



Saint Martin's

An Exceptional Independent School for Girls



**Candidate Brief: History Teacher – Full Time Maternity Cover
Required for September 2019**

School Life



Saint Martin's School is situated in a stunning twenty acre site in the centre of Solihull and located in the grounds of the historic Malvern Hall. The Hall, once owned by the Greswold family, has a unique link with the landscape painter John Constable who visited early in the 19th century.

The School was founded in 1941 and has a tradition of providing the very best education for girls from Nursery through to Sixth Form, from 3 - 18 years old. Our academic expectations are high and Saint Martin's is a school where girls succeed to the very best of their ability. Our girls grow up in a supportive community where each girl is encouraged to reach her full potential.

Our small class sizes ensure that girls are given individual attention and guidance. They are taught in a stimulating environment, with a supportive combination of both academic and pastoral care at all stages of their school life. Every girl in our care has a wide range of extra-curricular opportunities to choose from in order to promote and develop individual talents as well as new interests. Girls develop the skills, knowledge and personal qualities required to enable them to adapt to a world where the way of working is undergoing rapid change.

The school is a non-denominational Christian school where respect for others is paramount regardless of their faith or background. The enthusiasm of girls to look beyond themselves, to understand the global dimension of the world in which they live and to seek ways of helping others are important elements of our School community.

The School Motto is "The Grace of God is in Courtesy" and the Code of Conduct, written by the girls, is central to the expectations of daily life.

Our staff aim to provide an all-round education of the highest quality in a safe, happy, supportive and stimulating environment. All staff give generously of their time and energy to enhance the educational experience and to give support to the girls both in and out of the classroom. The girls are able to take part in a wide range of extra-curricular activities, enrichment clubs and educational trips to support their academic learning. Communication with parents is a high priority and contact is very much encouraged, in addition to the regular programme of progress evenings and formal reporting.

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Our School House system encourages girls to interact with their peers across all years within the school. House Points are awarded as a reward for effort, achievement and perseverance across the curriculum, sporting endeavours and also any extra-curricular activities that girls may dedicate time to. These can include participation in the School play (either on stage or behind the scenes), the annual Charity Music Concert and Debate Club. The wide range of Inter-House activities and events ensures that all girls can take an active part, whatever their interests, enabling them to feel part of the Saint Martin's community.

Academic Results

Our staff are passionate about their subjects and about sharing their knowledge with the students. The school uses baseline data to support assessment and progress, and there is an established reporting schedule to provide regular feedback to staff and parents. Our personal tutor system aims to support each student academically and pastorally.

The academic results of the girls speak for themselves. In 2018 the Upper Sixth students received a record number of top grades and all gained places in their first or second choice University. At GCSE, girls gain on average 10 GCSEs. The School was last inspected in November 2017 by ISI and a copy of the Report is also on the website.

Facilities

Our beautiful listed building, Malvern Hall, lies at the heart of our school site. The grounds behind the school hide a wealth of facilities, including separate blocks for Nursery – Year 2, Junior School and Sixth Form. We also have the Saint Martin's Arts Centre (SMArt), opened in 2012, providing a purpose built space for performing arts. Our sports facilities include 20 acres of grounds, all-weather astroturf pitches, an indoor swimming pool and sports hall.



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The Curriculum



Nursery to Year 2

Within the setting of Malvern Hall there is a safe and secure environment where the children are able to benefit from the extensive grounds. It's a happy, friendly and stimulating place to be and with the guidance of experienced teachers our children follow a broad curriculum. Working individually and in small groups they achieve their full potential.

Emphasis is put on oral fluency in the early years, in order to develop a wide vocabulary, encourage clarity of expression and foster an ability to reason. This is achieved initially through a variety of pre-reading and practical number activities which prepare the children for the more formalised schemes of Mathematics, Writing, Reading and Language Development. Science and Technology are also taught as individual subjects and are introduced at a very early stage, as is ICT. The use of computers is introduced in the Nursery and, as they progress, the children use them in all subject areas. An enrichment programme including Music, Dance, PE, Art, Craft and Drama is included in the curriculum for the whole school and, from Nursery; children also receive weekly swimming lessons. Throughout, careful attention is paid to the requirements of the National Curriculum and each child's learning is individually structured and monitored by the form teachers who liaise closely with parents.

Small classes ensure that each girl develops her aptitudes and abilities to the full, and is helped to achieve a high level of attainment, so that she may move on with confidence. Extra-curricular activities play a large part in the formation of a girl's whole personality. Consequently all girls take part in the annual play, and educational and cultural visits are arranged each year for each class. As the girls progress, there are opportunities to join Music groups and Sports teams.

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The Curriculum (continued)



Junior School – Year 3 to 6

The main aims are to combine well-structured learning with enjoyment and enthusiasm and to promote self-esteem and confidence.

