

UPLANDS COMMUNITY COLLEGE



Head of History Application Pack



Letter from the Headteacher

Dear Candidate,

Many thanks for your interest in applying for a position at Uplands Community College.

Uplands is a popular and successful school that enjoys an excellent reputation for providing a high standard of education. We provide students and colleagues with a welcoming and supportive learning environment. This helps to create a caring, working atmosphere that enables students to reach their full potential intellectually, physically, spiritually and ethically. We believe strongly in a 'growth mindset' ethos, which supports every student to achieve their goals. We work hard to challenge all students to do their very best and make the most progress possible whatever their starting point.

The history department at Uplands is a forward-thinking, cooperative group of excellent teachers. The most recent A Level results have been the best in the College's history, with half our students achieving A grades and one achieving A*. At A Level, students study Germany 1871-1991 and Britain 1951-2007, with a coursework piece on the threats faced by the Tudor dynasty. Our recent results at GCSE have been very good, with students achieving above average progress for the last two consecutive years. Key Stage 3 centres on enquiry based learning and aims to engage and develop students interest in the subject by asking tentative questions which stimulate their work. The department places a strong emphasis on explicitly teaching students second order concepts to improve their skills in history, in addition to their love of learning the subject. Outside of the classroom our Year 9 students undertake an annual visit to the battlefields of Belgium and in the past have worked with the 'Hands on History' organisation to support the learning of Year 7. The departments' success is built upon its ability to work as a team, but also collaborate with others outside of the department and the school. We are members of the East Sussex History Network group, who meet termly and share good practice and CPD. The history department also supports the PGCE programme and have had a number of trainee teachers in the last few years, forging vital links with Sussex University.

We endeavour to work in very close partnership with parents to support their child's learning and we also work very closely with our partner primary schools to nurture a collaborative and continuous approach to learning and enjoyment. We are also part of the CHHUUB (Chailey, Hailsham, Heathfield, Uckfield, Uplands and Beacon) school partnership, where we work collaboratively to improve teaching by learning from each other.

In terms of staff development, we have a policy of 'by the staff for the staff'. Individual teachers decide which areas they would like to work on. Appraisal observations are conducted by colleagues, to ensure the best developmental opportunities are gained in a supportive and collaborative environment. We work closely with each other and accept that we each have a responsibility to improve our own and our colleagues' practice in the school. As a member of the school, you will be part of a Professional Learning Community, where we work collaboratively across faculties to improve our practice. There are various programmes we offer, to enable staff to develop their practice such as the Outstanding Teacher Programme and Middle Leader Development Programme. To enhance our commitment to staff development, we have the IRIS Connect system to help collaboration and reflection across the school.

As a college we take staff welfare very seriously and consult widely if there are any proposed changes. We have a clear teaching and learning policy which has at its centre our 'five phases of learning' based on "Making Every Lesson Count: Six principles to support great teaching and learning" by Shaun Allison. We have a clear marking policy which asks for one assessment to be marked every fourteen lessons; there is no expectation to mark anything else. This year we launched 'Show My Homework' to enable staff to reduce their workload by setting clear knowledge based homework which is marked automatically.

I believe in creating an environment based on the ideals of professional autonomy, mastery and purpose. As Dylan William said, "every teacher needs to improve, not because they are not good enough, but because they can be even better".

This can only be achieved if:

- We commit to continuous professional development;
- Each of us takes responsibility for improving the quality of our teaching;
- We foster a growth culture which is founded on the belief that we can all improve;
- We create a collaborative, risk-taking and dynamic teaching body.

Uplands Community College is very much at the heart of its community. Thanks to the excellent staff and students at the school and the great spirit that exists here and in the wider community. Uplands is truly a great place to work and learn.

I look forward to meeting you.

Yours faithfully,



Liam Collins
Headteacher

Information about the humanities faculty

The history department is a part of the humanities faculty which also includes geography. The faculty meets regularly and often informally to support each other. There are three specialist history classrooms each with a Promethean Interactive Whiteboard.

The successful applicant will need to enthusiastically support the ethos of the department in moving history forward and a passion for learning is an essential quality. They must bring new ideas, but be willing to work with others to improve the outcomes for our students. Uplands is a friendly and supportive school and you will find it is a special place to learn and teach.

There is a commitment to active learning and investigative approaches to the teaching of humanities subjects at all levels, and colleagues are encouraged to use a variety of stimulating learning and teaching styles. There is an ever-growing bank of resources (internet-based resources, textbooks, worksheets, software) which the team collaboratively contribute towards.

