



# Northallerton School & Sixth Form College

Learning and Achieving Together

**School Site:** Brompton Road, Northallerton, North Yorkshire DL6 1ED. Phone: 01609 772888 Fax: 01609 770265

**College Site:** Grammar School Lane, Northallerton, North Yorkshire DL6 1DD. Phone: 01609 773340 Fax: 01609 770265

Principal: Chris Byrne BEd

November 2017

## Recruitment Pack

### Teacher of Humanities Full Time, Fixed term until 31<sup>st</sup> August 2018 MPS

Dear Candidate

I am pleased to send you details of the above post. I hope you find the information you need in the enclosures.

If you wish to apply, please do so using the enclosed application form and include a letter of application. **Do not send a CV.** Return your application either via email to Sarah Boreham, our HR Administrative Assistant at [Boreham.s@northallertonschool.org.uk](mailto:Boreham.s@northallertonschool.org.uk) or alternatively post your application to me at Northallerton School & Sixth Form College, Grammar School Lane, Northallerton, DL6 1DD. Please ensure your application arrives no later than **12 noon on 13<sup>th</sup> December 2017** Please mark your envelope '**Humanities**' in the top left-hand corner.

Please accept my thanks in advance for your interest in the post and I look forward to hearing from you and welcoming you to our school.

Yours sincerely

**Christopher Byrne**  
Principal



# Northallerton School & Sixth Form College

## Welcome from the Principal

I am delighted to welcome you to Northallerton School & Sixth Form College. We are very proud of our reputation as a high achieving and caring learning community committed to placing the needs of our students at the heart of all that we do.

Our school is a vibrant and happy place to learn, characterised by excellent relationships between staff, students and parents in the context of 'Learning and Achieving Together'. We have the highest expectations of everyone, aspiring to excellence in every facet of school life. Our overriding aim is to promote and celebrate the success of our students both within and beyond the academic curriculum and students at our school are provided with many wonderful opportunities to enrich their educational experience.

We believe in the very best behaviour, respect, care for others and encouraging students to become resilient, responsible and reflective learners with high self-esteem and high expectations. We aim to develop these qualities in our students with a lively, broad, balanced and personalised curriculum that equips them to contribute positively to modern society. The close relationships that we build with parents are also hugely important to us.

We are very proud of the students and staff of Northallerton School & Sixth Form College and would, of course, invite prospective candidates to come and see us at work.

**Christopher Byrne**  
Principal

## Northallerton

Northallerton is located in the centre of the beautiful county of North Yorkshire, set between the Yorkshire Dales National Park to the west and the North York Moors National Park to the east. The school is approximately 10 minutes from the A19, making it easily and quickly accessible from Teesside, York and Leeds



## Northallerton School & Sixth Form College

Since 1973, Northallerton has been served by two comprehensive schools about one mile apart – the Allertonshire School (11-14 middle deemed secondary) and Northallerton College (14-18). On April 2 2015 these two schools merged to become a single 11-18 school. Key Stage 3 continues to be taught on the school site and Key Stages 4 and 5 on the college site. The new school is called Northallerton School & Sixth Form College. It has approximately 1150 students (200 in the Sixth Form).





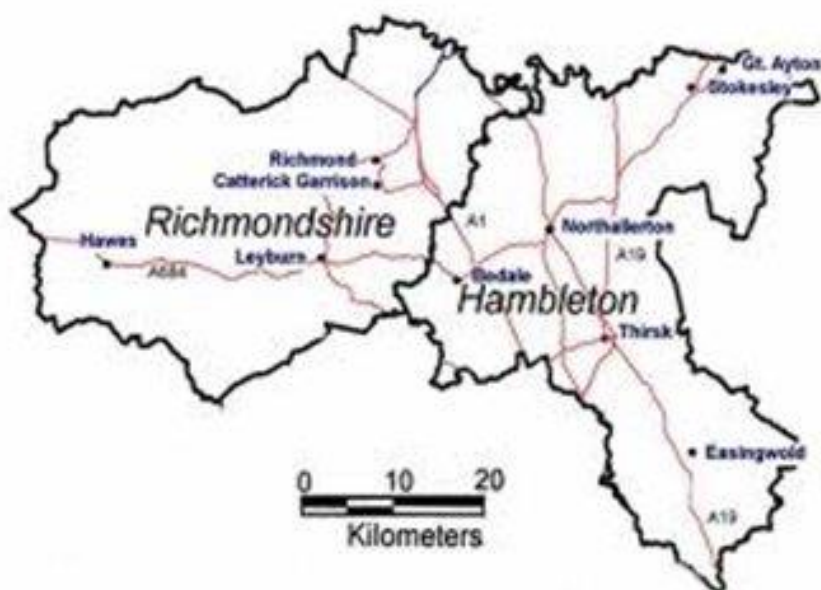
In partnership with parents and the wider community, we create a safe environment in which the well-being of our students and staff is a priority. We also work to provide a rich, balanced and varied curriculum, ensuring that all students are challenged to achieve their best and to become confident and independent learners.

## Our Mission Statement

### Our Mission

We are committed to putting people first; our students, staff and the community we serve. In doing this we will:

- Ensure every student succeeds
- Shape our curriculum to meet students' interests, needs and aspirations
- Strive to be effective in all we do
- Work in partnership in the interests of students
- Managing our resources to support our students





## Commitment to the role of the Personal Tutor

Personal tutors are seen as a vital link in the learning process and in the management of the school. The role centres on monitoring and mentoring, and requires tutors:

- to be aware of the strengths and needs of each student in their tutor group
- to assist in raising the level of performance of students (by monitoring progress, reviewing and target setting) using allocated time-tabled time
- to promote the development of a positive attitude (by monitoring attendance/punctuality, checking Student Planners and counselling in relation to the Rewards and Expectations scheme)
- to communicate and interpret agreed guidelines and practices to students
- to communicate effectively with parents and colleagues on a day-to-day basis.