Careful note is taken of the National Curriculum. The core subjects of English, Mathematics, Science and ICT have high profile in the weekly timetable; they are complemented by History, Geography, Religious Studies, Art and Technology. These subjects are taught by a combination of form and subject teachers. In addition all girls have lessons in Music and Drama, PE, Games, Swimming and Dance, all taken by specialist staff. Classes are small and pupils are in ability groups for the teaching of Mathematics. The Modern Foreign Languages of French, Spanish and German are taught by specialist language teachers from the Senior School.

Classrooms provide a lively and stimulating environment in which to work. Pupils use specialist facilities for Physical Education, Drama, Dance and Music and each girl uses the networked computer systems with confidence across all subject areas.

Extra-curricular activities include Choirs, including Chamber Choir and Orchestra. The Drama Club is extremely popular. There are a variety of other clubs, which encompass academic and sporting interest. Gym Club, Trampoline Club and a variety of swimming clubs are all popular. Team activities such as Tennis and Netball are popular and, for those of an artistic nature, Art and Craft Club is well attended. Further enrichment is provided by an exciting and diverse range of cross curricular trips and residential visits.

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The Curriculum (continued)



Senior School

Girls are encouraged to achieve their full potential in a wide range of academic, practical, creative and physical activities. The staff through differentiation aim to stretch the most able, while at the same time supporting those who lack confidence in some areas of the curriculum. Girls are set by ability for Mathematics from Year 7. From Year 9 the Sciences and English are also taught in sets.

Key Stage 3

All girls follow the same broadly based curriculum in Year 7 of English, Mathematics, Science, MFL, Latin Studies, History, Geography, Religious Education, Art and Design, ICT, Design and Technology, Home Economics, Music, Drama, PE and Dance. In Years 8 and 9, girls have the opportunity to study a second language, Latin or Classics. The three sciences are taught separately.

Key Stage 4

At the end of Year 9, girls currently begin a programme of studies leading generally to examination in ten GCSE subjects. Girls are encouraged to continue with as varied a curriculum as possible in order to allow both a wide choice of A Level subjects and career opportunities. All girls continue with English, English Literature and a Modern Foreign Language, and also Mathematics, Biology, Chemistry and Physics. In addition three other subjects are chosen from the following: History, Geography, Religious Education, Classical Civilisation, Latin, French, German, Spanish, Art and Design, Music, Drama, Food and Nutrition.

Sixth Form

The majority of girls study three subjects at A Level in the Sixth Form. A wide choice of subjects is offered: Business Studies, Economics, Further Mathematics, Photography and Psychology in addition to those studied in Key Stage 4. Additional subjects such as AQA's EPQ are very popular. There is extensive support given for UCAS applications and career choices, and girls have every opportunity to help develop their leadership skills by helping with the younger girls.

Each year the Upper Sixth are always successful at gaining places at top universities such as Bristol, Durham and Nottingham in a wide range of subjects from Medicine to Psychology to Urban Studies.

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Beyond the Classroom - Extra-curricular and Enrichment Activities



“An excellent programme of extra-curricular and enrichment activities supplements the taught curriculum most effectively and has a significant impact on the pupils’ personal development.” ISI Inspection Report, January 2013

A full programme of extra-curricular activities and trips enriches timetabled lessons. We believe in offering our pupils the opportunities to develop as individuals, the time to find talents and the support to excel. As such our extra-curricular and enrichment programme is rich and extensive.

During lunchtime and after school, girls have the opportunity to join choirs and musical ensembles, take part in drama and dance groups and be part of one of the many sports teams. In addition there are clubs to suit all interests including bridge, gardening, craft, Christmas cake decorating, Spanish and debating. There are annual concerts and drama performances for all year groups. Last year’s highlights include the Alice House Nativity, the Year 5 performance of “Grimm’s fairy Tales”, the Junior School musical recital and the Senior School production of “Beauty and the Beast”.

In addition to our many extra-curricular clubs we believe that learning takes place outside of the classroom as well as in school. Girls in Alice House learn about the outdoor environment through the “Forest School” programme. In the last year, as part of their learning the girls in Alice House and Junior School have visited the Butterfly Museum in Stratford, the design and manufacturing departments at Jaguar Land Rover and enjoyed a trip to the theatre to see “Gangsta Granny”. In the Senior School the Geography department organizes field trips for all year groups, Drama students have the opportunity to see local and national productions and Art and Design Technology students visit major exhibitions in London. These trips are just a snapshot of the variety of trips on offer to girls.

Overnight and residential trips are organised for girls of all ages. These include “sleepovers” in school, outdoor pursuit weekends at PGL, a visit to London for girls in Year 6, the ski trip, the Classics trip to Bath and the annual Sixth Form cultural trip which was to Japan in October 2018.

