



JOB PACK

Head of History for September 2018

Closing Date: Monday 26 February 2018 (midday)

Interview Date: Wednesday 7 March 2018

Abingdon School, Park Road, Abingdon, Oxfordshire, OX14 1DE

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Registered Office: Abingdon School, Park Road, Abingdon, OX14 1DE. Registered Charity No. 1071298



From the Headmaster: Michael Windsor BA, MA

Message from the Headmaster, Michael Windsor

Thank you for your interest in Abingdon School. I am delighted that you are considering our school and I hope that you will want to apply for this post once you have found out a little more about us.

I urge you to spend time looking at our website, www.abingdon.org.uk, as this will tell you a lot about us and give you a taste of all that goes on here. The Abingdon Foundation is a community of some 1260 boys, currently 1001 at Abingdon School and 259 at Abingdon Preparatory School. Boarding houses are full with 137 boarders and the sixth form has around 330 boys. We employ some 340 teachers and support staff across the Foundation. The Board of Governors oversee the whole Foundation.

Academic standards and outcomes are very high. Results are published on our website, but last year boys achieved 86% A*/A grades at GCSE and 83% A*/B at A Level. Most proceed to Russell Group universities with a significant proportion to Oxbridge. Boys go on to study a wide range of subjects reflecting the breadth of the curriculum that Abingdon provides.

Admission is by selection and the school is over-subscribed. Abingdon is a popular choice for aspirational families. Many are attracted by our academic standards, certainly, but also the huge and dynamic 'Other Half' (extra-curricular) programme we offer. All colleagues participate in the programme and the school places considerable importance on the many benefits of the Other Half and its role in developing the whole person.

Pastoral care is strong. Each boy from the Third Year to the Sixth Form belongs to one of nine houses under the care of his Housemaster. He will be mixing with other boys from all year groups. He will also belong to a tutor group and his tutor will be a key person in his life. The lower school boys are in their own House where they are carefully nurtured and looked after during their important transition to secondary school. We believe that by offering these structures we are able to provide comprehensive academic and pastoral support. Boarding is an exciting option from the age of 13 and boarders live in one of our three houses. Many come from abroad and the international dimension greatly enriches our community.

cont/...

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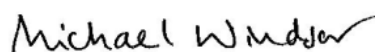
The School occupies a large and beautiful campus. Facilities are excellent, and we are now looking at future development with keen anticipation. We opened our new 21 laboratory science centre in autumn 2015 which has transformed our science facilities and created the space for new facilities for Geography, History and Classics. Since September 2014 we have been managing and developing the Tilsley Park Sports Centre and this offers an exciting complement to our existing, excellent sports facilities. In 2018 we are very much looking forward to opening our new Sixth Form Centre, library and art facilities. The whole school benefits from a continuous refurbishment and redevelopment plan.

The typical Abingdon boy is engaging, motivated and confident. This is a cohesive community; respect for one another is a strong feature and values such as courtesy and consideration for others are paramount. Colleagues enjoy teaching here and the boys appreciate the calibre of their teachers. It is a very happy school.

We operate a fortnightly timetable. Lessons are 55 minutes long with an extended lunchtime, there are many opportunities for Other Half time and time for academic mentoring, etc. The school day runs from 8.35 am to 5.20 pm, with the end of the day from 3.40 pm devoted to Other Half activities along with Wednesday afternoons. The commitment to supporting our extensive Saturday afternoon sports programme continues. All teaching staff are expected to contribute fully to the Other Half programme throughout the week and many will be involved on Saturday. When not involved in a regular team sport, teaching staff will still need to be available from time to time on Saturday for duty, Open Days, Taster Mornings, etc.

We may be over 760 years old but we are a forward-looking, dynamic school. There is quiet pride amongst those who attend and those who work here. Although one of the leading independent schools in the UK, we are not complacent and we are continually looking to improve. Part of this drive is to recruit high calibre professionals, who love teaching, and who want to join our strong staff and work with our wonderful pupils. We welcome therefore ambitious and energetic applicants who are keen to develop their career further.

