



St Wilfrid's  
Church of England Academy



Teacher of Humanities  
FIXED TERM CONTRACT - 1 YEAR



CANDIDATE INFORMATION



Dear Applicant,

I am delighted that you have expressed an interest in working at St Wilfrid's Church of England Academy.

We are seeking to appoint a highly effective teacher of humanities to contribute to the teaching of History, RE and Geography. The successful candidate will be supported by experienced Learning Area Coordinators in each discipline, and the staff within their teams, who are highly-skilled, collaborative practitioners. We are seeking to appoint someone who is a team player, focused, resilient and good-humoured, and who has experience of teaching at least one of the disciplines up to KS4.

As an Academy we seek to embrace new methodologies, whilst maintaining a balance with traditional practice, to bring about examination success. All students at KS3 and KS4 have a 1:1 mobile device; this is an example of our commitment to use modern technology to maximise learning. Recent site developments have enhanced the resources available to staff and students, which includes an immersive classroom space and an iMac suite.

If you were to be successful in your application, you would be joining an Academy which strives for excellence. We benefit from purpose-built accommodation with excellent facilities. All in all, it is a wonderful place to work, learn and worship. Our vision is 'Lord Direct us to Live Life to the Full', rooted in John 10:10. Whilst Learning, we are Inspired and develop our Values through Experiences as each member flourishes. We aim to raise aspirations, realise potential and develop well-rounded successful teachers and young people.

We are looking for a high calibre, enthusiastic teacher of humanities who wishes to be part of the success story of St Wilfrid's. You would be joining a forward-thinking Academy with an excellent team of staff who, along with fantastic students, inspire each other and all who come to visit. Whatever your current position, we will provide tailored CPD to challenge, grow, equip and prepare you for the next phase of your career.

The closing date for applications is 9.00am on Monday 19th April 2021.

If you are interested in moving the Academy forward and are committed to making the learning tomorrow better than it is today, I would warmly encourage you to apply for this post. If you require any further information regarding this post, please contact Mrs K Nightingale, Clerk to the Governors, via [knightingale@saintwilfrids.com](mailto:knightingale@saintwilfrids.com) who will arrange this.

Please submit the Teaching Staff application form, which can be downloaded from the Academy website, along with a letter of application of not more than two A4 sides detailing how your experiences to date qualify you for the post.

I look forward to receiving your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'C Huddleston'.

Miss C Huddleston  
Principal



# Lord direct us to *live* life to the full

“ The Christian ethos at the Academy helps give us a sense of security and moral guidance that we can carry through for the rest of our life. ”

*Olivia - Year 13*



## KEY FACTS AND STATISTICS

Type of school	Mark 2 Academy Converter	% of PP students	24.4%
Age range	11-18	% of students with Statement of education, health and care (EHC) plan	2%
Location	Blackburn, Lancashire	% of students with EAL	13.4%
Denomination	Church of England Diocese of Blackburn	GCSE Results 2019	
Co-education or single sex	Mixed	English % 4 - 9	89.4%
Number of students	1513	Maths % 4 - 9	80%
Attendance (2018/19)	95.9%	English and Maths % 4 - 9	78.7%
Number of staff	103 Teaching 44 Support	Progress 8 Score	+0.51
		Attainment 8 Score	53.1

We have not included the 2020 data as these were centre assessed grades - CAGS. (However, student performance did not dip as a result of this).



## LEARNING AREA: HISTORY

The History Learning Area is a great place to work with a committed team of subject specialists who are passionate about their subject and keen to share that passion with students. The team actively use new technologies as part of their skillset to help students achieve their full potential.

Staff	4 full time specialists					
Structure	Learning Area Co-ordinator working alongside a Second in the Learning Area.					
Examination courses for KS4	The examining board is Edexcel.					
GCSE examination results		A*-C	A*-G	7+	5+	4+
	2019	-	-	43%	77%	87%
	2018	-	-	38%	82%	88%
	2017	68%	100%	-	-	-
Enrichment	The History Learning Area offers a range of enrichment activities for students including visits to the battlefields of WW1, Liverpool Maritime Museum and the Imperial War Museum. Students have also participated in the Holocaust Educational Trust visits to Auschwitz.					



## LEARNING AREA: GEOGRAPHY

The Geography Learning Area consists of a team of enthusiastic experienced practitioners, three specialising in Human Geography and two in Physical Geography. All team members actively support one another in the creation of exciting resources to promote excellent learning.

Staff	5 full time specialists (2 are members of the SLT)					
Structure	Learning Area Co-ordinator working alongside a Second in the Learning Area.					
Examination courses for KS4	The examining board is Edexcel.					
GCSE examination results		A*-C	A*-G	7+	5+	4+
	2019	-	-	24%	47%	64%
	2018	-	-	17%	44%	58%
	2017	74%	100%	-	-	-
Enrichment	Fieldwork is an integral part of the Geography curriculum. <b>Year 7</b> - School-based enquiry. <b>Year 8</b> - Rivers, environmental geography and tourism (1 day). <b>Year 10</b> - GCSE Coursework (1 day). <b>Year 12</b> - Rivers (1 day); urban geography (1 day) <b>Year 13</b> - Urban (1 day).					
	Year 12 and 13 students are encouraged to act as subject ambassadors and support the learning of younger pupils within Geography.					



## LEARNING AREA: RE

The RE Learning Area is a forward thinking, dynamic team who are at the forefront of embedding new technologies into daily teaching. All members of the Learning Area are dedicated to producing lessons of the highest standard and work collaboratively to ensure that students are able to experience a high quality curriculum.

