



# CAUSEWAY SCHOOL

## History Teacher TMS/UPS

**Maternity Cover Full Time Post**

## INFORMATION FOR APPLICANTS

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National Collaborative  
Outreach Programme





Dear Colleague

October 2020

**Post: Teacher of History (Maternity Cover)**

Thank you for your interest in this post. I hope that you find the enclosed information useful.

Causeway School is an 11-16 comprehensive school of approximately 540 students. The school is 21 years old, built in 1998 and is co-located with Hazel Court Secondary Special School.

There is an overwhelming sense of community that exists at the heart of Causeway School, bringing together students, staff, parents and carers. As Headteacher, I am passionate about delivering the following for key objectives:

- The first: to unlock the full potential of all students and guarantee they leave with the qualifications to ensure future success
- The second: to embed and celebrate high academic standards and rigour
- The third: to provide a traditional education to students through exceptional teaching and learning
- The fourth: to instil the highest standards in behaviour and attitudes

Causeway School has an exciting future as we strive to become one of the most improved schools in the country. Since converting to become a Swale Academies Trust School from 1st September 2020 our journey of school improvement continues. As part of our academy status I am delighted to inform you that from September 2021 a brand new school will be opening on the Causeway site. "The Turing School" will be specialising in Maths and this role will play an integral part in the developments I wish to see in the new school. Our maths specialism will provide an academic rigour that will raise aspirations and attainment within our community. The appointment of a passionate dedicated and forward thinking maths lead is absolutely vital. We aim to personalise students' experience of school so they flourish and attain the highest possible standards academically, socially and morally.

We are delighted with our Ofsted Inspection Report February 2019 and the recent monitoring visit February 2020, which validates that we are rapidly improving.

In partnership with Swale Academies Trust we are focused on school improvement and continuous learning for both our students and our staff. Students' well-being will be a key strength of the school in supporting each individual to grow, develop and flourish within a caring community that is rich with opportunity, high in aspiration and driven by high expectations.

Our curriculum delivers a wide variety of opportunities to learn beyond the normal school day, through a wealth of extra-curricular and independent learning opportunities. We have extremely high expectations both inside and outside the classroom. Behaviour for Learning is a real strength of the school and students flourish in a safe and calm learning environment.

You would be joining the school at an exciting time in its development and I am therefore seeking to appoint a committed and dynamic candidate.

## **The Post**

We require a Teacher of History to join our History department at Causeway School.

You will have the ability to motivate and inspire students, and will be relentless in the pursuit of the highest standards of progress for every student, regardless of their ability.

This is your opportunity to join our inspirational and forward-thinking History team, consisting of 2 full time and 1 part time members of staff teaching in dedicated History rooms.

We would like to present you with a truly exceptional opportunity to play a key role in shaping the provision of secondary education and lifelong learning prospects within our school.

We are seeking to appoint a highly motivated, energetic, dynamic and ambitious practitioner.

The candidate will:

- \* Be an outstanding teacher of History with the drive and capacity to really thrive in this environment.
- \* Have a clear vision of how to improve standards in History
- \* Be able to lead, motivate and inspire students and colleagues
- \* Be resilient, hard-working, solution focused, and committed to transforming student outcomes

This could be your opportunity to make a significant and measurable difference in improving the educational attainment of the children and young people in this inclusive community.

The Person Specification for this post is enclosed.

## **Your application**

Completed application forms should be sent direct to the school for the attention of Miss E Mulhern or by Email to: [emulhern@causewayschool.org](mailto:emulhern@causewayschool.org) by the closing date of 4pm, Friday 15<sup>th</sup> January 2021.

Please complete the standard application form accompanied by a letter of application. We are unable to consider CVs in place of application forms unless you are a candidate with a disability and a CV is the most convenient method of applying. Please ensure you relate your skills, experience and abilities against each of the requirements listed in the person specification.

Please note, Causeway School is committed to safeguarding and promoting the welfare of children, and young people and expects all staff to share this commitment. Successful applicants will be required to undertake a criminal record check via the DBS.

Yours sincerely



Ms S Speedie  
Headteacher

**Job Title: Teacher of History****Line Managed by: Head of History****Job purpose**

To carry out the professional duties of a teacher, in accordance with the school's policies under the direction of the Headteacher.

**Salary**

TMS / UPS

**Job dimensions****Planning, Teaching and Class Management**

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching method
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support

**Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor students' work and set targets for progress
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and school procedures
- Prepare and present informative reports to parents

**Pastoral Duties**

- Be a tutor to an assigned group of students;

- Promote the general progress and well-being of individual students and of the tutor group as a whole
- Liaise with the House Director to ensure the implementation of the school's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- Contribute to PSHE, citizenship and enterprise education according to school policy

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, and events with partner schools
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the headteacher and member of staff, to be reviewed annually.

*(Please also see attached DfE Teachers' Standards)*

## Teacher of History

### Person Specification

Desirable Qualities	This could be evidenced by:
A commitment to continued professional development	Significant INSET Experience of a range of roles
A sense of moral purpose	Clear educational philosophy Approach to leadership, teaching and learning
An understanding of student learning	An understanding of the factors that act as aids and barriers to student learning
Good teaching ability & appropriate knowledge and experience	Able to meet the standards of a good teacher Teaching in a secondary school as a qualified teacher An understanding of the national developments in the teaching of History Knowledge of the particular requirements of delivering education to students with special educational needs, in the widest sense Knowledge of GCSE courses in History A graduate with recognised qualified teacher status
Good ICT skills	Use of ICT in teaching Use of ICT to manage and produce data
Leader of change	Able to: Establish clear direction Inspire others Innovate Ensure impact
Ambition	Shown initiative Taken direct responsibility for a project which has led to school improvement Assumed additional responsibilities
Excellent interpersonal skills	Genuine concern for others Stakeholder sensitivity Decisive, determined and self-confident Integrity, trusted, honest and open Inspirational, networker, promoter and communicator Accessible and approachable Encourages critical and strategic thinking Intellectual versatility Manages change sensitively and skilfully Risk-taker/entrepreneurial
Work-life balance	A sense of humour A life outside school

# Teachers' Standards

## **PREAMBLE**

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

## **PART ONE: TEACHING**

### **A TEACHER MUST:**

#### **1 Set high expectations which inspire, motivate and challenge students**

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of Students

#### **2 Promote good progress and outcomes by students**

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard technology, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching Early Years, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all students**

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with Maths as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.**

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*The Teachers' Standards may be found on the DfE website: [www.education.gov.uk/publications](http://www.education.gov.uk/publications)*

## Introduction

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust.

Since its creation in September 2010 Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at our most recent Ofsted will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

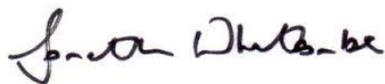
We don't seek to clone schools that deliver education in a regimented manner. Rather, we value the development in our schools of a spirit of enquiry and action research that provides the best possible education that is right for pupils in a local setting. We do, however, collectively value and strive for all pupils to produce work which showcases their development over time of which they, their teachers and support staff and parents can be really proud.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and who provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



**Jon Whitcombe**  
Trust Principal

# Safeguarding Statement

## Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

## Recruitment of ex-offenders

The Trust has a written policy on the recruitment of ex-offenders, which is available on the Trust website under policies and documents.

## **The Application Process**

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found alongside the advert. Please refer to the advert for details of where to submit the application form.

## **The Shortlisting and Interview Process**

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview should bring the following original documents for sighting:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

## **Conditional Offer**

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

## **Retention of information**

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

## **Privacy Notice**

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold. This can be downloaded here:

<https://www.swale.at/page/?title=Privacy+Notice&pid=33>