This is an important, demanding and time-consuming role which makes a significant contribution to the achievement of students. It is essential that applicants for teaching posts understand that they will be required to be Personal Tutors and therefore must endorse this philosophy.



# Information about the Humanities Faculty

## The team

The Humanities Faculty is a friendly, supportive team, currently staffed by four Heads of Department, a further five full time staff, all specialists in their respective fields of History, Geography, SRS and Business Studies.

## Accommodation

All the Humanities classrooms are equipped with a computer, an interactive white board and a data projector. Large computer rooms are available to book.

## The curriculum

All KS3 and KS4 classes are taught in mixed ability groups. At KS3 Humanities classes have 3 lessons of 60 minutes per week divided into separate History and Geography lessons. At GCSE students have 5 lessons over 2 weeks in option lines. A-Level students have 4 lessons.

All students are assessed regularly using a mixture of end of unit tests and department based assessment tasks. Assessment results are kept centrally on the computer system. Current levels and student progress data is communicated to parents 4 to 6 times a year while parents receive a full written report yearly.

The Faculty's main aim is to ensure that all students are engaged in their learning and want to make progress. We are a perceptive Faculty with a mixture of youth and experience, all keen to share new strategies, resources and ideas. We look forward to welcoming other enthusiastic and conscientious Humanities teachers who share the same ideals.

If you have any queries, please contact the Head of Faculty, Mrs K Newton

# Job Description

<b>Job Title:</b>	<b>Teacher</b>
<b>Grade:</b>	<b>Main Pay Scale</b>
<b>Responsible to:</b>	<b>Head of Faculty / Department</b>

**1. To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**

- Teacher
- Playing a key part in raising teaching and learning standards through the quality of your own teaching and by supporting the professional development of your colleagues.

**2. To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.**

- To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.
- To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.
- To achieve any performance criteria or targets arising from the School's Performance Management arrangements.

**Knowledge and understanding:**

- Demonstrate excellent subject and/or specialist knowledge.
- Have a full understanding of connections and progressions in the subject and use this in your teaching to ensure students make good progress.
- Understand ICT in the teaching of your subject or specialism(s).

**Planning and setting expectations:**

- Demonstrate an ability to plan.
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all students.
- Set consistently high expectations for students in your class and homework.
- Plan your teaching to ensure it builds on the current and previous achievement of students.

**Teaching and managing students' learning:**

- Demonstrate ability to teach, manage students and maintain discipline.
- Understand and use the most effective teaching methods to achieve the teaching objectives in hand.
- Display flair and creativity in engaging, enthusing and challenging groups of students.
- Use questioning and explanation skilfully to secure maximum progress.
- Quickly understand students' perceptions and misconceptions from their questions and responses.
- Develop students' literacy, numeracy and ICT skills as appropriate within their phase and context.
- Provide positive and targeted support for students who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected.
- Maintain respect and discipline and be consistent and fair.
- Contribute to the development of the faculty in which you work.

**Assessment and evaluation:**

- Demonstrate an ability to assess and evaluate.
- Use assessment as part of your teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.

**Student achievement:**

- Demonstrate the ability to achieve results and outcomes.
- As a result of your teaching students show consistent improvement in relation to prior and expected attainment
- Ensure students are highly motivated, enthusiastic and respond positively to challenge and high expectations.
- Ensure students exhibit consistently high standards of discipline and behaviour.

**Relations with parents and the wider community:**

- Demonstrate a consistent record of parental involvement and satisfaction.

**Managing own performance and development:**

- Keep up-to-date in your subject(s) and/or specialism(s).
- Improve your teaching through evaluating their own practice in relation to students' progress, school targets and inspection evidence.

**Managing resources:**

- Know how to plan and prioritise your own time and activity effectively.

**Personal leadership:**

- Provide a role model for students through your personal and professional conduct.
- Be respected and able to motivate others.

**3. To use best practices in the tasks you do**

- Use self-evaluation to enhance students' opportunities for academic progress and personal development.
- Be responsible for personal development linked to faculty/school objectives and priorities.
- Seek out the most efficient/effective practice and be an active participant in a process of subject/team development



# Person Specification

**Job Title:**

**Teacher**

**Main Pay Scale**

## Attribute

## Essential

## Desirable

### Qualifications

- Qualified teacher status
- Honours degree to include study of specialist subject

- Evidence of recent CPD

### Experience / Knowledge

- Recent teaching experience in the relevant key stages
- Experience of planning and delivering curriculum at relevant key stages
- A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post

- Experience in teaching at more than one school

### Skills

- Transferable ICT skills
- Excellent time management
- Efficient record keeping

- Ability to work under pressure

### Attitude and Values / personal qualities

- Ability to relate to and build relationships with pupils, parents, and other members of the school community
- Enthusiasm and commitment to the aims and objectives of the school
- Good communication skills

- Willingness to participate fully in school activities

## Child Protection

### Information/Instructions for applicant

*We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:*

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with Safer Recruitment and Selection Guidance, for appointment to this post, references will be taken up prior to interview.
3. All reference requests will specifically ask for information about the candidate’s suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bind overs.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. **This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974** therefore all convictions, cautions and bind overs, including those regarded as “spent” must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees to North Yorkshire County Council, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board’s, Local Authority’s and School’s Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.