

Calderstones School

**Applicant
Information Pack
Teacher of History**

**START: NEGOTIABLE
SEPT 2023 AVAILABLE**



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Welcome from the Chair of Governors



Dear Applicant,

On behalf of the Governing body, thank you for considering this position. We believe that for the right candidate this will be an exceptionally rewarding opportunity. The Calderstones School community has always been strong, and we believe this to be an essential role in continuing to cement our togetherness.

We believe we have a charismatic, collaborative, and challenging head who welcomes the vigour, support and ideas our new colleagues bring to the school.

I wish you all the very best with your application and to hopefully meeting you in the future.

Best wishes,

A handwritten signature in black ink, appearing to read "R Blanchard", written over a dotted line.

Mr Richard Blanchard
Chair of Governors

Welcome from the Head Teacher



Dear Applicant,

Thank you for expressing an initial interest in the position of Teacher of History here at Calderstones. This is an incredible opportunity to join a diverse, highly inclusive, ambitious secondary school with the notion of 'family' and 'community' at its heart.

Calderstones is a wonderful place to work, full of hard-working, values-rich staff and students. Everyone is on board. There is no doubt that the school has challenges ahead if it is to fulfil the long-term aspiration of providing a truly first-class education to the students in its care but the challenge of constantly raising the bar for every stakeholder in the school community is one that we welcome each and every day that we walk through those gates.

As Head Teacher, I am looking for someone who will inspire and enrich the education of our students. We believe that 'no-one rises to low expectations' and we expect the very best from our staff and students.

I care deeply for our students, our staff, and our school community. As such, the person and the character behind the skills, background and experiences for this role is critical.

I look forward to reading your application and to potentially seeing you in person.

Best wishes,

A handwritten signature in black ink, appearing to read 'L. Ratcliffe'.

Lee Ratcliffe
Head Teacher

Our School Ethos, Mission and Core Values

Ethos

Our **togetherness** creates a school family, through which we challenge, support and inspire each other to grow.

Mission



Resilient Individuals:

Ensure that students are well prepared for adult life, demonstrate kindness, tolerance and determination and feel happy, secure and safe.



Find the Potential in each Student:

Create a learning experience and curriculum that is broad, balanced, relevant and engaging and enables students to fulfil their potential.



First Class Comprehensive Education:

Ensure that outcomes for students are consistently above expectation and exceeding national averages.

Core Values

- Community
- Equality
- Empathy

Strategic Focus:

- To develop a visionary Leadership Team and strong Governing Body to ensure consistency and continuous drive towards improvement.
- To offer a wide range of opportunities both within and beyond the curriculum so that students have access to high quality learning experiences and develop a thirst for learning.
- To develop a strong, motivated, inspirational staff body, delivering high standards of teaching and pastoral support.
- To prepare and equip students for adult life through outstanding careers provision and advice so that they develop into confident, capable and highly aspirational young citizens.
- To develop students who are mentally healthy, are making progress on their physical literacy journey, understand the importance of their own safety and well-being and feel supported, highly valued and listened to.
- To draw on and celebrate the school and the community's rich diversity and distinctiveness so that all stakeholders feel welcome, valued and proud to be members of the Calderstones 'family'.

Senior Leadership Team Structure

Lee Ratcliffe
Headteacher

Sarah Coulson
Deputy Head Teacher: Quality of Education
Curriculum / T&L QA; Disadvantaged (PP); LAC; CEIAG
Science; MFL; DT

Louise Handley
Deputy Head Teacher: Behaviour, Attitudes & Personal Development
Pastoral QA; Attendance & Punctuality; AEP; Exclusions; SEND; EAL; Medical Needs
Social Sciences

Danny Byrne
Director of Business, Finance and Operations
Budget & Finance; Facilities Management; PFI; Lettings & Tenancies; Marketing; H&S; IT; Techs

Luke O'Hanlon
Assistant Head Teacher: Curriculum, Teaching & Learning
Responsive Teaching; ECTS; Home Learning; Feedback; Reading & Literacy
English; Art

Steve Williams
Senior Assistant Head Teacher: 6th Form & Qualifications
Timetabling & Options; KS4 & 5 qualifications; 6th Form PoS; Examinations; Assessment & Reporting
Maths; Business; Computing

Cassie Evans
Senior Assistant Head Teacher: Standards & Attitudes
Att; Standards & Progress at KS3; Catchup & Intervention; Parental Engagement; ITT
Geography; History

