



Head of History

Information to Candidates

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Advert



WE ARE A 'GOOD' SCHOOL (Ofsted March 2017)

Head of History

TLR 1a - £7853

Inner London Allowance

Start September 2019 or as soon as possible

We seek to appoint an ambitious and highly motivated Head of History with a real passion for learning and teaching, to join our successful Humanities Faculty from September 2019 or earlier.

This is an exciting opportunity to take a teaching role in a school that has made rapid improvements over the last three years and confidently expects to continue to do so.

Our school motto, 'Aspiration Equality Excellence' is at the heart of everything we do. Inclusion and equality are very important to us.

We are a school that looks ahead, plans for and embraces change. We expect and look forward to candidates who seek an active role in taking the school forward at this exciting time.

Application pack and form available to download from the school's website www.georgegreens.com

Closing date: 9am, Monday 25th March 2019

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. Any appointment is subject to an enhanced DBS Check.

Letter from the Principal

Dear Applicant

Head of History

George Green's School is an exciting, dynamic and successful school in Tower Hamlets in inner London. We are regularly in the top 25% of schools nationally for progress and have been awarded an SSAT Educational Outcomes Award for student progress. In February 2017, we were judged 'good' by Ofsted; we are now aiming for outstanding.

The ethos at George Green's School is supportive and friendly. However, there is also a sense of urgency about raising achievement: our school motto is 'Aspiration Equality Excellence' which supports our vision to become an exceptional school. We want to employ the very best teachers and support staff as our students deserve nothing less.

If successful, you would be joining a very hard working and talented staff who have the utmost commitment to the learning and achievement of all students. Staff training and development are excellent to provide all the support needed for effective classroom practice. Staff at all levels work collaboratively to provide the highest quality education for our young people. Ofsted stated, 'There has been a significant focus on ensuring the teachers are given training that improves their skills in the classroom. As a result, teaching is good and staff morale is high'.

The leadership team are visible, approachable and proactive. They provide excellent strategic leadership as well as day-to-day support for staff and students. Governors are supportive and they play a large part and work in full partnership with the leadership team and other staff. Similarly, we have a very strong middle leadership team who work together and share good practice. We provide exceptional training and development opportunities to staff at all levels including middle leadership training for existing and aspiring middle and senior leaders.

There is an expanding Sixth Form of around 190. We have been delivering the International Baccalaureate Diploma since September 2008 and have also adopted the IB Careers Related Programme. We have just switched to a wholly A Level programme as students say they want more flexibility so we are in a period of transition currently running both IB and A level. We also have a Business School with A levels in business and finance related subjects.

George Green's School is a voluntary controlled school supported by the George Green's Trust; it is an inclusive, community school in every sense of the word and we do our very best to give students and their families all the support they need. We are a Gold Rights Respecting School and we know this is helping us to raise attainment for all. We have exceptional support for our students: we have on-site student social workers, a Safer Schools Partnership Police Officer, Place2Be and a family therapist to help support our most vulnerable students. In addition, many other voluntary and statutory organisations work with us to provide support to vulnerable students and their families. Business and enterprise links are particularly strong. There is also a wide range of extra-curricular activities and out of school learning opportunities.

George Green's School welcomes applications from strong and committed teachers and support staff who possess drive and ambition. If you want to be part of our success story, you will need to demonstrate a willingness to learn and be proactive about your own professional development and that of others as we only want the best.

I hope you will feel suitably excited and encouraged to submit an application by the closing date 9am, Monday 25th March 2019.

Shortlisted candidates will be asked to teach a lesson, as part of the interview process. They will also have a full tour of the school and be given an opportunity to meet staff and students.

We arrange the lesson to be taught with you prior to the interview and give you relevant information about topics covered and about students. Obviously teaching and learning are the main priorities in the school and it is important we ensure that all our potential teachers are skilled in their craft.

Please return your completed application form and letter by email to the HR Manager-Husna Bibi: hbibi@georgegreens.com or by post. If you are posting your application, please do so in plenty of time or deliver your application by hand. Please note that if you do not hear from us within two weeks of the closing date, then your application has been unsuccessful on this occasion. I am sorry that we cannot reply personally to all applications.

We look forward to hearing from you.

Kind regards

Ms Jill Baker
Principal

Application Process

All the details you need are available on the school website. We would prefer applicants to use the online facility to complete applications and return via email to the HR Manager hbibi@georgegreens.com. However; you may download, print, and complete the application by hand if you wish. Please be aware that should you choose to do this you will need to allow plenty of time when using the postal service. Below are details of how to complete the application electronically.

