



Marylebone Boys' School

STUDIO ET INDUSTRIA

Vacancy details

Job title: Teacher of History

Department: History

Responsible to: Head of Faculty: History, Citizenship and RE

Salary: Inner London Teacher Pay Scales

Hours of work: Monday to Thursday 08.00 – 17.00, Friday 08.00 – 15.00

Terms: Permanent, full time

Starting: January 2023

Overview

Marylebone Boys' School is an Academy Free School which opened in September 2014. We have approximately 600 boys in Years 7-11 and 150 pupils in our co-educational Sixth Form.

We are an inner-city boys' school with a cohort of 49% Pupil Premium. We are an academically rigorous school with an emphasis on commitment to learning and outstanding teaching, where knowledge is valued and available to all who are prepared to work for it. Expectations are high for all pupils. Those who need extra time and support are helped and expected to achieve their full potential. Our motto is "studio et industria", which can be translated as "through application and hard work".

We are located in a modern building in the heart of the prestigious Paddington Basin area and have a specialist sixth form building in close proximity dedicated to teaching post-16 education with brand new classrooms.

We follow safer recruitment practices and appointments are subject to a satisfactory enhanced DBS. We are committed to safeguarding and promoting the welfare of children, and safeguarding checks as required under Keeping Children Safe in Education will be carried out.

Teaching staff: candidate information brief

If you are looking for the exciting opportunity to take ownership, be creative and explore new teaching and learning approaches from day one, as well as the chance to work with a diverse range of pupils in an energetic environment, then this role would suit you.

We are looking for a History specialist to teach in all key stages; an ability to offer other subjects would be beneficial. Teaching within the faculty at KS3 and KS4 is comprised of History, Citizenship, and RE. At KS5 we offer History, Politics, Philosophy and Sociology.

History has a high profile within the school and is an exemplar of high-quality teaching and learning. It is an increasingly popular option at GCSE, with many students achieving the highest grades going on to study with us at A-Level.

The History curriculum is a knowledge-rich curriculum emphasising excellent literacy, as well as the development of both analytical skills and key concepts that allow students to make sense of the modern world. It is rooted in both current academic research as well as the identities and backgrounds of our students.

The job would also suit someone who is in the early stages of their teaching career or wants experience of a different school context.

The school is committed to providing excellent professional development and training – be that for an ECT programme (supported by Ambition Institute) or relevant CPD for a person in any stage of their teaching career.

JOB DESCRIPTION

Purpose:	<ul style="list-style-type: none">• Provide a high quality of teaching and learning provision which ensures that all students are catered for and individuals make at least good progress.• Be accountable for the attainment and progress of all students who are taught by the post holder.• Supervise and guide the work of any support staff who are assigned to work with post holder's classes/students.• Provide pastoral support and guidance for all students in the post holder's care, classes, form group.• Contribute to the overall development work of the teaching and learning at Marylebone Boys' School.
Responsible for:	<ul style="list-style-type: none">• Teaching, learning and assessment in the classroom.

<p>Liaising with:</p>	<ul style="list-style-type: none"> • Teaching Assistants, Teachers, Curriculum Leads, Heads of Year.
<p>Teaching responsibilities:</p>	<ul style="list-style-type: none"> • Set clear learning objectives, plan for and teach across the whole age and ability range for an appropriate proportion of the week. • Use data to refine curriculum plans, plan lessons and learning materials to motivate and support all students to make at least good progress taking into account of students' prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities. • Set high expectations for student behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences. • Due to the number of children in Westminster who speak English as an additional language, every teacher will be expected to be a literacy teacher, and consider literacy within their subject. • Manage the behaviour and discipline of students within the classroom in line with the school's Behaviour for Learning Policy. • Use ICT and other technologies and learning resources as learning tools to inspire and motivate learners.
<p>Assessment, recording and reporting:</p>	<ul style="list-style-type: none"> • Maintain notes, lesson plans and records of students' work along with their attendance and attainment. • Mark, assess and return students' work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement. • Use data and teacher records to set aspirational targets and plan challenging activities. • Set and mark examinations assessments and NEA as assigned by the Senior Leadership Team. • Attend the appropriate Parents' Evenings and individual meetings to keep parents/carers informed of

	<p>attainment and the progress of their child towards targets.</p>
<p>Pastoral responsibilities:</p>	<ul style="list-style-type: none"> • Take responsibility for promoting and safeguarding the welfare of children and young persons. • Participate in the pastoral organisation of the school as a form tutor, including the support of private study for pupils. • Be the first point of contact for parents/carers in the assigned tutor group. • Monitor and set targets for the social and academic progress of individuals in the tutor group. • Undertake responsibility for the delivery of tutorial programmes to the tutor group as required. • Promote good attendance and punctuality and monitor in accordance with the school's attendance policy providing support/intervention for those who find it hard to maintain high standards. • Attend and contribute to school assemblies and a daily act of worship as required in maintained schools and respect the school's Christian ethos.
<p>General professional responsibilities:</p>	<ul style="list-style-type: none"> • Undertake professional development identified through the performance appraisal structure and as organised for staff to promote individual, teaching and learning area and whole school improvement work. • Support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies. • Act as a role model to students in respect of dress, attendance and punctuality and general conduct. • Undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher/Senior Leadership Team. • Fulfil the conditions of employment for school teachers, as laid down in the postholder's contract and the 2012 Teachers' Standards in England.

	<ul style="list-style-type: none"> Be willing to 'roll up your sleeves' and exhibit a high level of flexibility within the role that would be necessary within a new and fast-growing school environment and fast-growing school environment.
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PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<p>Successful teaching experience in teacher training leading to QTS status by the time of the commencement of the post.</p> <p>Qualified to degree level in History or other relevant degree.</p>	<p>2:1 level degree in relevant subject.</p> <p>Strong A-Level or equivalent grades in relevant subject(s).</p>
Experience	<p>Teaching subject specialism in KS3/4.</p> <p>Urban teaching environment.</p> <p>Use of ICT in the classroom.</p>	<p>Teaching subject specialism in KS5.</p> <p>Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs.</p>
Knowledge	<p>Secure knowledge and understanding of the requirements of high quality teaching/pedagogy in your subject area.</p> <p>Evidence of the ability to consult and seek advice and professional support as necessary.</p>	<p>A proven record as a teacher whose students make good progress.</p>
Skills	<p>Accurate and fluent written communication skills.</p> <p>Ability to deploy teaching & learning strategies appropriately to suit the needs of pupils of differing ability.</p> <p>Ability to deploy behaviour management strategies effectively.</p>	<p>The ability to inspire, motivate and support pupils, staff, parents/carers and colleagues.</p> <p>Ability to orally communicate effectively with a range of audiences.</p> <p>Good relationships with: Colleagues, Line Managers, Pupils and Parents.</p>
Attributes	<p>Commitment to inclusion.</p> <p>High expectations of pupil behaviour and achievement.</p> <p>Sees tasks through fully.</p>	

	Is happy to work in an environment of change. A good sense of humour.	
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APPLICATION PROCESS

- The deadline to apply for this post is 8.00am on Friday 8 December 2023, however we will contact candidates upon receipt of suitable applications.
- Complete the application form fully, including the separate supporting statement (maximum 2 pages), and send it to jobs@maryleboneschool.org
- Alternatively, applicants can apply via Quick Apply on the TES.

INTERVIEW PROCESS

- We will only interview candidates who provide two satisfactory references in advance, of whom one must be your current Headteacher if you are currently working in a school.
- The interview process will include an interview and an observed lesson.
- We will inform all invited candidates of the outcome of their application and offer feedback to those who are unsuccessful.