Sian York
Assistant Head Teacher: Personal Development
DSL; Admissions; Enrichment; Student MH&WB; School Events
Music; RS; PSHE

Allan Preston
Assistant Head Teacher: Behaviour
Rewards & Sanctions; Educational Visits; Managed Moves
PE

Keith Leadbetter
Seconded Assistant Head Teacher: Behaviour;
Pastoral Support; Focus on specific behavioural patterns; Rewards systems

Paula Glassey
Director of People and Culture
HR; Admin; Staff MH&WB; Governance; Policies; SCR; Cover; Staff Learning & Development

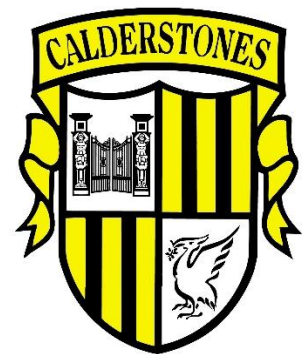


Left to Right: Luke O'Hanlon; Sarah Coulson; Lauren Edwards; Allan Preston; Danny Byrne; Lee Ratcliffe; Paula Glassey; Sian York; Steve Williams; Cassie Evans; Louise Handley.



Calderstones School

History Department Information



The History Department is a strong department in the school, whose exam results are very strong at Key Stage 4 (KS4) and Key Stage 5 (KS5). It is an increasingly popular options choice both at KS4 and KS5. Indeed, History has consistently been one of the most popular choice options in the school at KS4.

The department consists of a Head of Department, KS3 Co-ordinator and 7 other staff in the department, all of whom are excellent, experienced practitioners and often specialise in the delivery of their chosen field of expertise. The team are passionate about the teaching of history and believe it is one of the most integral topics of study and key in our changing and turbulent world. The department is a team in every sense of the word and often collaborate closely to develop new initiatives and encourage our students to thrive.

At KS3, we offer an enriching curriculum from the study of the Norman Conquest in Year 7 to the Civil Rights Movement in the USA in Year 9. Our KS4 curriculum follows EdExcel covering Crime & Punishment Through Time 1000-Present; Superpower Relations & The Cold War; Conflict at Home & Abroad USA 1954-75 and Henry VIII & his Ministers.

Key Stage 5 History is taught in Quarry Bank Wing and in the Sixth Form Centre. At 'A' Level, we cover the EdExcel Route G option; Rise & Fall of fascism in Italy; Democracy & Dictatorship in Germany; Britain: Losing and Gaining an Empire. The coursework element of this 'A' Level is focused on the Bolshevik Revolution, although there is scope to specialise and diversify in this area. In addition, we also offer Politics at KS5, an 'A' Level that has grown over the past few years, which has also become a popular and successful subject. The post offers the opportunity to develop the work already done in the department, raise the achievements of all the pupils, attract pupils to the subject and engender a passion for the subject.

Thank you for considering our wonderful school for your next career move. We look forward to meeting you.

Mr. Kerr Derbyshire
Head of History



Job Description – Teacher of History

Job Title:	Teacher of History
Grade:	MPS/UPS (£28,000 – £43,685)
Contract:	Full Time, Permanent
Reporting directly to:	Head of History
Date of last review:	May 2023
Date of next review:	May 2026

Main Purpose of the Position

The provision of a full learning experience and support for students: -

- To implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ Form Tutor where appropriate.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Duties and Key Responsibilities

1. Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in History.
- To contribute to the History Department's Development Plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

2. Curriculum Provision

- To assist the Head of Department to ensure that the History Department provides a range of teaching that complements the school's strategic objectives.



3. Curriculum Development

- To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

4. Extra-Curricular

- Extra-curricular and enrichment opportunities are vital in promoting engagement and progress in history, and we expect teachers to play a proactive role in the provision of these.

5. Staffing

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

6. Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the History Department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

7. Management Information

- To maintain appropriate records and to provide relevant accurate and up-to-date information in accordance with school policy.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

8. Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.



9. Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

10. Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department, and the students.

11. Pastoral System

- To be a Form Tutor (known as Wellbeing Tutor) to an assigned group of students where appropriate.
- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship according to school policy.
- To apply the behaviour management systems so that effective learning can take place.

12. Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development, and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students that meets internal and external quality standards.



- To prepare and update subject materials.
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

13. Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.