- 1) Completed the application form, you should keep a copy for your own reference.
- 2) You may attach any other documents as additional information i.e. personal statement.
- 3) Send the application form and any other attachment via email to: hbibi@georgegreens.com.

Job Description/Person Specification

Nature of the specific, significant and substantial responsibility	To lead History in the planning and implementation of an appropriate, inclusive curriculum for History and to maximise the achievement of all students in the school through the provision of high standards of learning, teaching and assessment.
Additional expectations beyond those of classroom teaching.	<ul style="list-style-type: none">• To work with the Head of Faculty in determining, in conjunction with the staff she/he line manages, ways of promoting and implementing whole school policies within the framework of equal opportunities and inclusion• To ensure that an appropriate curriculum is offered to students, having regard for individual needs, ability and school resources.• To implement Faculty systems for behaviour management within the framework of the school's behaviour policy.• To organise, in conjunction with the Head of Faculty, the monitoring, self review, evaluation and development planning of the Faculty's work.• To fully involve the team in the development planning process and its implementation.• To implement Faculty systems to support colleagues in the implementation of school policies, especially on equal opportunities, anti-bullying, classroom groupings and homework.• To analyse appropriate data and draw up action plans to raise achievement.• To play an active part in the dissemination of good practice and the development of Faculty policies through participation in Faculty meetings• To lead efficient and effective department team meetings which include appropriate agendas, action points, minutes and encourage contributions from all team members.

	<ul style="list-style-type: none"> • To promote the work of the team and to raise the profile of the curriculum area. • To consult with the Head of Faculty, other middle leaders, other staff and parents/carers as appropriate in carrying out her/his work. • To liaise with the Head of Faculty in order to arrange return to work interviews with members of the team in line with school policy • To implement the Faculty system for providing work for absent colleagues • To ensure sound financial planning and best use of resources within the team • To ensure that appropriate work is set for students who are excluded or absent for long periods • To monitor and review 'best value' of the use of resources within the team. • To monitor and review the faculty accommodation on a regular basis in order to ensure it is well maintained. • To undertake regular stock/equipment checks and take appropriate action. • To be an active member of the of the middle leadership team and to understand broader school issues and how they relate to the work of the department • To ensure that internal and external examinations are efficiently organised to meet student needs. • To keep up to date with changes to exam specifications and take appropriate action. • To set up effective systems for the collection, marking and moderation of course work.
Professional skills and judgements required.	<ul style="list-style-type: none"> • To organise the performance management reviews of teaching and support staff team members within the school and national framework and monitor agreed targets. • To participate in the recruitment of teaching and support staff to the team. • To carry out regular monitoring exercises on all aspects of the work of the team, in order to ensure consistency of practice, and to take appropriate action. • To undertake regular authentic voice exercises among students and to take appropriate action. • To involve all team members in the monitoring and review of the team development plan. • To work with the Head of Faculty to set and review individual and team targets within the framework of whole school and Faculty priorities. • To make appropriate links with colleagues, governors, outside agencies, parents/carers, LA consultants, ITT providers and feeder primary schools.
Contribution to high quality	<ul style="list-style-type: none"> • To ensure that lessons in the faculty are thoroughly planned and that evaluation takes place to improve current practice.

teaching and learning.	<ul style="list-style-type: none"> • To be a role model for the team on all aspects of teaching and learning in History. • To work closely with the learning and teaching support faculty to help plan and deliver appropriate lessons to meet the needs of students with special educational needs. • To liaise with the coordinators of PSHE/Careers/Citizenship/ICT/Language/More-Able/Numeracy to develop and successfully deliver the cross curricular themes • To work with the faculty team to plan and deliver appropriate lessons and other opportunities to meet the needs of students who are identified as more-able and talented. • To develop and implement, with the team, a suitable formative and summative assessment policy according to whole school guidelines.
Nature of the responsibility which will lead, develop and enhance the teaching practice of others.	<ul style="list-style-type: none"> • To ensure that relevant schemes of work are developed that meet the needs of all students. • To ensure that lessons in the faculty are thoroughly planned and that evaluation takes place to improve current practice. • To keep up to date with relevant local and national initiatives in teaching and learning. • To ensure that good practice within the team is disseminated on a regular basis and that good practice from other teams is also incorporated where relevant. • To participate in the Faculty programme of regular lesson observations of all team members and to provide appropriate feedback. • To carry out regular work sampling and moderation exercises within the framework of the Faculty and whole school monitoring policies • To lead and manage the staff in the team in line with school policy. • To work with other team leaders of the same subject area within the LA, where possible, to discuss and disseminate good practice.
Defined accountability for leading, managing and developing other members of staff.	<ul style="list-style-type: none"> • To provide appropriate induction and ongoing support for all team members and to fully implement the staff development policy. • To welcome and support beginner and graduate teachers according to school policy. • To support and monitor team members to ensure that they are effective in carrying out their roles. • To keep all aspects of the work of the team, including faculty policies, under review and evaluate as appropriate.
Significant line management responsibilities.	To work with the Head of Faculty in leading and managing all members of the History team, including teaching and support staff.
Teaching and Learning Responsibility Point.	TLR 1a

Below are listed the relevant, knowledge, skills and experience necessary to the performance of the job as specified. Candidates will be expected to demonstrate both on their application forms and during their lesson observation and interview that they fulfill the selection criteria.

