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**Teacher of History Information Pack**

**Teacher of History**

The school seeks to appoint an outstanding candidate and classroom practitioner with the drive, enthusiasm and vision to join a highly successful department. We are looking for an experienced teacher who can help to build on the successful 2017 results. The successful candidate will be focused on continuing to develop teaching and learning in the curriculum and extend the curriculum provision at Wardle Academy.

Are you passionate about History? Are you a teacher who can demonstrate how the excellent use of pace and challenge can lead to outstanding student progress? Are you committed to further advancement in the profession and the development of self and others?

This post has become available as the school has responded to educational changes linked to Progress 8 and the subsequent rise in pupils undertaking History at GCSE. There will be 6 classes in Year 11 and 6 classes in Year 10.

The history department is housed in the main school which was opened in January 2014, as part of the BSF programme in Rochdale. There are three history classrooms. All classrooms have C-touch interactive whiteboards. A bank of laptops shared between the Humanities department on a booking system, enabling access to internet and software packages.

**The Subject Teachers**

Mr Baugh (Head of History)

Mrs Hope

Mr Kirkham

Miss Fowler

History is taught across all year groups at Key Stage 3. All pupils have two hours of History a week.

**In Year 7 the pupils study:**- Battle of Hastings and the Norman Conquest  
- Murder of Thomas Becket  
- King John  
- Black Death  
- Peasants Revolt  
- Henry VIII and the English Reformation  
- Bloody Mary  
- Elizabeth I and the Spanish Armada.

**In Year 8 the pupils study:**

- The Gunpowder Plot

- The Causes of the Civil War

- The Execution of Charles I  
- The Slave Trade  
- Industrial Revolution  
- British Empire.

**In Year 9 the pupils study:**

- The Suffragette Campaigns- The First World War

- USA in the 1920s

- Life in Hitler’s Germany

- The Holocaust

At Key Stage 4 pupils can opt for the History GCSE course over 3 hours a week, as one of their two EBacc slots and also within the open slot option choices.

Students follow the Edexcel 1-9 Syllabus course, which aims to develop their knowledge and understanding of key people, events and issues in British and world history. Students are encouraged to engage in the process of historical enquiry, to develop as independent learners, to ask relevant questions about the past and to organise and communicate their historical knowledge in creative and different ways.

Students study several units that focus on themes in the development of the modern world.

Paper 1: Crime and Punishment in England c1000- twentieth century.

Paper 2: Early Elizabethan England 1558-1588 and The American West c1835-1895

Paper 3: The USA 1954-75: Conflict at home and abroad.

The successful post holder would have a full time timetable and have full access to a range of CPD opportunities and departmental and SLT support to ensure a successful career at Wardle Academy.



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|  | **JOB DESCRIPTION** |
| **Academy:** | Wardle Academy |
| **Section:** | Teaching |
| **Location:** | Birch Road, Wardle, Rochdale, OL12 9RD |
| **Job Title:** | Teacher of History |
| **Scale:** | Main Pay Scale |
| **Accountable to:** | Headteacher  Head of Department (line manager) |
| **Accountable for:** | N/A |
| **Special Conditions of Service:** | All posts require enhanced DBS clearance prior to appointment  Requirement to undertake First Aid Training and provide first aid cover as necessary |

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

**Organisational Chart:**

**Headteacher**

**Head of Department**

**Teacher of History**

**PURPOSE AND OBJECTIVES OF THE ROLE**

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Support the school’s responsibility to provide & monitor opportunities for personal & academic growth.

**Control of Resources**

**Personnel**

If appropriate, any staff as directed by the Headteacher.

**Financial**

N/A

**Equipment/Materials**

To be responsible for the safe use of equipment/materials used by self, colleagues and students accountable to the post holder.

**Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Wardle Trust.

**Equality and Diversity**

To work in accordance with Wardle Trust’s Policy relating to the promotion of Equality and Diversity.

**Training and Development**

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with Wardle Trust’s Appraisal Framework.

**Relationships (not exhaustive)**

Headteacher

Senior Leadership Team

Colleagues

Associate Staff

Students

Parents

Visitors

External Agencies

**Values and Behaviours**

**The Wardle way-**

**We look after each other.**

**We are honest.**

**We work hard.**

Wardle Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

**TEACHING**

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.

Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

Ensure that ICT, Literacy, Numeracy and Social, Moral, Spiritual and Cultural dimensions are reflected in the teaching/learning experience of students.

Undertake a designated programme of teaching.

Ensure a high quality learning experience for students which meets internal and external quality standards.

Prepare and update subject materials.

Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.

Maintain discipline in accordance with the academy’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

Undertake assessment of students as requested by external examination bodies, departmental and academy procedures.

Mark, grade and give written/verbal and diagnostic feedback as required.

**STRATEGIC AND OPERATIONAL PLANNING**

Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.

Contribute to the curriculum area and department’s development plan and its implementation.

Plan and prepare courses and lessons.

Contribute to the whole academy’s planning activities.

**CURRICULUM PROVISION & DEVELOPMENT**

Assist the department in ensuring that the curriculum area provides a range of teaching which complements the school’s strategic objectives.