Person Specification – Teacher of History

Criteria	Essential / Desirable
Qualifications and Training	
▪ Qualified Teacher Status	E
▪ Good degree in History.	E
▪ Evidence of appropriate continued personal and professional development.	E
Experience	
▪ An outstanding teacher.	E
▪ Successful teaching experience at KS3 and 4.	E
▪ Successful teaching experience at KS5.	D
▪ Secure knowledge of the characteristics of effective learning, teaching and assessment in History.	E
▪ A proven track record in improving results and ensuring students make ambitious levels of progress.	E
▪ The ability to implement clear, consistent, and effective approaches to learning, securing excellent relationships and behaviour.	E
▪ The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents.	E
▪ The ability to coordinate and support the work of others.	E
▪ An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards.	E
Personal Qualities	
▪ Ability to help develop and to support a vision of high-quality education based on the moral integrity of the school's core values.	E
▪ Energy, drive and enthusiasm	E
▪ Excellent interpersonal and communication skills	E
▪ Ability to lead and motivate others	E
▪ Ability to analyse information and use sound judgement in complex situations	E
▪ Ability to support a team culture	E
▪ Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	E

This Person Specification is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Calderstones is an Equal Opportunities Employer and positively welcomes applications from all people regardless of their sex, creed, marital status, race, age, disability, gender identity, sexual orientation, or religious belief.

Calderstones School is committed to safeguarding and promoting the welfare of children. Post holders must receive a satisfactory enhanced DBS check before taking up the post and undertake a minimum of three-yearly checks.

Calderstones School is committed to promoting positive mental health and emotional well-being to our student body and to every member of our school staff. We pursue this aim using effective policies and procedures within a safe and supportive school/work environment.



Application Process

Further information on the school is available on the school website; www.calderstones.co.uk.

Application Process

1. Complete the application form accompanying this document or available on our website. Use the job description and personal specification to assist in populating the sections of the application form where possible.
2. Include a supporting statement of no more than two sides of A4 using a minimum of font size 11. This should enhance your application form or provide further context. Please do not repeat the information in your form. Provide specific information as to how your educational vision and experience has prepared you for a role leading and improving a large, comprehensive school.
3. Complete and return the Equal Opportunities Monitoring Form.
4. Return the application forms in either Word or PDF to: recruitment@calderstones.co.uk

Application Closing Date: 9.00 am, Wednesday 9th June 2023

Interviews: W/C 12th June 2023

Interview Process

1. If your application is successful, you will be notified by e-mail and invited to attend a selection day at our school.
2. Following our invitation, we will contact your references, unless you have expressly indicated that we should not contact them at this stage. You will be asked to sign a Criminal Records Declaration Form prior to interview.
3. The successful candidate will be notified as soon as possible after the conclusion of the selection process via e-mail. All offers are conditional upon meeting statutory criteria, including successful pre-employment checks.
4. After interview, unsuccessful candidates will be notified soon after by e-mail. Feedback can be provided upon request. (Unfortunately, we cannot offer feedback at the application stage.)

Equality Act 2010 – Reasonable Adjustments Statement



Calderstones School is proud to be a disability confident employer.

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging. We aim to ensure that all applicants are provided with the same opportunities during the recruitment process and, to that end, we strive to comply with the duties placed upon us to make reasonable adjustments as prescribed by the Equality Act 2010.

Should you have a disability and require a particular adjustment to be made to allow you to fully participate in the recruitment process, please ensure that this is made known to the person identified in the invitation to interview when confirming your availability to attend interview. Our duty to make reasonable adjustments only applies where we know about, or ought reasonably to know about, your disability so it is important that you provide this information to us (details for the relevant person to contact will be provided in your invitation to interview).

Below is a non-exhaustive list of some of the types of adjustments that we may make to ensure that the recruitment process is fair to all applicants, if it is reasonable to do so in all the circumstances:

- Modification to Documentation – this may include providing documents in large print, in Braille format or in audio format and/or providing oral instruction on documentation for those applicants with a learning disability;
- Modification of procedures for testing and/or assessment – this may include allowing an applicant to provide oral answers as opposed to written where the applicant has, for example, a disability which affects their manual dexterity. Conversely, an oral test may be completed in writing where the applicant has a disability which affects their speech;
- Provision of a Reader for a visually impaired applicant;
- Provision of Auxiliary Aids – for example, a person to guide a visually impaired applicant around the interview venue;
- Provision of special equipment – for example, adapted keyboards for applicants whose disability may affect their manual dexterity and/or large screen computers for applicants with visual impairments;
- Provision of a Sign Language Interpreter for an applicant with a hearing impairment;
- Where interviews are being conducted by telephone, provision for interview by textphone for an applicant with a hearing impairment;
- Provision of vehicle parking as proximate to the interview venue as reasonably practicable for an applicant with a mobility impairment;
- Modification of interview premises – for example, in order to ensure that an applicant who uses a wheelchair can gain access to the building where the interview is being held, the school may consider using ramps, holding interviews on the ground floor (if there is no adequate lift), considering the placement of furniture and rearranging if necessary etc.

