



# CAUSEWAY SCHOOL

## TEACHER OF HISTORY

**TMS/UPS**

**Permanent Full Time Post**

**Required for September 2018**

## INFORMATION FOR APPLICANTS

### CONTENTS

1. Letter from Headteacher
2. Job Description
3. Person Specification



Dear Colleague

April 2018

## **Post: Teacher of History**

Thank you for your interest in this post. I hope that you find the enclosed information useful.

Causeway School is a small 11-16 comprehensive school of approximately 600 students. The school is 19 years old, built in 1998 and is co-located with Hazel Court Secondary Special School.

There is an overwhelming sense of community that exists at the heart of Causeway School, bringing together students, staff, parents and carers. As Headteacher my mission is simple: to ensure that every single member of the school community is '*putting achievement first*', fostering happy, confident learners who leave school with the right skills and qualifications for the world they are growing into.

Causeway School has an exciting future as we strive to become one of the most improved schools in the country. We aim to personalise students' experience of school so they flourish and attain the highest possible standards academically, socially and morally.

Our curriculum delivers a wide variety of opportunities to learn beyond the normal school day, through a wealth of extra-curricular and independent learning opportunities. We have extremely high expectations both inside and outside the classroom. Behaviour for Learning is a real strength of the school and students flourish in a safe and calm learning environment.

In partnership with Swale Academies Trust we are focused on school improvement and continuous learning for both our students and our staff. Our students are at the centre of everything we do, *putting their achievement first*, within a caring community rich with opportunity is our moral imperative.

You would be joining the school at an exciting time in its development and we are therefore seeking to appoint a committed and dynamic candidate.

## **The Post**

We require a Teacher of History to join our History department at Causeway School.

You will have the ability to motivate and inspire students, and will be relentless in the pursuit of the highest standards of progress for every student, regardless of their ability.

This is your opportunity to join our inspirational and forward-thinking History team, consisting of 2 full time and 1 part time members of staff teaching in dedicated History rooms.

We would like to present you with a truly exceptional opportunity to play a key role in shaping the provision of secondary education and lifelong learning prospects within our school.

We are seeking to appoint a highly motivated, energetic, dynamic and ambitious practitioner.

## **The candidate will:**

- \* Be an outstanding teacher of History with the drive and capacity to really thrive in this environment.
- \* Have a clear vision of how to improve standards in History
- \* Be able to lead, motivate and inspire students and colleagues
- \* Be resilient, hard-working, solution focused, and committed to transforming student outcomes

This could be your opportunity to make a significant and measurable difference in improving the educational attainment of the children and young people in this inclusive community.

The Person Specification for this post is enclosed.

### **Your application**

Interested applicants are welcome to contact Elaine Gardner, Headteacher's PA, by e-mail or telephone ([egardner@causewayschool.org](mailto:egardner@causewayschool.org) or 01323 465702) to discuss this post, or to visit the school.

Completed application forms should be sent to Elaine Gardner by the closing date of 4pm on Monday 16 April 2018. Please email to [egardner@causewayschool.org](mailto:egardner@causewayschool.org).

Please complete the standard application form accompanied by a letter of application. We are unable to consider CVs in place of application forms unless you are a candidate with a disability and a CV is the most convenient method of applying. Please ensure you relate your skills, experience and abilities against each of the requirements listed in the person specification.

Please note, Causeway School is committed to safeguarding and promoting the welfare of children, and young people and expects all staff to share this commitment. Successful applicants will be required to undertake a criminal record check via the DBS.

Interviews will take place during the week of 23<sup>rd</sup> April 2018. If you have not heard by that time you should assume that, on this occasion, your application has been unsuccessful.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'L Leung', with a stylized flourish at the end.

L Leung  
Headteacher  
Causeway School

**Job Title: Teacher of History**

**Line Managed by: Head of Faculty for Humanities and PSHE**

**Job purpose**

To carry out the professional duties of a teacher, in accordance with the school's policies under the direction of the Headteacher.

**Salary**

TMS / UPS

**Job dimensions**

**Planning, Teaching and Class Management**

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching method
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support

**Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor students' work and set targets for progress

- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents

### **Pastoral Duties**

- Be a tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the tutor group as a whole
- Liaise with the House Director to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE, citizenship and enterprise education according to school policy

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with partner schools
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the

exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the headteacher and member of staff, to be reviewed annually.

*(Please also see attached DfE Teachers' Standards)*

## Teacher of History

### Person Specification

Desirable Qualities	This could be evidenced by:
A commitment to continued professional development	<ul style="list-style-type: none"> <li>▪ Significant INSET</li> <li>▪ Experience of a range of roles</li> </ul>
A sense of moral purpose	<ul style="list-style-type: none"> <li>▪ Clear educational philosophy</li> <li>▪ Approach to leadership, teaching and learning</li> </ul>
An understanding of student learning	<ul style="list-style-type: none"> <li>▪ An understanding of the factors that act as aids and barriers to student learning</li> </ul>
Good teaching ability & appropriate knowledge and experience	<ul style="list-style-type: none"> <li>▪ Able to meet the standards of a good teacher</li> <li>▪ Teaching in a secondary school as a qualified teacher</li> <li>▪ An understanding of the national developments in the teaching of History</li> <li>▪ Knowledge of the particular requirements of delivering education to students with special educational needs, in the widest sense</li> <li>▪ Knowledge of GCSE courses in History</li> <li>▪ A graduate with recognised qualified teacher status</li> </ul>
Good ICT skills	<ul style="list-style-type: none"> <li>▪ Use of ICT in teaching</li> <li>▪ Use of ICT to manage and produce data</li> </ul>
Leader of change	<p>Able to:</p> <ul style="list-style-type: none"> <li>▪ Establish clear direction</li> <li>▪ Inspire others</li> <li>▪ Innovate</li> <li>▪ Ensure impact</li> </ul>
Ambition	<ul style="list-style-type: none"> <li>▪ Shown initiative</li> <li>▪ Taken direct responsibility for a project which has led to school improvement</li> <li>▪ Assumed additional responsibilities</li> </ul>

Excellent interpersonal skills	<ul style="list-style-type: none"> <li>▪ Genuine concern for others</li> <li>▪ Stakeholder sensitivity</li> <li>▪ Decisive, determined and self-confident</li> <li>▪ Integrity, trusted, honest and open</li> <li>▪ Inspirational, networker, promoter and communicator</li> <li>▪ Accessible and approachable</li> <li>▪ Encourages critical and strategic thinking</li> <li>▪ Intellectual versatility</li> <li>▪ Manages change sensitively and skilfully</li> <li>▪ Risk-taker/entrepreneurial</li> </ul>
Work-life balance	<ul style="list-style-type: none"> <li>▪ A sense of humour</li> <li>▪ A life outside school</li> </ul>

## Teachers' Standards

### **PREAMBLE**

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

### **PART ONE: TEACHING**

#### **A TEACHER MUST:**

#### **1 Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of Students

#### **2 Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early Mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

#### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly



- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*The Teachers' Standards may be found on the DfE website:  
[www.education.gov.uk/publications](http://www.education.gov.uk/publications)*