work in line with the School's Teaching and Learning policy.</li> <li>• Mark, monitor and return work as directed in the school marking policy.</li> <li>• Complete formal assessment through the MIS system in line with policy and as specified in the published calendar.</li> <li>• Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.</li> <li>• Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.</li> </ul>
<b>Care &amp; Guidance</b>	<ul style="list-style-type: none"> <li>• Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the School, including tutor, student interviews and coaching and mentoring.</li> <li>• Be the first point of contact for parents.</li> <li>• Monitor (and set targets for) for students to improve motivation, behaviour or achievement as and when required.</li> <li>• Be prepared to undertake responsibility as required for the delivery of the PSHE programme through the delivery of SMSC content in tutor time.</li> <li>• Promote good attendance and monitor in accordance with the School's attendance policy.</li> </ul>
<b>Professional Standards</b>	<ul style="list-style-type: none"> <li>• Support the ethos, vision, principles and values of the School</li> <li>• Treat colleagues, students and all members of the community, with respect and consideration.</li> </ul>

	<ul style="list-style-type: none"> <li>• Treat all students fairly, consistently and without prejudice</li> <li>• Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.</li> <li>• Support the aims of the School through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities).</li> <li>• Support the ethos of the School by upholding the code of conduct, uniform rules, etc.</li> <li>• Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers.</li> <li>• Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence.</li> <li>• Read and adhere to the various policies of the School and implement School improvement plans.</li> <li>• Participate in the development and management of the School by attending various team and staff meetings.</li> <li>• Undertake duties as prescribed within the School's policies.</li> <li>• Ensure that all deadlines are met as published in the school calendar or deadlines set by the Head of History.</li> <li>• Undertake professional duties that may be reasonably assigned to them by the Headteacher.</li> <li>• Be proactive and take responsibility for matters relating to health and safety.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• A clear understanding of current educational issues, theory and practice.</li> <li>• Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.</li> <li>• Have a secure and detailed knowledge of the specialized subject</li> <li>• Have an understanding of effective strategies to deliver their specialized subject.</li> </ul>
<b>Planning and setting expectations</b>	<ul style="list-style-type: none"> <li>• Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.</li> <li>• Set appropriate and demanding expectations for students learning and motivation. Set clear targets for students learning building on prior attainment. Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs.</li> </ul>
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives.</li> <li>• Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students; progress.</li> <li>• When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post 16.</li> <li>• Help standardise all department assessments to help to ensure all predictive data is accurate and sets high expectations.</li> </ul>
<b>Pastoral System</b>	<ul style="list-style-type: none"> <li>• To monitor and support the overall progress and development of students within the subject.</li> <li>• To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.</li> <li>• To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.</li> <li>• To ensure the Behaviour Policy is implemented in the subject area so that effective learning can take place.</li> </ul>
<b>Professional Development:</b>	<ul style="list-style-type: none"> <li>• Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects</li> </ul>

	<p>they teach.</p> <ul style="list-style-type: none"> <li>• Understand the professional responsibilities in relation the School policies and practices.</li> <li>• Set a good example to the students in their presentation and in their personal conduct.</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> </ul>
<b>Quality Assurance</b>	<ul style="list-style-type: none"> <li>• Promote excellence at all points of delivery</li> <li>• Actively participate in school monitoring and evaluation procedures and help update department SEF.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To manage resources efficiently.</li> <li>• Participate in the annual set up of the school calendar to ensure information on staffing needs is provided.</li> </ul>
<b>Additional Duties:</b>	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students to follow this example.</li> <li>• Any other duties as required by the Headteacher commensurate with the grade.</li> </ul>

### **Other Specific Duties**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

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

### **Pay Portability**

The School will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If a teacher cannot provide this evidence then the School will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check.

## PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Educated to degree level or equivalent in (or closely relating to) the identified subject</li> <li>• QTS</li> <li>• An excellent track record of recent, relevant professional development</li> <li>• Evidence of raising standards and performance of a cohort of young people</li> <li>• Experience of effective teaching and performance within the curriculum area</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative use of resources</li> <li>• Working with young people through an extra-curricular setting</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Excellent written and communication skills, including appropriate ICT skills</li> <li>• A secure knowledge of the importance of data as a means both to measure and to extend progress</li> <li>• A high level of organisational skills</li> <li>• The ability to create a stimulating visual environment in the classroom</li> <li>• Awareness of current issues in teaching History</li> <li>• Skill to motivate and lead other members of the team</li> <li>• Have the vision to plan the way ahead and to get things done</li> <li>• A commitment to inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of current educational areas of interest and research in a wider school context</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Ability to build positive working relationships with students, colleagues and parents</li> <li>• Ability to communicate to a range of audiences including parents and the wider school community</li> <li>• Demonstrate a high level of skills in written formal communication</li> </ul>	

<b>Decision Making and Judgement Skills</b>	<ul style="list-style-type: none"> <li>• Make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>• Demonstrate good judgement</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Evident enjoyment in working with young people and their families</li> <li>• Empathy in relation to the needs of the school and of the community</li> <li>• Ability to inspire confidence in others</li> <li>• Ability to adapt to changing circumstances / new ideas</li> <li>• Reliability, integrity, energy, enthusiasm, resilience and a sense of humour</li> <li>• Good health and attendance record</li> <li>• Personal impact and presence</li> <li>• Ability to work under pressure and to deadlines</li> <li>• Ability to manage stress effectively</li> <li>• Willingness to contribute/lead on extra-curricular activities</li> </ul>	