About Calderstones School

History

Calderstones School is an amalgamation of a number of schools in the area, going back to the 1920's.

Calder House was built around 1846 and became Calder High School for girls in 1921.



Quarry Bank House was completed in 1867 for a timber merchant. Evidence of this is still available in the intricate woodwork and ornate mirrors around the building.

It became Quarry Bank High School for boys in 1922. John Lennon attended Quarry Bank High School from 1952 and it was here that 'The Quarrymen' were formed; later known as the Beatles. The Quarrymen would perform in morning assemblies almost daily.



Calder High School and Quarry Bank High School merged with Morrison in 1967 and became Quarry Bank Comprehensive School. The school became Calderstones School in 1985.

Location

Calderstones School is situated in Allerton, Liverpool. Set on a vast site steeped in history, there are acres of land surrounding the school. The school is situated 5-10 minutes' drive from the M62 and has excellent transport links to the city centre.

Calderstones School is fortunate to sit adjacent to the historic [Calderstones Park](#). This park is 126 acres of parkland, complete with a lake, play area, botanic gardens, historic buildings and the Calder Stones, after which the park was named, said to be older than Stone Henge. Our staff and students often enjoy the grounds, even having some PE lessons there.



Facilities

Calderstones School has a mixture of new and historic buildings, including a purpose-built science building with 15 science labs set over three floors. Our Art & Design and Design & Technology departments are extremely well resourced with a broad range of equipment and supplies.

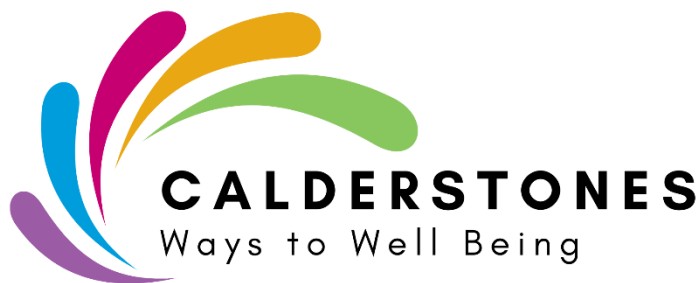
The school boasts 3 gymnasiums, a dance studio, recently refurbished and fully equipped state of the art gym, a swimming pool, music rooms, outside playing courts and table tennis tables. We are proud of Quarry Hall, our main hall with seating for up to 250 people. This is where our annual concerts and productions take place.

All classrooms are fitted with a variety of ICT equipment including projectors and promethium boards. Our onsite IT technicians provide excellent support to staff and students on equipment and school software needs.

All classrooms are bright, well-resourced and there are various stock cupboards in each department with supplies.

Staff Benefits

There are a wide variety of benefits for staff on site, which include, but are not limited to:



Health and Wellbeing Programme; Calderstones Ways to Well Being

- Supporting staff and students with their health and wellbeing.
- Mindful employer – disability confident scheme
- Health and Safety mindful employer



Employee Assistance Programme including: available to employees and their immediate family; including free 24/7 helpline, self-refer counselling sessions, CBT, online support, advice and guidance, medical, legal and financial advice, management and parenting support.

+ medicash

A positive approach to health

Medicash – up to 100% cashback on medical and complimentary therapies

- ✧ Occupational Health Services
- ✧ Generous employer pensions
- ✧ Life Assurance (in-service death benefits)
- ✧ Generous holiday entitlement
- ✧ Flexible Working practices
- ✧ Family Friendly Policies
- ✧ Enhanced occupational sick-pay scheme
- ✧ CPD and training
- ✧ Ample free parking
- ✧ Free use of state of the art gym on site
- ✧ Discounted membership at Lifestyles gyms across Liverpool
- ✧ E-mail curfew in place; 6.00 pm – 7.00 am
- ✧ Onsite canteen with health lunch options
- ✧ Staff food and drink preparation facilities in every building, including cold filtered water
- ✧ Access to fresh fruit and veg delivered to school
- ✧ Regular car valet services on site
- ✧ Use of the swimming pool
- ✧ Cycle-to-work scheme
- ✧ Bicycle storage sheds
- ✧ Free annual flu jab available
- ✧ Free eye tests and/or money off glasses