Teaching

1. To have Qualified Teacher Status.
2. To have relevant and successful teaching experience.
3. To demonstrate an up to date knowledge of effective pedagogy and assessment.
4. To possess an up to date knowledge and understanding of curriculum developments at KS3, KS4 & KS5 within their subject area and demonstrable experience of effective curriculum planning.
5. To demonstrate a real commitment to inclusion.
6. To demonstrate strategies that they have used to challenge underachievement of specific groups of students.
7. To show and understanding of the ways in which the abilities of all students can be met.

Leadership

8. To translate the vision and values of the School into practice
9. To have high expectations of students and staff.
10. To demonstrate the ability to lead, manage and inspire the staff in their team and beyond.
11. To demonstrate how their subject can contribute to the broader curriculum values in a school.
12. To be able to develop the pedagogy and practice of their team.
13. To be able to use data effectively to improve practice and outcomes.

Personal Qualities

14. To demonstrate commitment to the School's motto 'Aspiration Equality Excellence'.
15. To demonstrate practical commitment to strong principles, working collaboratively, resilience and hard work.
16. To demonstrate creativity and flexibility.

About George Green's School

George Greens' School was founded 184 years ago by George Green, a local businessman and philanthropist. The site on which the school now stands – and a number of other properties in the area - are owned by the charitable trust, established by George Green. The trust uses the income that derives from its properties to support enrichment opportunities for students attending the school.

The school has also, over more recent years, enjoyed very good financial and other support from the many businesses operating out of nearby Canary Wharf – and from the many community organisations with which it has partnered.

At the time the school moved to its current site in 1976, it was very much smaller than it is today and much of the current building did not exist. Over the years, however, with the numbers of prospective Year 7 parents putting George Green's as their first preference regularly outstripping the numbers of places available, the school took the decision to embark on a building programme - which not only increased its overall capacity but also maximised disabled access.

A number of years ago now, George Green's also welcomed into the school a number of students with complex and additional needs, from a local special school, which was closing – ensuring, through judicious use of the additional funding made available at the time, that these students were and remain fully integrated into the daily life of the school.

The school was also in the vanguard of the movement to provide Extended Services to students and the wider local community beyond the normal parameters of the school day – and in seeking to partner with local businesses, community and other groups. The school now works with a very wide range of partners to provide a range of services to both students and the wider community, both within the school day and out of hours.

For several years until very recently, the school also delivered Youth Services for the Isle of Dogs – during which time it consistently outperformed all annual targets within the local authority. Having outsourced it for some years, Tower Hamlets decided to return all aspects of Youth Service provision to centralised management. That notwithstanding, the school remains wholly-committed to fostering existing community partnerships - and developing new ones wherever it can.

Organisation of the School Day

The school currently operates a 58-period two-week timetable, with 50 minute sessions mostly organised in double lessons, 50 minutes for lunch, a morning break of 20 minutes and registration sessions at the start and at the very end of the day. The day currently starts for students at 8.45am

and finishes at 3.20pm – followed by after-school clubs and Period 7 for Year 11. The Sports Trust delivers community sports activities from 4.30 to 10 every evening.

CPL (Continuing Professional Learning)

Our commitment to ensuring all staff members receive the best possible training is a high priority for the school. CPL takes place every Wednesday in a scheduled session at the end of the day between 2.15pm and 4.30pm. Students finish earlier than usual on this day. Whilst the school continues to make selective use of high quality external courses, it provides much of the CPL available to staff in-house: we have established whole school training, faculty based training and a separate programme to cater for more individual needs. Our staff training has played a critical role in recent improvements and is highly valued by staff.

Recruitment of Ex-Offenders

1. Equal Opportunities Policy Statement

- 1.1 This policy should be read in the context of George Green's School's policy statement on equality and diversity.
- 1.2 George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

2. Recruitment of ex-offenders

- 2.1 George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.
- 2.2 George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- 2.3 George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.
- 2.4 All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.

- 2.5 George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.
- 2.6 At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.
- 2.7 Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.
- 2.8 George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request.
- 2.9 George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.