I do hope that you might be tempted to apply. I recognise that much time and thought goes into preparing an application and we, in turn, will give your application serious consideration.



Michael Windsor
Headmaster



TEACHING AT ABINGDON

The following outlines what might be seen as the 'normal' expectations of a member of the teaching staff at Abingdon as well as listing some of the benefits available as a member of the Common Room. Job specifications for those holding posts of specific responsibility are held separately.

Routines and Responsibilities

Further and more detailed guidance is given in the Staff Handbook but the following may be taken as standard elements of a teacher's role at Abingdon:

- Teaching a subject or subjects as agreed at appointment throughout the range at the school (i.e. from Year 7 to Year 13). A normal teaching load would usually approximate to around 70-75% of the academic timetable, leaving time free for marking and preparation. Reductions in teaching load are given to some posts that carry an additional administrative responsibility (e.g. Head of Department, Housemaster) but should not necessarily be seen as being automatic. Many teachers also contribute to the General Studies programme at 6th form level, either by offering an option course, an additional GCSE (such as PE or Italian) or participating in the delivery of the compulsory core of topics that we offer. Some teachers also contribute to the PSHE programme in years 9 and 10 which is delivered within the timetabled curriculum.
- Contributing as appropriate to departmental activities and developments, such as trips, additional classes, lectures and other events that contribute to the life of a busy and dynamic department.
- Commitment to the regular setting and marking of homework and the maintenance of an up-to-date mark book. Contributing to exam marking as required by the Head of Department, including the marking and supervision, as appropriate, of Abingdon's entrance exams. Writing formal reports on pupils and tutees five times a year.
- Acting as a tutor to a group of boys within a House, as directed by the Deputy Head (Pastoral), with primary responsibility for their pastoral care and for some of the delivery of the school's PSHE programme.
- Contributing, as agreed with the Second Master and Master i/c Other Half, to the School's Other Half programme.
- Being available to work on days that fall outside the Monday to Friday daytime academic pattern, to support the provision of activity for the boys, including on Saturdays. Examples include accompanying boys on trips out of school, supervising boys on sporting activities (with refereeing or coaching provided by a separate specialist), and welcoming visitors and prospective pupils on Open Days and Entrance Exam Days.
- Contributing to cover for absent colleagues and invigilation of internal and external examinations, as directed by the Master i/c cover.
- Contributing to Private Study supervision of Sixth Formers, as required by the Upper Master.
- Acting as part of the duty team to oversee elements of the daily supervision of the boys outside of the classroom, both on weekdays and on Saturdays, as directed by the Deputy Head (Pastoral).
- Staff members who are attached to one of the School's Boarding Houses have additional duties in the evenings and at weekends.

BENEFITS OF WORKING AT ABINGDON

- Abingdon has its own 15-point salary scale, above the national scale. In 2017/2018 the basic salary range is £27,397 to £55,435. In addition to this, the School allocates Special Responsibility Allowances for a number of additional responsibilities, ranging from the running of a minor sport up to major responsibilities, such as Heading a Department or House. In 2017/18, the maximum salary available to a non-SLT member of the Common Room is £62,045.
- All new staff are well supported when they arrive, with help and advice available not just from Heads of Department, Housemasters and Senior Staff but also from the School's Professional Tutor who has a specific responsibility to oversee the induction process.
- The School offers excellent administrative support, with two dedicated Common Room secretaries, and a range of other Bursarial services. Staff are loaned a school laptop or they have access to desktop computers to assist with their teaching and administration. All teaching staff are also issued with an iPad. There is a biennial cycle of professional development meetings based on a portfolio of evidence collected in the intervening time as well as myriad opportunities to reflect on professional practice and to seize on development opportunities.
- The School is committed to high quality ICT facilities and now has four bookable IT suites, Interactive White Boards in a large number of classrooms, data projectors in all rooms and a dedicated Director of e-Learning who is available to support and develop the provision of ICT across the whole curriculum. Two recent large-scale innovations in this area have been creating a Year 8 iPad scheme and introducing a new VLE (Firefly).
- The School commits to a generous INSET budget every year, controlled by the Deputy Head (Pastoral), and encourages all members of the Common Room to subscribe to external CPD courses and further qualifications. In addition to this, the School operates up to five INSET days itself, offering a range of further training, from highly practical First Aid qualifications to seminars on aspects of Teaching and Learning.
- The school is very stable, currently enjoying high demand for places and is backed by strong financial planning that enables all departments to be very well resourced. In recent years we have been investing heavily in a building programme to develop our facilities. Major projects have included a new Sports Centre (2008) and a new Science Centre (2015). Moving Science to a new building enabled us to refurbish the vacated space and in September 2016 we opened substantially upgraded spaces for our Geography, History and Classics departments as well as for two day huserooms. Our current project involves a completely new build (Beech Court) comprising a new sixth form centre, a new Library and a relocated Art Department. This will open in September 2018. Following this, we will be relocating the Common Room and completing the substantial reorganisation of our campus which will have provided all departments with greatly enhanced facilities by 2020.