Curriculum

Students are taught in mixed ability groups in Year 7 and then are streamed in Years 8 and 9, alongside the English department. Year 7 students currently study 1066-1600 with an international unit on the establishment of America in term 6. Year 8 focuses on the growth of Britain as a world power from 1600-1900 and Year 9 study the Twentieth Century, with a Social History unit that takes them up to 2009.

There is a high uptake of students at GCSE, reflecting the popularity of the subject within the school. The new GCSE is taught through AQA with four units that help explain the modern world, (America 1920-75 and Conflict and Tension in the Middle East 1990-2009) and help students understand how Britain has been shaped by its past (Elizabeth 1568-1603 and Migrations, Empire and the peoples c790-present). We have recently seen an increase in the number of students who wish to take the subject at A Level with students continuing their studies of history to degrees at a range of universities across the country, recently including a successful application for Cambridge.

Accountabilities for all teachers

The teacher's task is core to the whole purpose of the college. It is to provide high quality teaching and learning for the students in his/her care, within the faculty schemes of work and the policies of the faculty and college, under the direction of the Headteacher. The teacher is expected to contribute to the development of his/her faculty and the thinking of the college as a whole. The teacher will communicate effectively with colleagues, students, parents, governors and outside agencies as appropriate. The teacher has a duty of care for the students and will work within the Health and Safety policies of the college, always being aware of Child Protection procedures and the college's Safeguarding Policy.

- Planning and delivering lessons and sequences of lessons and homeworks to meet students' individual needs, within the faculty scheme of work;
- Identifying clear teaching and learning objectives and specifying how they will be taught and assessed;
- Providing students with the skills to learn effectively, independently and to organise and develop their learning;
- Using a range of appropriate classroom strategies, to develop student learning, provide challenge and maintain pace within the lesson;
- Maintaining good discipline in accordance with college policies and procedures, and encouraging good practice with regard to punctuality, behaviour and standards of work;
- Using information about prior attainment to help set targets, monitor progress and give clear and constructive feedback;
- Differentiating and adapting lessons to take account of vulnerable students and those who are gifted and talented and ensuring that all students are appropriately challenged;
- Maintaining and enhancing knowledge and understanding of your subject and methods to

- enable students to learn effectively;
- Maintaining a good working environment and managing classes so that learning can most effectively take place, within the Health and Safety policies of the college;
- Ensuring that students progress at least satisfactorily during lessons and over time;
- Monitoring student attendance to your lessons;
- Making an active contribution to the aspirations and policies of the college and the faculty and helping to build a faculty team;
- Engaging and motivating students;
- Assessing work regularly in accordance with college policies and to keep records of student progress;
- Monitoring student's progress, setting appropriate targets and encouraging individual learning;
- Making good use of other staff such as teaching assistants, technicians and administrative support in securing the best learning situation for students;
- Using PPA time effectively for planning, preparation and assessment;
- Actively participating in the Performance Management process to achieve personal professional development and support the priorities of the college;
- Having a working understanding of teachers' professional duties and legal liabilities;
- Having a good knowledge of the Uplands' Safeguarding Policy and Child Protection procedures;
- Participating in the college's marketing and liaising activities such as Open Evenings and Parent Evenings and events with partner schools;
- Contributing to the corporate life of the college and supporting planning through faculty meetings, staff meetings and other groups;
- Communicating effectively with students, colleagues, parents, governors and outside agencies when necessary and as scheduled by college policies;
- Complying with any reasonable requests from the Headteacher or manager not specified on the job description.

Additional accountabilities for post-threshold teachers

- Engaging and motivating students of all abilities so that consistent progress takes place for the majority of students, across all teaching areas, across all spectrums of background, ability and behaviour and that compares favourably with students in similar settings in other schools;
- Demonstrating analytical thinking to improve the quality of students' learning;
- Using the Performance Management process to advance student learning and enhance professional practice in line with the college's aspirations and priorities;
- Having a responsibility for an aspect of the college's work and developing plans which identify clear targets and success criteria for its development and/or maintenance;
- Reporting on progress in teaching and learning to stakeholders as appropriate;
- Promoting the wider aspirations and values of the college.

