



Mill Hill

Instilling values, inspiring minds

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# Mill Hill School

## Teacher of History & Politics for September 2019 Candidate Information Pack



# INTRODUCTION

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Owing to an exciting phase of school growth, a well-qualified and enthusiastic graduate is required for September 2019 to teach History & Politics to GCSE and A-level within a large, dynamic and successful department.

**Closing date for applications:** Tuesday 5 March

## Key facts about Mill Hill School

### GCSE & A-Level

WITH A WIDE RANGE  
OF OPTIONS

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### Day & Boarding

DAY, WEEKLY AND  
FULL BOARDING  
PLACES AVAILABLE

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### 2018 Academic Results

A-LEVEL: 40% A\*/A; 73% A\*-B  
GCSE: 59% 9-7; 81% 9-6

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### 120+

ACRES OF GROUNDS  
AND FACILITIES

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### Co-educational

FOR AGES 13-18

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### 10 miles

FROM CENTRAL LONDON  
WITH EASY ACCESS TO  
UNDERGROUND AND  
MAIN LINE STATIONS

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### Part of the Mill Hill School Foundation

EDUCATING GIRLS AND  
BOYS FROM 3-18

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# THE SCHOOL

## **Mill Hill School**

Founded in 1807, Mill Hill School is an independent co-educational boarding and day school with 750 pupils aged between 13 and 18, of whom 300 are in the Sixth Form. The School is one of four in the Mill Hill School Foundation, which comprises Pre-preparatory, Preparatory and Senior Schools as well an on-site International School.

We are situated in a magnificent 120-acre parkland campus on the edge of the North London Green Belt, providing a wonderful environment in which to work. The School is very much a community, particularly given the central importance of boarding: we are unusual for a London school to be offering full and weekly boarding, with over 180 boarding pupils.

We are committed to the on-going professional development of all our teaching and support staff as well as the full induction and training of all new staff.

## **The Mill Hill School Foundation Ethos**

The Mill Hill School Foundation educates boys and girls from 3–18, seeking to equip them for life, both now and in the future.

Our stimulating academic environment and numerous activities outside the classroom encourage learning and personal growth. We are committed to the development of every pupil and believe that our friendly and supportive community helps this to happen. We seek as a Foundation to instil a love for learning which will last a lifetime whilst balancing this with a readiness to embrace change.



# THE HISTORY & POLITICS DEPARTMENT

## **Staffing**

The History and Politics Department works closely together and members of the Department are expected to teach both subjects wherever possible. The Department presently comprises the Head of Department and four full-time members of staff including a Second in Department. They span a good range of experience and specialisms, and the Department aims to reflect colleagues' interests through the A-level content that they teach. This post will be an addition to the current staffing.

## **Curriculum: History**

In the Fourth Form (Year 9) the Department offers its own syllabus entitled *The Making of Modern Britain 1890-1918* which focuses on significant developments in domestic and foreign affairs such as: why poverty became a prominent political issue; how and why the Liberal governments sought to tackle it; why there were arguments for and against female suffrage and how the campaign for women's suffrage developed over the period; why Britain went to war in 1914, how the war was fought and its impact on British society. The syllabus develops the key skills required for IGCSE History and provides pupils with a good understanding of the background context to the IGCSE syllabus. There is close liaison with the History Department at Belmont, our Preparatory School, which provides a large number of our Fourth Form pupils.

In the Remove and Fifth Form (Years 10-11), the Department prepares pupils for the CIE IGCSE syllabus. The two examined Units comprise Twentieth Century International Relations from 1919 and a Depth Study of Germany 1918-1945. History is a popular option at GCSE level, currently attracting 80-90 pupils in each year-group, divided between four sets. Results are consistently very good with an average of 79% A/A\* or grades 9-7 achieved over the last three years. 23% achieved grade 9 in 2018.

History is popular at A-level with between three and four sets in the Lower Sixth in recent years and usually three sets in the Upper Sixth. The Department offers the OCR History A syllabus comprising a British Period Study and Enquiry: England 1547-1603; the Later Tudors (Enquiry topic: Mid-Tudor Crises); a non-British Period Study: Russia 1894-1941; and a Thematic study with historical interpretations: Civil Rights in the USA 1865-1992.

A-level results have been consistently strong, with 71% of candidates on average gaining A\*-B in the last three years.

## **Curriculum: Politics**

The Department prepares pupils for the Edexcel syllabus. The subject is a popular choice at A-level and there are usually two or three sets in each year of the Sixth Form. Results are consistently strong, with an average of 73.8% A\*-B grades at A-level over the last three years. An increasing number of our pupils go on to study Politics and related subjects at Russell Group and other leading universities.

## **Accommodation and Resources**

The Department occupies a prime location on the main floor of the Favell Building, opened in March 2007. We have five classrooms located together, with projectors linked to PC and DVD/video facilities, a well-stocked departmental library and a departmental office.