Additional Benefits

- Relocation allowance up to £2,500, by agreement with the Director of Finance & Operations.
- 50% discount on school fees at Abingdon Prep and Senior Schools for sons who satisfy Abingdon's admissions criteria (pro rata for part-time staff).
- Private health insurance (taxable as a benefit in kind).
- Access to the childcare voucher scheme.
- Membership of the Abingdon Sports and Leisure Club for the staff member with free access to the gym and swimming pool at agreed times.
- Lunch and other refreshments during the school day.

Accommodation

The school has limited accommodation available, but will always endeavour to help where it can. Members of staff who are attached to boarding houses and undertake supervisory duties in evenings and weekends, but live in school accommodation on- or off-site, usually live rent-free and are not subject to tax on this benefit in kind. Members of staff who live within boarding houses as residential boarding staff usually live rent-free and in addition do not pay council tax or for utilities. Sometimes the School has empty property which may be let to new staff on a short term tenancy basis with some additional light school duties expected. Staff pay full market rent, council tax and utility charge.



HEAD OF HISTORY

The History Department

This is an outstanding opportunity to lead our highly successful and thriving History department. The subject enjoys a high profile at Abingdon School and there is a track record of high academic standards. A number of boys each year move on to read History at leading universities and each year 2-4 of our pupils are offered places at Oxford and Cambridge. The History department currently comprises six full time and one part-time teachers. All staff work closely together and an atmosphere of mutual support and teamwork is encouraged. There is a degree of commitment expected beyond the school day to such activities as the History Society and Lower School History Club and also to the various trips that the department organises.

The department prides itself in being academically rigorous and educationally forward thinking. Lessons set out to be dynamic, engaging and interactive, with creative and imaginative teaching techniques being used in order both to challenge pupils and to facilitate learning for the full range of learning styles. History is a popular and successful subject throughout the whole school. It is a compulsory element of the school curriculum in the first three years (11-14 years old) and then optional thereafter.

The History Department performs strongly in public examinations and is a very popular option at both GCSE and A Levels. In 2017 128 boys took the IGCSE and 89% of them got an A or an A* grade in the exam. In the Sixth Form, we follow the OCR A level course. In 2017 we had 55 boys in upper sixth and 66% of them got A*/A grades with 90% A*-B.

The department has its own suite of rooms in a newly refurbished area of the school containing a shared sixth form library with Classics as well as a designated History office. In addition the department has its own interactive white-boards and data projectors, and laptops for staff with computers in each of the five classrooms. The department also has ready access to an ICT suite upstairs which has a further 30 computers and has a large DVD and video collection. 2nd year boys are issued with individual Chromebooks and the school is rolling out a BYOT policy from 3rd year upwards so that within two years, every boy in the school (except 1st years) will have immediate access to a device in the classroom to aid their learning.

