



BALLARD

BESPOKE EDUCATION



Appointment of Head of History

Information for candidates

"Quite simply, a remarkable school."
Parent

Introduction

“Pupils are reflective and have high levels of self-esteem and empathy. They are highly successful in displaying these characteristics through academic study as well as the wealth of sporting, performing arts and extra-curricular opportunities in which they participate.” ISI

Welcome to Ballard, the award-winning, co-educational, independent, day school for children from Nursery to GCSE. Set in 34 acres between the New Forest and Solent on the Hampshire / Dorset border, we are rated ‘excellent & outstanding’ by ISI.

Ballard pupils achieve excellent examination results – subject specialist teaching staff and a diverse and inspiring range of activities and trips, nurture self-confidence, aspiration and help develop each pupil’s personality.

We offer extensive and exciting opportunities across the four pillars of Ballard (STEM, arts, sport and life) throughout our pupils’ education, encouraging all to contribute and participate, and providing a solid grounding in both academic and life skills.

A family school, Ballard offers inspiring teaching and excellent pastoral care; children are encouraged to take on responsibilities from an early age including a mentoring programme whereby older children help younger children.

There are some exciting changes taking place at Ballard with a new Leadership Team in place moving the School forward with confidence. We are already seeing excellent results, including a record set of GCSE results this summer and an increase in enquiries from prospective parents across all age groups, and waiting lists for many of them.

"The staff have guided and nurtured him into the fine young man we see today." Ballard Parent



Mission Statement and Aims

Our mission:

To provide a supportive and caring environment for learning, and excellent teaching designed to ensure all pupils achieve their academic best.

Our aims:

1. To identify and build on strengths to help each individual pupil reach their potential within a secure, caring community and to equip our young people to be well-behaved, resilient, rounded and resourceful members of society and prepared for their future working lives.
2. To aim for academic excellence, so that each individual pupil may achieve his or her personal best. We believe all our pupils are entitled to an education that extends beyond the purely academic. Pupils are actively encouraged to take part in a wide range of artistic, creative, cultural, musical, sporting and other extra-curricular activities.
3. To recognise the worth, dignity and contribution of each member of the Ballard Family and to foster self-discipline, self-esteem, mutual respect and co-operation within an atmosphere of friendship and trust; promoting an appreciation of the needs and gifts of others.

4. To offer scope for spiritual, moral and personal development within a disciplined and mutually supportive environment which affirms Christian values.
5. To expect high standards of achievement by developing in pupils the ability to manage change, to think and research independently and communicate confidently and effectively.
6. To celebrate our achievements, gifts and diversity, irrespective of individual differences.
7. To respond to the wider needs of society through community projects, charitable fundraising and outreach and by increasing awareness of local, national and world issues.



Department Details

Ballard's History Department has traditionally been a strong and academic Department at Ballard, with large numbers of pupils opting to take the subject at GCSE. For the last few years, we have entered some of our Year 8 pupils into the Townsend Warner History Prize, one of the oldest Prep School competitions in the country. Our pupils perform extremely well, often coming in the top 100.

The Department is made up of two teachers, one of whom is the Head of Department. History is delivered within two 50-minute lessons each week in Year 6, one in Year 7, and two lessons in Year 8 and Year 9. Topics studied include World War I and World War II (Year 9), The rise of the Empire and The Industrial Revolution (Year 8), The Tudors (Year 7) and Medieval England (Year 6).

The Department follows the Pearson Edexcel GCSE course. The topics covered are: Crime and punishment in Britain, c1000–present; Whitechapel, c1870–c1900: crime, policing and the inner city; Early Elizabethan England, 1558–88; Superpower relations and the Cold War, 1941–91; Weimar and Nazi Germany, 1918–39.

History classes at Ballard generally have between 15 and 18 pupils in them and each classroom is equipped with a ceiling-mounted projector and an interactive whiteboard. The department has been at the forefront of the use of Microsoft OneNote and Class Notebook to support GCSE teaching. Several

historical trips are run to locations such as Hampton Court Palace and the Titanic Museum in Southampton. The History Department is also heavily involved in the organisation and delivery of our Remembrance Day Service and our marking of Holocaust Memorial Day.