Vacancy Advert

Job Title: Head of History

Salary: £22,692 - £38,633 plus TLR 2b (£4,418 per annum) and subject to any national pay review

Contract: Permanent

Hours: Full time

Deadline for applications: midday on Tuesday 22nd May 2018. Please see below for more information

Start Date: 1st September 2018

Are you looking to advance your career in a welcoming and vibrant rural school? We are seeking to recruit an exceptional and enthusiastic Head of History who has the necessary skills and attributes to become an integral part of our excellent humanities faculty. If you are interested in working with bright, talented students, you could join a friendly staff committed to providing an outstanding educational experience.

Uplands is a college that is committed to staff development, where individual needs are supported through a variety of development opportunities including IRIS Connect, formal and informal workshops, coaching sessions and lesson study. As members of the Teacher Development Trust, Uplands is a college that is committed to staff development, where individual needs are supported through a variety of development opportunities including formal and informal workshops, coaching sessions and lesson study.

Uplands Community College is a few miles outside Tunbridge Wells and on the main line from London by rail. It is within 17 miles of the Sussex coast and Maidstone and a 50-minute commute from South London by car.

We are committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment, in line with our policies and procedures. Appointment will be subject to an enhanced DBS clearance and we will request references before interview. We are committed to equal opportunities in employment and welcome applications from all sections of the community.

You can apply for this position through the TES; alternatively please visit the vacancies page of our website (www.uplandsgcc.com). Applications should be returned to Mrs D. Atkinson HR and Office Manager (d.atkinson@uplandsgcc.com), by midday on Tuesday 22nd May 2018. Applications received after this time will not be considered.

Please note that applications will be considered as they are received and you are therefore advised to submit your application as early as possible, as some interviews may take place, and an appointment may be made, before the closing date is reached for this position.

Applications

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General job descriptions for Teacher of Humanities and Form Tutor are included in this pack.

The position

The appointment will be from 1st September 2018. The successful candidate will be required to confirm their higher education qualifications and complete a questionnaire regarding his or her health record. Appointment will be subject to references and enhanced DBS clearance.

Applicants should expect to be a Form Tutor, and be aware that at Uplands, appointments are made of teachers committed to the personal development of students, rather than simply demonstrating a specialist expertise.

Good reasons to work at Uplands Community College

- We are a small school whose Head of Year system ensures every child is known. A Head of Year leads each year group, with overall responsibility for the academic and personal welfare of the students in that year. The Head of Year system encourages continuity of contact for parents and students, and develops a sense of identity for the student;
- As a community college, we have a central role to play in our local area, from forging excellent working relationships with our closest primary schools to supporting local charities and organisations and thereby instilling in young people an understanding of their role and responsibilities in a wider community;
- We have a focus on personalised CPD - staff drive their own development with colleagues. We offer a personalised programme for each member of staff where their objectives and learning goals are clearly defined. We run twilight sessions as well as Teachmeets, which are designed to deliver a diverse and interesting range of topics. We regularly have PGCE students joining our faculties in order to gain experience and learn from the expertise of our teaching staff;
- We have close links with Chailey, Hailsham, Uckfield, Heathfield and Beacon schools in order to share ideas. We have a joint INSET day each year to allow staff to take part in collaborative learning and sharing best practice. Staff are encouraged to build relationships with their counterparts to allow for ongoing co-operation and support;
- We offer a diverse range of extra-curricular activities including trips, clubs, fixtures, the Duke of Edinburgh Award, our annual school production and the International Day of Languages amongst others;
- We are able to offer additional responsibilities to colleagues, some with incentive allowances, and some with time. As a result, many have been internally promoted, including onto our Senior Leadership Team;
- Our Leadership Team believes in the importance of supporting Teaching and Learning in a practical way, from offering support in lessons to operating an open door policy, so they are accessible to all staff and students;
- The employment of cover supervisors and dedicated administrative staff ensure that teachers here at Uplands are able to use their non-contact time for planning, marking, and feedback;
- Staff have free use of the fitness suite situated in the well-equipped Sports Centre we have on site. The Sports Centre has a gym, studio, and two sports halls offering, among other things, Zumba, Spinning, Power Boxing and weights.

