



ILKLEY GRAMMAR SCHOOL



Teacher of History – Maternity Cover



November 2017

TEACHER OF HISTORY (Maternity Cover)

Thank you for requesting details for the post of teacher of History. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. This fixed term post is required from **February 2018** until the return of the substantive postholder.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in the Humanities department, as well as towards enhancing our provision for enrichment and intervention.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21st Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community.

Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behavior is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment." (Ofsted March 2017). Our 2017 'A' Level and GCSE results were outstanding, and we have a very successful and thriving Sixth Form.

If you are inspired by this opportunity and have the qualities to contribute to our high quality provision, then we would be delighted to hear from you.

As part of your **online application** in the Personal Statement section (no more than 2 sides of A4) please explain:

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications is **8am Thursday 19th October 2017**

Interviews will be held: **Monday 30th October 2017**

If you do not receive an invitation to interview by **5pm Friday 20th October** we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader: Humanities/Head of History

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

□ **Planning**

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PPI etc)
- To know and implement the 'How Needs May Be Met' information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

□ **Teaching and Learning**

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To develop and use the iPad to secure best progress
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

□ **Assessment for Learning**

- To employ a range of AfL opportunities and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

□ **Personal Best**

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)

- To communicate and consult with parents as required

❑ Enrichment

- To commit to the Humanities programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad

❑ Continuing Professional Development

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share learning and be creative
- To commit to the school's CPD programme
- To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs

❑ Quality Assurance

- To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities

❑ Professional Standards

- To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated April 2016

ILKLEY GRAMMAR SCHOOL

The Humanities Curriculum Area

As a team, Humanities is passionate about learning and enabling students to achieve their full potential. Our team believes Humanities has an increasingly important role in enabling students to better understand the dynamic and changing world in which they live and what it means to be part of it. Teachers' enthusiasm for their subjects ensures that lessons are engaging, enjoyable and accessible to all. Everyone strives to enter into a spirit of teamwork, resource sharing, mutual support and co-operation. This is at the heart of everything we do.

Humanities represents one of the largest, most diverse, dynamic and successful Curriculum Areas in the school. It comprises six different departments covering 12 subjects. These are supported by 27 full or part time staff located in either modern or fully refurbished rooms across the school. Each classroom comes equipped with a digital projector and has access to laptops or computing facilities. Photocopying and reprographics are available for all colleagues.

In KS3, students in Years 7-9 do core History and Geography regularly every week. The same is true for RE as a statutory requirement. In Year 9 students can take early options in Philosophy and Ethics, Business and Law.

The aim is to prepare our students to be 21st century independent learners. A driving factor in this is the use of iPad technology as a way empowering students in owning and leading their learning. The skills taught at this stage are built upon throughout the rest of the key stages.

At Key Stage 4 and 5, the composition of the teaching groups in all Humanities subjects is dependent on the options system. At GCSE most groups tend to be of mixed ability, however, setting may occur where possible.

Nat Adams
Curriculum Leader: Humanities

The History Department

Departmental Ethos

The history department at Ilkley Grammar School is a forward thinking, dedicated team with a passion for teaching and helping our students develop an excellent understanding of history.

We aim to plan engaging and enjoyable lessons which set out to ensure that students get genuine pleasure from learning history, as well as a buzz about experimenting with ideas. We believe our passion is infectious and encourages our students to share the same attitude towards this subject.

Attainment is high at GCSE and A Level, with the department performing above the national averages. Uptake is also strong, supporting eight classes at GCSE, with two classes at AS and two at A2.

The Team

The department currently consists of five history teachers, including the Head of Department.

The Curriculum

The curriculum is based on a six period day. In Years 7 and 8 students study four lessons of history per fortnight. In Year 9, history remains compulsory with three lessons per fortnight.

As an option subject at GCSE, there are six lessons per cycle with 11 lessons at A-level. Teaching is mixed ability in Years 7, 10, 11 and sixth form; in Years 8 and 9 students are set within their mixed ability bands: I, G and S.

In Year 7, students start with historical mystery, developing the basic skills historians use to investigate the past. They follow this with a study of life Ancient Rome, considering the extent to which life in Rome can be considered to be fair and equal. In the spring term they look study how

British attitudes towards crime and punishment have changed over time, considering the growing importance of rehabilitation. This is enhanced with a study in depth focusing on life in Medieval England. The summer term focuses on two world studies, looking at the Aztec world and a study of Easter Island.

In Year 8, students begin by studying Tudor England, focusing on key events and issues. We then follow with depth studies. Students begin with a study of the Transatlantic Slave Trade and the Industrial Revolution. The year ends with a study of the British Empire and Medicine through time. In Year 9, history similarly begins with a study of the First World War. Students then study the "Roaring Twenties" and the Second World War. Year 9 ends with a comparative study of post war youth movements.

At GCSE, students study the New OCR SHP course (History B, 1-9). This course has been chosen due to the variety and breadth of topics that students can study, including both modern and medieval history. In Year 10 they study the People's Health, the Norman Conquest and local sites of historic significance. In Year 11 they study the Viking Expansion and Life in Nazi Germany.

At A Level, we teach AQA GCE covering Britain, c1851–1964, focusing on the changes and developments that occurred during the latter half of the nineteenth century and the early twentieth century. The Europe depth study taught is France in Revolution, 1774-1815. The coursework unit is a study of International relations in the Twentieth Century. As a whole, the A Level course has been constructed with the aim of providing students with a very broad historical base - both in terms of the different countries studied, and in terms of the different types of history - so that they enjoy the variety of their studies. Each year, a number of our students choose to continue their historical studies at university and we wholly support them in this process.

Independent Learning

In the department we are all passionate historians, and believe that learning goes beyond the four walls of the classroom. As such, at Key Stage 3 we adopt an independent learning programme that very much encourages our students to conduct their own investigations, lead their own learning and visit historic sites in our local area.

Enrichment

We are committed to providing students with opportunities to bring History to life and explore sites of interest outside school. In Year 9, we accompany 80 students to the First World War battlefields of Belgium (Ieper) and France (Somme). In Year 11, GCSE students are invited to attend a visit to Munich where we study the rise of the Nazis, visit Dachau and take a day trip to Nuremberg to see the rally ground as well as visiting the beautiful medieval city itself.

January 2017

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of History (Maternity cover)

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching History to KS5	D	Application and selection process
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching History	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature.....**

Line Manager:

Print Name **Signature**

Date: