

**Teacher of History and RE**

**Part-time (approx 0.4 fte)**

**Temporary two terms**

**MPS**

**The School**

Stratford Girls’ Grammar School is a highly successful selective 11-18. There are currently 808 girls on roll, with the standard pupil number in Years 7 to 11 being 120. There is a significant extra intake into the sixth form – this year there are 214 students in Years 12 and 13. The school has an excellent reputation based on examination results, a progressive approach to educational development and a strong sense of community. At our last inspection, Ofsted judged us outstanding: not only overall, but also in 25 out of 29 categories. The schools’ overall Progress 8 score for 2017 is 0.69, which places us in the top 5% nationally, while our GCSE results placed us as the top school in Warwickshire. The standards that students achieve at every level are exceptionally high and their personal development is outstanding. The school became a stand-alone academy in August 2011, and moved at the same time to vertical tutoring. We are outward-looking, value breadth and encourage all students to take up a wide variety of extra-curricular opportunities.

The school is located in a small village on the outskirts of Stratford-upon-Avon, just ten minutes from junction 15 of the M40 and less than an hour from Birmingham and Coventry. It is based in the grounds of Shottery Manor, a fifteenth century manor house which accommodates our sixth form. The school buildings are quite compact, and the entire site is arranged around a very attractive central lawn. We have expanded our facilities in recent years: Phase Two of our masterplan opened in September 2015: a £3.5m project comprising a remodelled assembly hall, kitchens, dining room, full-size sports hall, fitness suite and changing rooms, drama studio, three classrooms, offices and school reception. And this development followed soon after Phase 1: a £1.5m extension comprising six classrooms, offices and a new library.

Further details about the school can be found on our website ([www.sggs.org.uk](http://www.sggs.org.uk)), including our current curriculum information, or on Twitter (@Shottery). Examination results for the last year (and summary information about the preceding five years) are available on the website, and a link to our most recent Ofsted report (February 2009).

**The Departments**

History and RS, though separate departments, are coordinated under the leadership of the Head of History, RS and Government and Politics.

**The History Department**

The History Department is an extremely successful department within this high achieving school. We consistently attract large numbers to study this subject at A-level, both from within this school and also as new entrants into the sixth form. Approximately 50% of our A-level students come from outside. The subject is presently taught in two A-level groups, with 81.8% of last year’s students attaining A\*/B grades. Virtually all A-level students progress to higher education, many of them to History courses, and we regularly send History students on to Oxbridge. We currently follow the AQA specifications at A-level, focusing on 16th Century British History and the French Revolution. GCSE History is consistently popular with GCSE students and results for 2017 saw 82.3% with A\*/A grades. Students follow the AQA: 9145 course: further details are available on the school website.

There are seven teachers of History within the school. Teaching at all levels is shared between all teachers. Two of those teachers also share the teaching of A-level Government and Politics. Our schemes of work at KS3 are continually modified in house as part of the department’s team effort. The department is a member of the National Trust and Historical Association.

Sixth form conferences are an important part of our planning, and we also take every opportunity to encourage students out of the classroom to learn about this subject in a more active way. Recent trips include visits to Normandy, Hampton Court Palace and Black Country Museum.

**The RE Department**

Religious Studies is a successful and valued department within a high-achieving school. We create a safe and stimulating environment for pupils to learn about religion, develop the ability to think critically and engage with sensitive and controversial issues. In Key Stage 3, girls encounter a range of religions and philosophical issues through schemes of work that follow the Warwickshire Agreed Syllabus. All pupils take a full-course GCSE in Religious Studies (AQA Specification A), with a focus on Christianity and Islam and last year 85% achieved A/A\* grades. We have healthy numbers for our A-level Religious Studies (OCR), where girls study the Philosophy, Ethics and Developments in Christian Thought modules. There are three teachers in the Religious Studies department. We work collaboratively to update and develop detailed schemes of work that provide support for non-specialist teachers, but also allow for flexibility and individual teaching styles. We have a strong programme of visits and visitors including trips to a Mosque, a Gurdwara, a Mandir, philosophy conferences and Rome!

# The Post

This post arises due to our SENCO moving to a full-time position at another school. The successful candidate will ideally be a History specialist with experience of teaching RS. This is a very exciting opportunity for a well-qualified and outstanding classroom practitioner who has the ability to inspire and motivate our girls. S/he should be able to engage and enthuse students of all aptitudes in this high-achieving grammar school, including the most able, and will be able to share his/her enjoyment with students by employing a range of teaching strategies – strategies which provide for challenge, motivation and high pupil expectations.

A willingness to contribute to the broader life of the school is essential. All teaching staff also have vital roles as tutors within our vertical tutor system, for instance, and it is likely that this post will include shared responsibility for a mixed-age tutor group.

# The Application Process

Applicants are asked to return application forms and a letter of application to the school by Friday 20th October, 2017. Please contact the school directly if you require any additional information. Interviews will take place on Tuesday 31st October, 2017.

**The Person Specification: Teacher of History and RE**

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|  | **Essential** | **Desirable** |
| **Qualifications** | * Has a relevant good honours degree * Has QTS | * Has other qualifications or academic experience indicating a breadth of interests |
| **Experience** | * Has a proven track record as a successful teacher of History and RE to in the 11-19 sector – or at least to GCSE * Has experience of working with students in a pastoral role | * Has experience of working with very able pupils eg in selective schools |
| **Professional Knowledge** | * Has up-to-date knowledge of the National Curriculum, GCSE and A-level specifications for History and RE * Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people * Has knowledge of relevant Health and Safety requirements | * Has sound knowledge of current educational developments and initiatives |
|  | **Essential** | |
| **Skills and Abilities** | * Values and respects the views and needs of students and has positive, caring, discipline and pastoral abilities * Has good interpersonal and communication skills to relate to staff, pupils and parents and to support, motivate and lead a team * Respects and values the different experiences, ideas and backgrounds that others can bring to work and to teams * Works collaboratively and supportively with colleagues both within the organisation and in other organisations * Manages time effectively * Provides quality feedback to students to enable them to improve their performance * Is able to work well under pressure and maintain a sense of perspective with a good sense of humour * Is committed to continual personal and professional development, is reflective and learns from past experience * Shows personal integrity * Is willing to get involved in extra-curricular and enrichment activities in the department and school * Has good ICT skills * Displays commitment to the protection and safeguarding of children and young people * Is willing to work within organisational procedures and to meet the required standards for the role | |
| **Special Requirements** | * Committed to selective education * Committed to single-sex girls’ education * Committed to maintaining the unique and caring ethos of the school | |

**PTO for the Job Description**

Job Purpose: To teach a class or classes of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; to have a working knowledge of i) the national conditions of employment for schoolteachers a set out in the current copy of the School Teachers’ Pay and Conditions Document, and ii) the national standards for QTS.

Reporting to: Head of Department/Subject Leader

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| Strategic leadership | * Demonstrate an active contribution to the policies and aspirations of the school. * Demonstrate that they are effective professionals who challenge and support all pupils to do their best through:   + inspiring trust and confidence;   + building team commitment;   + engaging and motivating pupils;   + analytical thinking;   + positive action to improve the quality of pupils’ learning. |
| Knowledge and understanding | * Have a thorough and up to date knowledge and understanding of their specialist subject(s). * Have a detailed knowledge of the relevant aspects of the pupils’ National Curriculum, including National Standards and other statutory requirements. * Understand progression in their specialist subject(s), including before their specialist age range. * Cope securely with subject-related questions which pupils raise and know about pupils’ common misconceptions and mistakes in their specialist subject(s). * Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities. |
| Planning & setting expectations | * Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils’ learning needs. * Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. * Plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences eg of race and gender, and taking account of the needs of pupils who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available. * Set appropriate and demanding expectations for pupils’ learning and motivation. Set clear targets for pupils’ learning, building on prior attainment. * Plan effectively, where applicable, to meet the needs of pupils with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans. * Make reasonable adjustments in practice to include pupils with a disability. * Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement. |
| Teaching and  managing pupil learning | * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. * Secure a good standard of pupil behaviour in the classroom through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school. * Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. |
| Pupil achievement | * Set clear targets for improvement of pupils’ achievement, monitor pupils’ progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets. * Secure progress towards pupil targets. * Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils’ prior attainment, making progress as good or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken. |
| Assessment and Evaluation | * Assess how well learning objectives have been achieved and use this assessment to inform future teaching. * Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress. * When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS4 and post-16 courses. * Recognise the level that a pupil is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught. |
| Working with other adults | * Establish effective working relationships with professional colleagues including, where applicable, support staff. * Take part in and contribute to meetings that relate to teaching/curriculum; co-operate with and, where appropriate, advise the Headteacher and other colleagues in the review, development and management of a subject in the school. * Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils’ learning. |
| Managing resources | * Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met. |
| Relations with parents and wider community | * Recognise that learning takes place outside the school context and provide opportunities to develop pupils’ understanding by relating their learning to real and work-related examples. * Liaise effectively with pupils’ parents/carers through informative oral and written reports on pupils’ progress and achievements, discussing appropriate targets, and encouraging them to support their children’s learning, behaviour and progress. * Communicate and co-operate with specialists from outside agencies when appropriate. |
| Managing own performance & development | * Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and pupils’ learning. * Participate in the performance management system for the appraisal of their own performance, or that of other teachers. * Take responsibility for implementing school policies and practices, including Health and Safety. * Support initiatives decided by the Headteacher and staff * Set a good example to the pupils they teach in their presentation and their personal conduct. * Evaluate their own teaching critically and use this to improve their effectiveness. |