Job Description – Head of History

Responsible to	Head of Humanities
Key Responsibilities	<ul style="list-style-type: none"> • To carry out responsibilities of a subject teacher in accordance with National and LA Standards for Qualified Teachers; • To participate in and contribute fully to the humanities faculty; • To ensure Uplands Community College's Safeguarding Policy is upheld; • To be a consistently 'good' or 'outstanding' teacher who meets the relevant set of professional standards for the specific pay point and participates fully in the appraisal process; • To have clear knowledge of the current humanities curriculum; • Attend all humanities faculty meetings; • To ensure that all electronic class registers are taken promptly and accurately as required by law and effective safeguarding procedures. Monitor attendance and punctuality of students and take appropriate action to address any issues; • To contribute to the mathematics faculty resource bank of materials; • To plan and deliver lessons for each class; • Establish constructive working relationships with other members of staff; • To contribute to curriculum development within the faculty; • To communicate with parents and other stakeholders as appropriate; • Ensure appropriate work has been set and resources are available in the case of any absence.
Teaching and managing student learning	<ul style="list-style-type: none"> • To be able to teach humanities at all key stages, from 3 to 5; • Set clear targets for student learning, building on prior attainment and considering each student as an individual; • Use appropriate behaviour management strategies and adhere to the Uplands Community College Behaviour Policy; • Highlight positive performance and behaviour and reward it appropriately; • Use teaching methods which engage students and ensure lessons have pace and variety; • Ensure the progress of every student within each lesson; • Mark and monitor student's class and homework and provide appropriate feedback; • Ensure that assessment and attainment data informs teaching and that students understand how to improve and make progress • Contribute to the college's aims, policies and practices including those in relation to safeguarding, behaviour and bullying.
Safeguarding	<ul style="list-style-type: none"> • An understanding of Child Protection procedures and a commitment to promoting and safeguarding the welfare of children.

Person Specification – Head of History

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Honours degree or equivalent in humanities or a related subject; Qualified teacher status. 	<ul style="list-style-type: none"> Evidence of further professional development/ study.
Experience	<ul style="list-style-type: none"> Successful humanities teaching experience throughout the secondary age range, including Key Stage 5; 	<ul style="list-style-type: none"> A proven record of outstanding classroom practice; Contribution to extra-curricular activities.
Professional knowledge and skills	<ul style="list-style-type: none"> A thorough knowledge of the current and National Curriculum in humanities; A balanced programme of relevant INSET in the last three years; An understanding of the needs of students across the ability range; The ability to inspire and enthuse students using a range of teaching and learning strategies for effective delivery; An understanding of the criteria employed in determining student progress in the subject; The ability to use ICT to enhance learning and aid teaching; Excellent communication skills, written and oral; Proven organisational abilities. 	<ul style="list-style-type: none"> Ability to teach a second subject.
Personal qualities	<ul style="list-style-type: none"> A passion for humanities and the ability to inspire others to share it; A genuine desire to provide the best education for students; Enthusiastic, perceptive and fair; A commitment to the ethos and values of Uplands Community College; Good organisational skills; Ability to both support and challenge students. 	
Communication skills	<ul style="list-style-type: none"> Ability to foster and maintain good working relationships with staff and students; A commitment to your own professional development; Ability to work collaboratively as well as independently; Respect for the professional expertise of others; The ability to prioritise, plan and react. 	

Job Description – Form Tutor

Accountabilities	<ul style="list-style-type: none">• To monitor progress and set targets for academic progress and behaviour so that under-performing students are identified and action is initiated;• To guide and mentor students identified in conjunction with the Head of Year so that targeted, measurable and significant improvement is secured;• To ensure regular high quality and frequent communication between the school and home so that parents are involved and students' attitude to learning is maximised;• To organise a daily tutorial session so that students feel secure and confident to face their learning experiences;• To deliver a high quality tutorial programme built around the PLTS and SEAL aspects of the New Curriculum.
Responsibilities	<ul style="list-style-type: none">• The Form Tutor will act as the first interface between school, home and the student and such other agencies as may be required, helping and advising as appropriate;• Monitoring the academic progress of all students in your Tutor group, acting as their mentor and supporting them in the setting of targets;• Supporting the students in your Tutor group in the growth of their social, behavioural and personal development through the delivery of the tutorial programme;• Responding to students' merits, causes for concern and other relevant information;• Checking and signing planners or diaries and following through any issues as appropriate;• Registering students (AM and PM sessions) and accompanying them to assembly;• Alerting appropriate staff to problems experienced by individual students and making recommendations as to how these may be resolved;• Attending Tutor meetings and contributing to the development of your pastoral team;• Maintaining the form base in good order;• Advising Learning Support of any students who might require more focused attention;• Assisting with the preparation of profiles, references and UCAS forms as required;• Complying with any reasonable requests from the Headteacher or manager not specified in this job description.