Trips are an integral part of our departmental life. Our 2nd year boys visit Hampton Court Palace and the 3rd year are offered a three-day trip to the battlefields of the Somme and Ypres Salient. There is an annual 4th year trip to Berlin and we have run Sixth Form trips to Paris, Dublin and Florence in the last decade. This is an area we would still like to expand and it will be expected that the new HoD will take a lead in this regard.

The department actively encourages boys to attend seminars and lectures organised beyond the school by various organisation such as Sovereign Education and Premier in London. Within school the department organises History Society events for the sixth form ranging from a Christmas Quiz to lectures by highly acclaimed academics, educationalists and journalists. The department also runs a flourishing History Club for lower-school boys and a Middle School History Film club. The department also runs extension classes for the Lower-Sixth and Oxbridge classes for the Upper-Sixth.



PERSON SPECIFIC CRITERIA

Essential Qualities

- A graduate with a strong academic record in History and a background in high-quality History teaching. They will be able to articulate their passion for the subject and be committed to achieving the highest academic standards.
- An outstanding classroom practitioner who teaches engaging, inspirational, active lessons across all age ranges. They will be committed to giving regular and effective verbal and written feedback to pupils in a way that supports their development.
- Knowledgeable about the work of SEN and EAL departments and how their work fits into the teaching of History.
- Willing to consider and reflect upon teaching methods, and to contribute to the continuing development of new ideas and practices within the department.
- Willing to make a full contribution to the life of the department, including taking part in developing shared resources and to the extracurricular activities run by the department. They will seek to innovate as well as maintain the level of current provision.
- Able to stretch the most able candidates through extension lessons, and support the least able through occasional revision lessons. They will also be able to monitor pupil progress closely and identify strategies to support individuals.
- Able to provide a strong lead to the department whilst also being sensitive to the strengths and needs of individuals. They will know how to delegate sensibly and to use the skills of a team to best effect.
- Understanding of the need to maintain good humour, resilience and understanding in working with a range of colleagues to deliver common aims.
- A commitment to the protection and safeguarding of children and young people.
- A commitment to valuing and respecting the views and needs of children and young people.

Desirable Qualities

- Confident and innovative in their use of ICT in the classroom.
- Experienced in leading a department already or perhaps an element of departmental life, e.g. being responsible for a key stage or particular course.
- In possession of a PGCE qualification and evidence, as appropriate, of continuing professional development.

NOTES:

1. Applicants for the role should use their covering letter to expand on how they feel they will meet the above criteria, using specific examples from their experience to evidence their statements.
2. This post attracts 6 units of Special Responsibility Allowance (£3966 for 2017/18). Position on the main salary scale will be reflective of the successful candidate's previous experience.
3. This post arises as a consequence of the current incumbent's decision to step down after completing 10 years as HoD. He will be continuing to teach in the department.
4. Tenure. In keeping with all leadership posts of this nature at Abingdon, the successful candidate will be offered a permanent teaching contract at Abingdon with the HoD role being offered on a ten year tenure basis. What this means in effect is that their performance as HoD will be formally reviewed before the tenth year anniversary and either the tenure will be extended for another agreed period of time or the incumbent will be expected to step down from the role and fulfil a full teaching expectation in the department. This formal review related to tenure will be alongside the regular biennial professional development review cycle that applies to all teaching staff. It is also obviously the case that the post-holder may choose to step down after ten years, even if the school is willing to extend their tenure, as was the case for this particular appointment. Requests to step down from leadership prior to the completion of tenure will also be considered, though the school's agreement in such cases will be likely to be dependent on finding a suitable replacement.
5. We feel that this job pack gives plenty of detail about the role and the School in general but if you have specific questions that need to be answered before deciding whether to make an application, please contact the Head of History, Mr David McGill, at david.mcgill@abingdon.org.uk.

GENERIC JOB DESCRIPTION OF A HEAD OF DEPARTMENT

The following may be taken to represent key features of a Head of Department's role at Abingdon but should not be seen to be exhaustive. Often specific HoD roles also have additional responsibilities attached to that role.