This job description is in addition to the school teachers’ pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.

Post-Threshold Expectations

In addition to the above:

* to provide a role-model for teaching and learning
* to make a substantial and sustained contribution (specifically agreed through the Performance Management system) to the raising of pupil standards and to contribute effectively to the work of the wider school team.

**The Job Description (2): Tutor**

Job Purpose: To be responsible for the pastoral care, guidance and support of students within the tutor group, including support for academic progress and general welfare, under the guidance of the Head of House.

Reporting to: Head of House

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| Strategic leadership | * Take responsibility for implementing school policies and practices, including those dealing with bullying * Work to develop and maintain positive attitudes and confidence in student welfare and guidance * Help to develop a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum which contributes to: * pupils’ spiritual, moral, cultural, mental and physical development (SMSC) * the preparation of pupils for the opportunities, responsibilities and experiences of adult life * the capacity of pupils to stay safe, be healthy, enjoy and achieve, make a positive contribution and prepare for their future life, including economic well-being |
| Specific responsibilities | * Tutor time: * work with the Attendance Officer to ensure that all absence is accounted for by parental notes and that any absence not covered, despite the Tutor’s best efforts (including telephoning parents if necessary) is notified to the Head of House * ensure that any information to be sent home to parents through girl post is distributed promptly, and that other returns of a routine nature are dealt with as required * Assemblies and tutor-time: * be responsible for organising meaningful activities with the tutor group in tutor-time, and assisting the group in the presentation of assemblies * supervise the tutor group in whole school and other assemblies and in moving to the place of assembly * check homework diaries/ student planners and sign them at least half-termly; follow up any problems in subject areas with the subject teacher and relevant Head of Department * Conduct and appearance of pupils: * check the behaviour, attitudes and appearance of members of the tutor group, within the school’s Behaviour Policy * monitor that uniform/ sixth form dress is worn correctly and warn students of inappropriate uniform prior to letters being sent home by the Head of House * set a good example to the pupils they teach in their presentation and their personal conduct * Care of the tutor group environment: * actively encourage members of the tutor group to take responsibility for maintaining a clean, tidy and pleasant tutor base * ensure that tutor group noticeboards are maintained well |
| Teaching and  managing pupil learning | * Ensure effective delivery of Tutor Period activities so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. * Secure a good standard of pupil behaviour in the tutor base through positive and productive relationships, by establishing appropriate rules and high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of behaviour policy of the school. |
| Monitoring pupil progress | * Monitor tutees’ progress towards subject and review targets and support pupils in making progress towards their targets. * Be responsible for maintaining individual tutee records, ensuring that any sensitive or confidential information is conveyed to the Head of House and Headteacher as necessary * Be responsible for commenting on individual reports for members of the tutor group, and supervising the completion of personal statements and statements of extra-curricular activities, covering aspects of achievement, personality and attitude which are not covered by academic reports * Carry out review sessions – including target-setting – with members of the tutor group or members of another tutor group |
| Relations with parents and wider community | * Foster good home-school relationships and liaise with the Head of House if direct contact with parents is necessary * Liaise effectively with pupils’ parents/carers through informative oral and written reports on pupils’ progress and achievements, discussing appropriate targets, and encouraging them to support their children’s learning, behaviour and progress. |

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