Staff	4 full time specialists					
Structure	Learning Area Co-ordinator working alongside a Second in the Learning Area.					
Examination courses for KS4	The examining board is AQA.					
GCSE examination results		A*-C	A*-G	7+	5+	4+
	2019	-	-	54%	89%	92%
	2018	-	-	47%	81%	87%
	2017	82%	100%	-	-	-
Enrichment	Additional visits are part of the RE curriculum. <b>Year 7</b> - Blackburn Faith Trail. <b>Year 8</b> - Visit to the Manchester Cathedral and Jewish Museum. <b>Year 9</b> - Preston Gurdwara. <b>Year 10</b> - Prejudice Conference, including a Holocaust survivor, at Edge Hill University. <b>Year 11</b> - Blackburn Magistrates Courts. <b>Year 12 and 13</b> - Philosophy conference.					
	Extra curricular activities include a debating club, film club and Pais lunch club.					

**Job Title:**

Teacher of Humanities (Fixed Term Contract 1 Year)

**Salary:**

MPR/UPR

**Contract:**

Fixed Term (starting September 2021)

**Main Purpose:**

To impact positively on student achievement and attainment through planning and developing high quality lessons, using a variety of approaches to continually enhance teaching and learning.

## 1 Key Responsibilities

1.1 Plan teaching to achieve at least good progress in students' learning

1.2 Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and the development of positive and productive relationships

1.3 Use a variety of teaching methods and resources, including 1:1 devices, which sustain the momentum of students' work and keep all students engaged

1.4 Use assessment data to inform planning and maximise progress

1.5 Mark and monitor students' work, providing constructive feedback and setting appropriate targets to maximise progress

1.6 Contribute to the development and evaluation of Schemes of Learning

1.7 Be familiar with statutory assessment and reporting requirements and be able to communicate effectively with parents

1.8 Attend and contribute fully to meetings and parents' evenings as required

1.9 Carry out the roles and responsibilities of a Form Tutor

1.10 Contribute to the wider life of the Academy and uphold its Mission Statement



## 2 Wider Responsibilities

2.1 Have a passion for working with young people

2.2 Support the Academy House System

2.3 Provide pastoral support for students to the best standard possible

2.4 Contribute where possible to Academy events and extra-curricular activities

2.5 Actively support and promote the Christian ethos of the Academy

2.6 Actively promote the Academy within the community

2.7 Be aware of, and adhere to, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate persons

2.8 Fully participate in the Academy's appraisal programme



2.9 Undertake any other duties and responsibilities as required which are covered by the general scope of the post

2.10 Undertake any other reasonable duties at the request of the Principal

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### Developing Oneself and Working with Others

3.1 Evaluate one's own teaching critically and use this to improve effectiveness

3.2 Treat people fairly, equitably, with dignity and respect, to create and maintain a positive culture within the Academy

3.3 Develop and maintain a culture of high expectations for all and take appropriate action when performance is unsatisfactory

3.4 Review one's own practice, set personal targets and take responsibility for one's own personal development

3.5 Manage one's own workload and that of others to allow an appropriate work/life balance

4

### Securing Accountability

4.1 Fulfil commitments arising from contractual accountability to the governing body

5

### Strengthening Community

5.1 Create and maintain effective partnerships with parents and carers to support and improve students' academic achievement, in addition to their spiritual, moral, social and cultural development

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*This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. The appointment is subject to the current conditions of employment in the current School Teacher's Pay and Conditions.*



## Person Specification

This person specification lists the requirements which are necessary to do this job and how these will be assessed (Application - A, Interview - I and References - R).

In the application and supporting statement, the applicant should state clearly how they meet the requirements being assessed by APPLICATION. The panel will reach a decision on whether or not to short-list the applicant based on the information that is provided in BOTH the form and the statement.

CRITERIA	ESSENTIAL / DESIRABLE	A / I / R
<b>QUALIFICATIONS AND TRAINING</b>		
5 good GCSEs (or equivalent) including English and Mathematics	E	A
A-Levels or equivalent	E	A
Degree or equivalent	E	A
QTS Status	E	A
An ability to pass a DBS check (non-negotiable)	E	A
<b>EXPERIENCE</b>		
Be an excellent teacher demonstrating enthusiasm and a commitment to education	E	I
Have experience of teaching either History, Geography or RE at KS3 and KS4	E	A / I
Have experience of building and sustaining effective relationships with colleagues	E	A / I
Have experience of teaching in an 11-18 environment	D	A / I
<b>SKILLS AND ATTRIBUTES</b>		
Have a good understanding of how to teach History, Geography or RE at KS3	E	A / I
Have strong analytical and problem-solving skills	E	I
Have excellent communication and interpersonal skills	E	I
Have a clear understanding of safeguarding procedures	E	I / R
Have an ability to motivate young people	E	A / I / R
Have demonstrably high professional standards	E	A / I / R
Have effective communication skills, both written and verbal	E	A / I / R
Have the ability to research innovative practice	D	A / I
Have good IT skills	D	A / I / R
<b>PERSONAL QUALITIES</b>		
Be able to actively support and promote the Christian ethos of the Academy	E	A / I / R
Have a passion for working with young people	E	A / I / R
Be a team player used to working collaboratively	E	I / R
Be a resilient and reflective individual	E	I / R
Be willing to undergo training as necessary	E	A / I
Possess a good sense of humour	E	I
Be able to lead by example and demonstrate professional values, securing the ethos of the Academy	E	A / I / R
Have energy, tenacity and the ability to work under pressure	E	I