Academic Leadership

1. General organisation of the subject in the School and leadership of the department.
2. Taking a lead in setting and maintaining the School's advancement of scholarship.
3. Assisting in the formulation of school policies.
4. Being prominent in advising boys and their parents on academic matters, including UCAS applications, in consultation with the master i/c UCAS.
5. Keeping up to date with curriculum ideas and examination specifications.
6. Monitoring of weaker candidates.

Organisation and Administration

7. Organising the setting and marking of internal examinations, Common Entrance and Scholarship examinations as appropriate, and the provision of results.
8. Choice of syllabuses, books and teaching materials, subject in the matter of syllabuses to the agreement of the School's Academic Committee.
9. Updating departmental handbook and schemes of work.
10. Ensuring the integration of appropriate ICT within schemes of work.
11. Supervision of coursework/controlled conditions arrangements, ensuring deadlines are met.
12. Setting arrangements, in collaboration with the Curriculum Director.
13. Administration of the departmental budget.

Managing a team

14. Selection of new members of the department in conjunction with senior staff.
15. Induction of new members of department.
16. Supervision of the teaching of the other members of the department, whose timetables will be drawn up in collaboration with the Curriculum Director/DHA.
17. Monitoring of assessment of pupils by members of the department, including reporting.
18. Conducting appraisals of departmental colleagues, in line with the schedule published by the Deputy Head (Pastoral).
19. Provision of advice on the professional development of departmental colleagues.
20. Arrangements for a departmental programme of in-service training and the holding of departmental meetings.

Links beyond the department

21. Liaison with Head of Learning Support about needs of pupils.
22. Liaison with the Librarian.
23. Liaison with Examinations Officers (external and internal) about pupil entries, including provision of grade predictions.
24. Liaison with relevant colleagues at Abingdon Prep School.
25. Representing the School's interests in discussions with examination boards, universities or other public bodies – though it should be noted that any statement of position on an academic matter which might be interpreted as coming from the School should first be cleared with the Headmaster.
26. Liaison with the school's Health and Safety Officer.
27. Liaison with the School of St Helen and St Katharine.
28. Liaison with other schools through such bodies as the Haileybury Group.
29. Ensuring the department pages on the School's website are up to date and regular news of events is recorded and forwarded to the editor of the website.

Heads of Department are appointed in the first place to tenures of 10 years. Thereafter tenure may be extended for an agreed period or the incumbent may step down from the HoD role but continue to teach the subject; a decision on this is made after discussion between the incumbent and senior staff as the period of tenure comes to its end.

HOW TO APPLY

If you would like to apply for this position you will need to register and apply on our recruitment portal via the following link: <https://vacanciesatabingdonschool.ciphr-irecruit.com>

Completing your application

- Please read all the information provided before completing your application.
- Please note that prior to submission of your application you will be required to upload a covering letter which provides you with an opportunity to introduce yourself and explain your motivation for the role. This can be especially important if your circumstances are such that a significant pay change, career change or relocation is involved.
- Please do not send testimonials, certificates or examples of work etc., unless specifically requested in the Job Pack.

Guidance for the completion of the section 'additional skills, experience and interests'

This is an important section of the application as it gives you the opportunity to tell us specifically why you think you should be considered for the job, showing how well your skills, abilities and experience meet our requirements. You should give clear examples rather than simply stating that you possess certain skills and abilities or simply outlining all your experiences whether relevant or not. For teaching staff it is important that you use this section of the application form to outline how you would contribute to Abingdon's 'Other Half' (extra-curricular) programme.

References

All offers of employment within the Foundation are subject to the receipt of a minimum of two satisfactory references. One of the references must be from your current or most recent employer. If your current/most recent employment does/did not involve working with children, then the second referee should be from the employer with whom you most recently worked with children. **If you are or have been employed within a school, then one reference must be from the Head of your current school, or the last school at which you worked.** Neither referee should be a relative or someone known to you solely as a friend.

Shortlisted applicants for teaching posts are advised that references will be taken up **prior to interview**.

Shortlisted applicants for support posts are advised that references **may** be taken up prior to interview. Please note, unless you ask us not to we will assume it is acceptable to contact your references at any time.