## **The Post**

The post will involve teaching History and Politics to A-level and History to GCSE. The History and Politics Department is thriving and the successful candidate will wish to contribute substantially to our co-curricular programme, which includes: Sixth Form History and Politics Societies; Politics events open to the whole School; visits to conferences, exhibitions and events in and around London; enhancement groups and presentations by guest speakers. We have taken trips to Prague, St Petersburg and Moscow, Istanbul, Rome, Berlin and Krakow and annually run a three-day Fourth Form fieldwork trip to the battlefields of Belgium and Northern France. We have recently introduced a History and Politics trip to Washington DC.

The post could be adapted to suit an experienced teacher, a newly qualified teacher or a new entrant to the profession via direct entry training. Our training programme offers a high level of mentoring and support within an appropriately reduced timetable. Accommodation in a shared staff house may be available. A trainee would be expected to complete the University of Buckingham PGCE with QTS in the first year of their appointment and to undergo the ISTip NQT induction programme in their second year. All training and qualification costs would be met by the School. We would expect the appointment to be permanent, subject to the post-holder successfully completing the School's standard probation period, their PGCE and their NQT year.



## PASTORAL AND CO-CURRICULAR CONTRIBUTION

The successful candidate will be expected to play a full part in the broader life of the School. This will include responsibility for a tutor group, reporting to a day or boarding Housemaster/mistress as appropriate.

The successful candidate will contribute to the School programme of games and/or activities. This will involve participation during the five-day week as well as working in the region of eight Saturday mornings or afternoons per academic year; assisting with the boarders' programme on Friday evenings or Sundays is also possible as an alternative to the Saturday commitment.





# PERSON SPECIFICATION

**As the successful candidate, you will be able to demonstrate the following:**

- > A strong academic background, with at least a good honours degree in History, Politics or a related discipline and, depending on experience, a PGCE or equivalent
- > Awareness of understanding and, ideally, experience of issues relating to safeguarding the health, welfare and safety of children
- > High personal and professional standards
- > Positive working relationships with colleagues and the ability to work as a member of a team
- > Excellent time management and organisational skills
- > Ability to take responsibility and to show initiative
- > Ability to take the lead in developing new teaching and learning strategies
- > Thorough knowledge of the subject and an interest in current developments
- > Ability to use a variety of teaching and learning styles
- > Ability to convey infectious enthusiasm for the subject
- > Experience in the use of ICT to support the teaching of History & Politics
- > Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- > Ability to manage practical classes effectively and safely
- > Motivation to work with children and young people
- > Positive attitude to managing behaviour in the classroom



# EXPECTATIONS OF A CLASSROOM TEACHER

- > To teach to the syllabus prescribed by the Head of Department, using the scheme of work drawn up for the department and to prepare pupils for tests and examinations, using revision programmes, past examination papers etc as appropriate.
- > To plan and prepare work as appropriate.
- > To maintain records of work covered for each set taught.
- > To set prep on a regular basis, following the School's prep timetable in the Lower School and according to the Head of Department's guidelines in the Sixth Form.
- > To mark pupils' work regularly and to keep a record of each pupil's marks in a mark book.
- > To monitor pupils' attendance at lessons and to follow up absences in writing with the appropriate Housemaster/mistress.
- > To provide a written report on each pupil at half term (on internal report card) and at the end of each term (full reports).
- > To keep classrooms, laboratories and equipment used in good order and to report any damage/faults, etc., to the appropriate person (usually the Head of Department).
- > To contribute to the overall work of the department e.g. drawing up schemes of work, setting examination papers, participating in field trips or exchange visits, covering classes for absent colleagues as directed by the Head of Department or by the Head.
- > In the case of absence, to notify the Head of Department and the Deputy Head (Academic) and to set work for classes needing to be covered whenever possible.
- > To attend all staff meetings called by the Head and parents' meetings of all year groups taught.
- > To keep abreast of developments in his/her subject area and to support the department's contribution to the relevant targets of the School Development Plan by attending appropriate INSET and other courses.





# HOW TO APPLY

1

If you would like to apply for this role, please download the application form from the **School website**. Our Guidance Notes for Applicants can also be found on the website.

[View Online Page](#)

2

Your application form should be completed in full and returned to **applications@millhill.org.uk** by **9.00am on Tuesday 5 March 2019**. Please note that we are unable to accept applications unless they are made on our own application form. Due to the large number of applications the School receives, please be aware that only shortlisted candidates will be contacted to be invited for an interview.

3

Should you require any further assistance, please contact us via email **applications@millhill.org.uk**

The Mill Hill School Foundation and its staff are committed to safeguarding the welfare of children. The School is registered with the DBS and successful applicants will be required to complete successfully the Disclosure procedure at the Enhanced level. It is an offence for any person barred from working with children to apply for this post.

The Mill Hill School Foundation is committed to Equal Opportunities and welcomes applications from all sections of the community.





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