We seek a colleague who is passionate and knowledgeable about History and has the ability to inspire and encourage children to fulfil their full potential.

Our aims are:

To encourage pupils to enjoy History and develop a curiosity about the past which will help their understanding of the present.

To help pupils develop a sense of identity through learning about the development of Britain, Europe and the rest of the world.

To develop a sense of citizenship and how some of our rights developed.

To introduce pupils to the skills and concepts involved in understanding and interpreting the past.

To develop skills of questioning and a refusal to take things at face value.

To ensure academic rigour.

Objectives:

To acquire knowledge and understanding about people, issues and events of the past.

To develop an understanding by considering the cause and effect of what people did in the past.

To develop a sense of chronology and use of historical vocabulary.

To develop the skills required to interpret historical sources.

To form and voice opinions about what happened in the past while respecting the views of others.

To develop the necessary skills and knowledge to tackle the demands of an academic study of History.

To encourage pupils to pursue a love of History in their post-16 life, whether through formal study or informal appreciation of the value of understanding the past.



The Role

General

This is a full-time position. The Head of History is line-managed by the Deputy Head Academic and has responsibility for the following:

- Promoting and supporting the School's aims and policies.
- The School's code of ethics.

Leadership

As the leading professional in the department, the Head of Department should:

Show clear vision, a sense of purpose and have high aspirations for the School, with a focus on pupils' achievements

Strategically plan to reflect and promote the School's ambitions and goals

Inspire, motivate, influence and provide a good role model for staff and pupils

Create an effective team.

Learning and Teaching

Encourage pupils to develop positive attitudes to their learning in the subject

Ensure that all pupils are engaged in their learning so that they learn more effectively

Help teachers to become more effective practitioners in the subject

Raise attainment for all pupils

Raise attainment for specific groups of pupils, for example boys.

Management

Liaise with the Deputy Head (Academic) over curriculum and policy issues.

Induction of new staff:

- Ensure staff have the correct Schemes of Work for the classes they are teaching
- Ensure they have the necessary teaching materials
- Ensure they are aware of the standards expected by the department and the School
- Monitor their progress as they settle in

Be involved in the recruitment of new staff to the department

Aid in the staffing needs analysis

Analyse staff INSET and professional development needs, suggest possible courses and encourage new initiatives, innovation and experimentation as necessary

Liaise directly with the Head of Lower Prep and / or the Lower Prep subject co-ordinator to allow for smooth and efficient transition of skills and knowledge through the School

Monitoring and review:

- Review the department annually using the Department Review Day as a starting point. This is usually the July INSET but a meeting during the summer holidays is expected
- Monitor staff and standards throughout the year through lesson observation, book collection and homework tasks
- Be aware of the department's strengths and weaknesses
- Set professional development, budget and resources targets
- Analyse the department's performance in external and internal examinations and set appropriate and challenging targets for the next academic year. Use performance indicators including those available within GL assessments CAT 4 as well as other indicators and SIMS
- Plan regular department meetings with all staff in the department. Ensure minutes are taken with copies for all department staff, department records, Headmaster and Deputy Head (Academic)
- Liaise regularly with your line manager on SMT.

Curriculum

Have a secure knowledge of all the requirements of the National Curriculum and GCSE syllabi for the subject area

Co-ordinate the production of Schemes of Work (SoW), ensuring:

- Good progression between Key Stages
- Appropriate linking from Year 6 to Year 11
- Access for pupils of all abilities
- That the format for the SoW is common throughout the subject area
- There is a regular cycle of review
- That changes to the National Curriculum or other syllabi are incorporated into the SoW within the deadline for change and staff are fully informed of the changes
- Opportunities for cross-curricular links are highlighted and exploited

Be aware of national developments within the subject area; amending SoW if necessary and informing other members of the department

Consider opportunities for trips, outside visitors and special days to enhance your subject area.

Assessment Recording and Reporting

Examinations

Internal

Determine the time allocation and number of papers required for internal examinations to allow the best preparation for external examinations

Oversee the setting of papers for internal examinations to ensure a common standard and suitability

Ensure examination papers allow all pupils to demonstrate what they have learnt. Take note of any special considerations established by the Learning Support Department.