Interview Process

If you are invited for interview your visit will involve a brief session with our Human Resources Department, in order to undertake a number of checks we are required to carry out by the Department for Education (DfE).

These checks include the requirement for a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS). A list of valid identity documents will be sent to you in advance of your interview.

In addition, we require evidence of the following:

Identity – passport or photocard driving licence

Address – document from Group 2b of the DBS List of Valid Identity Documents with current address

Right to Work in the UK – passport or full birth certificate

Qualifications - original documents confirming any educational and professional qualifications you refer to in your application

Overseas Checks – if you have worked or been resident overseas for three months or more in the previous five years please bring original copies of any overseas police checks that have already been completed

If you have changed your name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) you will be required to provide documentary evidence of the change.

During your visit with our Human Resources Department, if you have not done so already, you will be required to sign your application form in order to declare that the information you have given is accurate and true.

In the event that you are unsuccessful please be assured that photocopies of documents taken will be destroyed.

Interviews are conducted in person and will explore your suitability to work with children. On occasion, applicants will be invited to participate in a preliminary Skype interview.

Teaching Posts:

If you are invited to interview you will be required to teach a lesson which will be observed. You will be advised beforehand as to the lesson brief. You should expect to attend a number of interviews, tour the School and meet some colleagues.

Support Posts:

As well as a face to face interview, if relevant to the role, the selection process may include some other form of assessment e.g. administrative test, demonstration of practical skill, a presentation etc.

Conditional Offer of Appointment

Any offer to a successful candidate will be conditional upon the following:

- verification of identity;
- verification of qualifications and professional status;
- a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS);
- a check against the Barred List;
- a Prohibition from Teaching check (if applicable);
- a Prohibition from Management check (if applicable);
- a Check of Teaching Restrictions imposed by the European Economic Area (EEA) (if applicable);
- where the successful candidate has worked or been resident overseas for three months or more in the previous five years, such checks and confirmations as the School may require in accordance with statutory guidance;
- verification of the right to work in the UK;
- receipt of at least two satisfactory references;
- a check for gaps in your employment history;
- verification of medical fitness - completion of a medical declaration and satisfactory medical examination in certain circumstances;
- satisfactory completion of the probationary period.

Safeguarding

All adults working at Abingdon should be aware of their responsibility to safeguard and promote the welfare of every pupil, both physical and emotional, inside and outside school. This involves ensuring that pupils are protected from significant physical or emotional harm and that there is a positive commitment to ensure the satisfactory development and growth of the individual. Everyone working at Abingdon should be aware of and, when necessary, follow the school's safeguarding guidelines, which are in line with the Department for Education's (DfE) and Oxfordshire Safeguarding Children Board's (OSCB) practice and procedures – available online at <http://www.oscb.org.uk>. The School's Safeguarding Policy can be found on the Abingdon School Website.

All new members of staff, including volunteers, agency workers and contractors are provided with the following documents and required to sign a declaration to confirm that they have read and understood them before they start work and at regular intervals thereafter:

- Keeping Children Safe in Education (Part One and Annex A)
- Safeguarding Policy
- Staff Behaviour Policy
- ICT (Staff) Policy
- Health and Safety Policy

These documents include all the relevant information about safeguarding, KCSIE, codes of conduct, missing children policy and whistleblowing policy.

In addition, individuals appointed to work in an Early Years Foundation Stage (EYFS) setting are required to complete a 'Staff Disqualification Declaration' before they start work and on an annual basis.

Warning

Where a candidate is –

- found to be on the Barred List, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concerns as to his/her suitability to work with children

the facts will be reported to the DBS and the Police and/or the Local Authority Designated Office (LADO) will be consulted. If the individual is a teacher, a referral may also be made to the National College of Teaching & Leadership (NCTL).

Queries

If you have any queries at all about the recruitment process please contact the Foundation's HR Department on 01235 849136 or recruitment@abingdon.org.uk.

Abingdon School is an Equal Opportunities employer.