**Recruitment Information – History Teacher (Secondary)**



**Hinde House 3-16 School (1200 pupils on roll – Secondary 900)**

**School Context**

The school serves a very mixed socially and ethnically diverse inner city catchment.

Pupils’ attitudes to school and learning are good, behaviour is good, and the overwhelming majority achieve and make good progress. This is why Ofsted judged the school to be strongly good in 2012 and once again in 2016.

Nevertheless, we need to continually improve the quality of education for our children in order to secure greater and greater achievement. This requires leadership, teaching and learning, and support to be exceptionally strong.

**School Priorities**

The school has a very accurate view of its strengths and weaknesses and is very ambitious for the future. Self-evaluation is very robust and we are constantly challenging and supporting staff to improve and refine practice to achieve better outcomes for our children.

Improving the quality of teaching for learning, pupil progress and achievement are therefore essential priorities, as is the ability of leadership at all levels to impact directly upon this agenda. Consequently challenge and expectation is high, but so are support, training and encouragement. Teaching well every lesson, every day, is the key priority and expectation for all teaching staff.

**Leadership**

The Brigantia Trust is made up of four schools and a Sixth Form College: Hinde House 3-16 School (Primary and Secondary), Wincobank Nursery & Infant, Concord Junior School and Longley Park Sixth Form College.

The Trust is led by the Executive Principal, a Principal, two Heads of School and two Headteachers.

Hinde House Secondary is led by a Head of School, and a broad and specialist senior team.

Most operational functions of the schools exist separately. However, we share the same strategic priorities and policies, and are governed by one Board of Directors.

**The History Department**

The History Department at Hinde House Secondary consists of three full time members of teaching staff, who are extremely hardworking and keen to support each other in terms of lesson planning, curriculum development and strategies to engage and interest all pupils. Staff are enthusiastic about teaching history and lead by example in the resourcing and management of lessons. The department prides itself on setting high expectations and having a clear understanding of the needs of our pupils. Staff in history are creative, helpful and very committed, which ensures that the department continues to thrive and that it is a rewarding place to work. This post has arisen due to the promotion of the current post holder and therefore provides a very exciting opportunity for a candidate with similar ambitions.

History is taught to pupils from Year 7 to Year 11 and covers a wide range of topics, dating back to the middle ages. At Key Stage 4, pupils follow the WJEC syllabus and study topics from different historical eras, which includes ‘The Elizabethan Age 1558-1603,’ ‘Germany in Transition, 1919-39,’ ‘The Development of the USA, 1929-2000’ and ‘Changes in Health and Medicine in Britain, c500 to the present day.’ These are all examined units at the end of the course. GCSE history attracts large numbers of pupils each year, with 170 pupils across year 10 and year 11. This indicates that pupils value the subject, are highly fulfilled by their learning experience and appreciate the commitment of their teachers.

At Key Stage 3, pupils develop a chronological overview that enables them to develop a coherent understanding of the past and to make connections within and across different periods and societies. They investigate Britain's relationships with the wider world and relate past events to the present day. Pupils in our history lessons develop skills that enable them to evaluate evidence, identify and analyse different interpretations of the past and learn to substantiate any arguments and judgements they make. They appreciate what they are learning and can debate the significance of past events.

**Context, behaviour and expectations**

Our catchment area is amongst the most economically deprived in Sheffield and also has higher levels of immigration. Consequently, our students arrive to us with a wide range of backgrounds and individual circumstances. Part of our role as teachers is to provide them with a welcoming and supportive environment where they can thrive. An essential part of this is establishing clear expectations for both academic progress and for behaviour. It is the role of the leadership of the school and the department to ensure that you are able to do this, and you can expect to be strongly supported when dealing with issues. There are clearly established systems in place for dealing with both positive and negative behaviour of all levels of severity.

As a school, roughly half of our students speak English as an additional language and a significant number are new to the country in the last few years. As a consequence, we have a wide range of strategies in place to support these students which are not common to other schools, including teaching assistants recruited from amongst the communities and a New Start Centre where students go first until they are ready to access other lessons.

**Why teach at Hinde House?**

We want our students to make exceptional progress and be successful in their studies. We believe that to achieve this we need a staff team that is talented and feels highly valued.

A career at Hinde House is deeply rewarding and you have the knowledge that you are making a difference to young people’s lives every single day.

The leadership of the department is open and inclusive with opportunities available to all. We constantly seek to improve on what we do and look for new developments to be part of. We work closely with the other schools in our Trust and our other feeder schools, host visits from other schools, and send colleagues to visit other schools we can learn from. We also work with the universities to develop student teachers on placements and host visits.

**Who are we looking for?**

We are either looking to recruit someone at the beginning of their career or someone with more experience who wants to develop further.

We want a teacher who:

* Is good and wants to become outstanding.
* Has exceptionally high expectations of what students can achieve.
* Is able to encourage and motivate students to achieve their full potential.
* Wants to join a staff team committed to sharing and developing best practice.

We can offer:

* High quality professional development and support.
* Access to an exceptional, positive and ambitious staff team.
* The chance to work in an outstanding learning environment.
* A chance to make a real difference to the lives of children.
* A tailored CPD package to help you develop as an outstanding teacher or leader with clear opportunities for career progression.

**Visiting the school and department**

Want to find out more? Telephone conversations and visits are strongly encouraged and can be arranged by contacting Mark Clempson, Assistant Headteacher. We believe that meeting the team will leave you in no doubt that you can thrive as part of our school.

**Summary**

This is an exceptional opportunity for a passionate, creative and inspirational teacher to join our History Department in our vibrant and forward looking 3-16 school.

To support your understanding and the process of application I enclose the following documents:

1. Advert.
2. Recruitment Information.
3. Role Description.
4. Person Specification.
5. An application form.
6. Brigantia Learning Trust Values 2017.

The school Prospectus and Newsletters can be found on our website – www.hindehouse.net.

**Executive Leadership Team**

**(November 2017)**