External

Meet the deadlines of the Examination's Officer

Attend necessary courses to remain up-to-date with the requirements of the examination board

Maintain the department's portfolio, profile and standing within the School.

Resources

Accommodation:

- Care of rooms and facilities – tidiness, organisation and furniture
- Displays in rooms and adjacent corridor areas
- Proper arrangements for reporting defects

Equipment:

- Maintain stock lists for all department resources
- Arrange storage and maintenance of all equipment in accordance with safety regulations

ICT:

- Promote the use of ICT in supporting the subject area
- Utilise the budget to make ICT resources available for staff

Teaching Materials:

- Ensure appropriate textbooks are selected and bought for the syllabi covered
- Source appropriate worksheets, software, DVDs, schemes and other resources to support the delivery of the Department's SoW

Budget:

- Devise an annual budget in response to the Bursar's timescale. A first draft is usually required in January for the next academic year
- Ensure the department budget is wisely spent to enhance the learning and teaching of the subject area
- Ensure the budget is not exceeded
- Plan and prioritise future expenditure. Make the Headmaster aware of future planned large capital expenditure so this can be incorporated into future budgets.

Department Documentation

Ensure the department handbook is up-to-date and reviewed annually

Ensure past exam papers are filed for easy reference:

- GCSE
- SATS (as used)
- Internal end of term exam papers
- End of topic tests

Ensure there is a complete record of GCSE / IGCSE results as well as a record of grades awarded by the subject area

Ensure other publications are filed for easy reference, such as:

- GCSE exam board syllabi, syllabi updates and other correspondence
- National Curriculum Documents, QCA schemes of work and updates

Write and develop the Department Development Plan in consultation with the Leadership Team, the SDP and colleagues in the Department.

Conclusion

Heads of Department are crucial to the overall success of Ballard School, not least in the area of maintaining and enhancing and promoting academic rigour.



Person Specification

Experience required

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Good honours degree, or equivalent, and recognised teaching qualification. 	<ul style="list-style-type: none"> • Evidence of continued CPD
Experience	<ul style="list-style-type: none"> • Experience of teaching History in a Secondary school at GCSE. 	<ul style="list-style-type: none"> • Experience of teaching A level
Knowledge, skills and abilities	<p><u>Job Related:</u></p> <ul style="list-style-type: none"> • Excellent and motivational teaching skills • Ability to teach a wide and varied ability range • Knowledge of the requirements of GCSE specifications <p><u>Personal:</u></p> <ul style="list-style-type: none"> • Excellent organisational skills • Reliability, energy, integrity, resilience and enthusiasm • Ability to form good relationships with staff and pupils • Ability to work well in a team • Versatility and adaptability 	

	<ul style="list-style-type: none"> • IT competent • Someone who understands children and wants the very best for them academically, whilst being fully committed to their safety and well-being • Willing to be fully involved in the life of a busy and purposeful independent school, which will mean taking extra-curricular activities and being involved with a form group. Full-time staff take on three after-school activity slots per week with part-time pro rata. Some staff are also involved in the School's PSHE programme. 	
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The Appointment

The School operates a programme of induction for new members of staff and the successful applicant will be supported by the Deputy Head Academic.

Salary will be determined according to qualifications and experience.

Lunch in term time is provided for staff free of charge.

Applications

How to apply:

Applicants are asked to complete an application form, along with their letter of application and send it, addressed to the Headmaster (headmaster@ballardschool.co.uk), to arrive no later than 9.00am on Friday, 26th February 2021. Interviews will take place on Thursday, 11th March 2021.

The School retains the right to interview and appoint at any time during the application process.

The successful candidate will be required to complete and sign a medical form.

Ballard School is committed to safeguarding and promoting the welfare of children and young people and expects all employees to share this commitment. The successful applicant must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (Enhanced Disclosure).

This post is exempt from the Rehabilitation of Offenders Act.

Ballard School is committed to Equal Opportunities and welcomes applications from all sections of the community.

Interviews will be held at the School during the week beginning 1st March 2021. Shortlisted applicants will be invited to the School for interviews and will also have the opportunity to see the department, meet departmental staff, and demonstrate their teaching skills in the classroom.