Participate in the organisation of ‘off timetable’ curriculum days where necessary.

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 academy’s mission and strategic objectives.

**STAFFING**

Take part in the academy’s staff development programme by participating in arrangements for further training and professional development.

Continue own professional development in the relevant areas including subject knowledge and teaching methods, to ensure at least a ‘Good’ standard of teaching.

Engage actively in the Performance Management process.

Ensure the effective/efficient deployment of classroom support.

Work as a member of a designated team and to contribute positively to effective working relations within the academy.

**QUALITY ASSURANCE**

Help to implement academy quality procedures and to adhere to those.

Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria. Seek/implement modification and improvement where required.

Regularly review methods of teaching and learning and programmes of work to ensure high quality and differentiated provision in line with academy policies and procedures.

Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

**MANAGEMENT INFORMATION**

Maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc.

Complete the relevant documentation to assist in the tracking of students.

Track student progress and use information to inform teaching and learning.

Participate in the academy’s PRIDE rewards programme.

**COMMUNICATIONS & LIAISON**

Communicate effectively with the parents of students as appropriate.

Where appropriate, communicate and co-operate with persons or bodies of external agencies.

Follow agreed policies for communications in the academy.

Take part in liaison activities such as parent’s evenings, review days and liaison events with partner academy’s.

Contribute to the development of effective subject links with external agencies.

**PASTORAL**

Be a Form Tutor as assigned by the AHT Pastoral.

Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

Liaise with a Pastoral Leader to ensure the implementation of the academy’s pastoral system, in line with procedures, protocols and Performance Management requirements.

Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.

Evaluate and monitor the progress of students and keep up-to-date student records as may be required.

Contribute to the preparation of Pupil Needs forms, progress files and reports home.

Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

Communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Contribute to RESPECT curriculum where appropriate.

Apply the NU-HOPE behaviour management systems so to ensure that effective learning can take place.

**ACADEMY ETHOS**

Play a full part in the life of the academy community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.

Support the academy in meeting its legal requirements for worship.

Promote actively the academy’s corporate policies.

Comply with the academy’s health and safety policy and undertake risk assessments as appropriate.

Undertake and successfully complete the annual online Safeguarding Training.

**SECONDARY DUTIES**

To attend and participate in meetings as required.

To participate in programmes of training as a trainee and when required as a trainer facilitator.

To undertake training to provide First Aid cover as required.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

Job Description Prepared by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This job description is not necessarily a comprehensive definition of the post.*

*It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

**Wardle Trust**

**Person Specification**

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| **Academy :** | **Wardle Academy** | **Post:** | **Teacher of History** |
| **Section :** | **Teaching** | **Scale:** | **Main Pay Scale** |

**Note to Applicants:**

***Essential Criteria*** **(E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The ‘*How Identified’* column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You can include examples from either paid, or voluntary work. Please do not leave gaps in any employment history.

**Wardle Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.**

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| **Criteria** | **Essential (E) or**  **Desirable (D)** | **How Identified:**  **AF Application Form**  **I**  **Interview**  **A Assessment**  **C Certificate check** |
| **Qualifications** |  |  |
| Qualified Teacher Status | **E** | **AF, C** |
| Appropriate honour degree | **E** | **AF, C** |
| **Knowledge** |  |  |
| Good knowledge of subject | **E** | **AF, I** |
| Ability to teach subject up to GCSE | **E** | **AF, I** |
| Good knowledge of intervention strategies designed to raise attainment levels | **E** | **AF, I** |
| Good knowledge of strategies designed to increase pupils’ motivation to learn | **E** | **AF, I** |
| Good communication and inter-personal skills | **E** | **AF, I** |
| **Experience** |  |  |
| Ability to use ICT both as a classroom resource and a management tool | **E** | **AF, I** |
| Ability to establish good classroom management and discipline | **E** | **AF, I** |
| Identifiable record of raising standards of pupil attainment in your subject | **E** | **AF, I** |
| Ability to plan lessons in line with relevant schemes of work and exam syllabuses | **E** | **AF, I** |
| Experience of successful curriculum design and innovation leading to raised standards of achievement | **D** | **AF, I** |
| **Personal qualities/skills** |  |  |
| Ability to communicate effectively with staff and students | **E** | **AF, I** |
| Commitment to team work and the sharing of good practice | **E** | **AF, I** |
| Enthusiasm and enjoyment of teaching | **E** | **AF, I** |
| Appropriate appearance and presence | **E** | **AF, I** |
| Willing to take part in and lead extra-curricular activities | **E** | **AF, I** |
| **Values and Behaviours** |  |  |
| Approach the job at all times using the values and behaviours of the Wardle Way  **We look after each other.**  **We are honest.**  **We work hard.**  Please confirm you are willing to adhere to these values and behaviours. | **E** | **AF/I** |
| **Special Working Conditions** |  |  |
| Enhanced DBS clearance | **E** |  |
| Requirement to undertake First Aid Training and provide first aid cover as necessary | **D** |  |