History

The History department currently consists of two full time members of staff with a further member of staff also teaching some History lessons. Members of the department also hold wider responsibilities within the senior school. History is a popular option at both GCSE and A Level. The department's examination results are amongst the most successful in the school. In 2018, 80% of girls achieved Grades 7-9 (36% of girls achieved a Grade 9). Similarly, at A Level in the past 5 years 88% of girls achieved Grades A* to B (34% of girls achieved an A* in A Level History between 2013-18). The department has a friendly and co-operative working atmosphere. We explore our passion for History in weekly department meetings. We embrace a varied approach to Teaching and Learning and the use of ICT provided it aides the girls learning experience. We believe in enriching our curriculum further by taking History outside the classroom and our course is complemented by visits to sites of historical interest at all three Key Stages including a 4 day Cross Curricular visit to the First World War Battlefields with Year 10 each June.



KEY STAGE 3

All girls have two History lessons each week at Key Stage 3. They study some of the most important events and historical figures of the last thousand years of British History and begin to explore the History of other nations and their peoples. Whilst the content of the course has its own fascination, we aim to engage and involve girls further by exploring the past in a way which encourages them to empathise, offer their own opinions about key developments, to debate and to fully interact with the topics they study.

In **Year 7** girls are provided with an introduction to key historical skills and explore the period from 1066 to 1600. Girls consider the reasons for William's victory at Hastings before studying the impact of the Norman Conquest on England. We look at various features of the Medieval period from society to the role, nature and importance of Monarchy and Religion, the impact of the Magna Carta, the Black Death and the Peasants Revolt and finish the year by looking at the Reformation in Europe and in England under the Tudors.

In **Year 8** girls examine the period 1600 to 1914 starting with the Gunpowder Plot, girls go on to explore the causes and impact of the English Civil War. We carry out a case study into the Slave trade and its abolition before looking how far Britain was transformed in the period 1750 to 1900. We consider the impact of the Industrial Revolution on agriculture, textile production, transportation, politics and society in general. We give attention to the role played by innovators, technological developments and entrepreneurs. We look at the beginning of the Twentieth Century; examining the problems of poverty in 1900, Liberal Welfare Reforms, the nature and impact of the women's suffrage movement

In **Year 9** we examine the period 1914 to the present day. We carry out a detailed study of the First World War, considering developments both on the Western and Home Fronts. Girls study the Inter War period and life in Britain and America in the 1920's and 1930's, including the impact of the Great Depression and the rise of Hitler on international relations. Girls examine the era of the Second World War in depth, before commencing our study of the Cold War from February Half term, which marks the start of our GCSE course.

KEY STAGE 4

Girls opting to study History at GCSE have 4 lessons each week. We follow Edexcel's 2016 History Specification. This includes study of...

Medicine in Britain c1250-present which provides fascinating overview of the development and evolution of modern medicine exploring treatment from attempted remedies for the Black Death to heart transplants and surgery in the 21st Century. There is a specific focus on **The British sector of the Western Front, 1914–18: injuries, treatment and the trenches**; providing an incredible insight into the horrendous conditions in which medics operated in close proximity to the Front lines. A study of the advances and limitations of medicine during the First World War.

Superpower relations and the Cold War 1941-91: exploring the epic conflict between USA & the USSR, which defined the second half of the 20th Century and brought the world to the brink of nuclear destruction. A consideration of the roles played by Churchill, Truman, Stalin, Kennedy, Khrushchev, Reagan & Gorbachev.

Early Elizabethan England 1558-88 A study of the challenges, conflicts and plots facing England's greatest ever monarch. From her release as a prisoner to take the throne to dealing with the attack of the Spanish Armada.

Weimar and Nazi Germany 1918-39: An important study of how and why democracy failed in Germany in the early 1930's leading to the rise of the Nazi party and Adolf Hitler. An intriguing study into the establishment of a dictatorship and what life was like in Nazi Germany for different groups. A focus on the persecution of political, behavioural, biological and racial 'outsiders'.

A LEVEL

Girls opting to study History at A Level have 9 lessons a week. We follow Edexcel's 2015 Specification. This includes study of....

US history from 1917 to 1996: The impact of the First World War on America and the emergence of the US as a Superpower. The 1920's Prohibition, the Jazz age, Boom of the US economy. The impact of the Great Depression and the Second World War on America. Presidents and protests in the 1950's-60's, Watergate and the Reagan presidency.

Britain and India 1914-1948: This unit explores the role of key individuals from the period such as Nehru, Gandhi and Jinnah and the challenge they presented the British authorities before, during and after the Second World war. It explores the reasons behind British withdrawal after 1945; why India gained independence and was Partitioned in 1947 and the immediate aftermath.

Tudor England – Rebellion and Disorder 1485-1603: This unit charts the brief but extremely turbulent reigns of Edward VI and Mary I, before our focus turns to the far lengthier but no less dramatic reign of Elizabeth I. The course explores how and why deep-set religious, political and social conflicts continuously boiled over during the period.

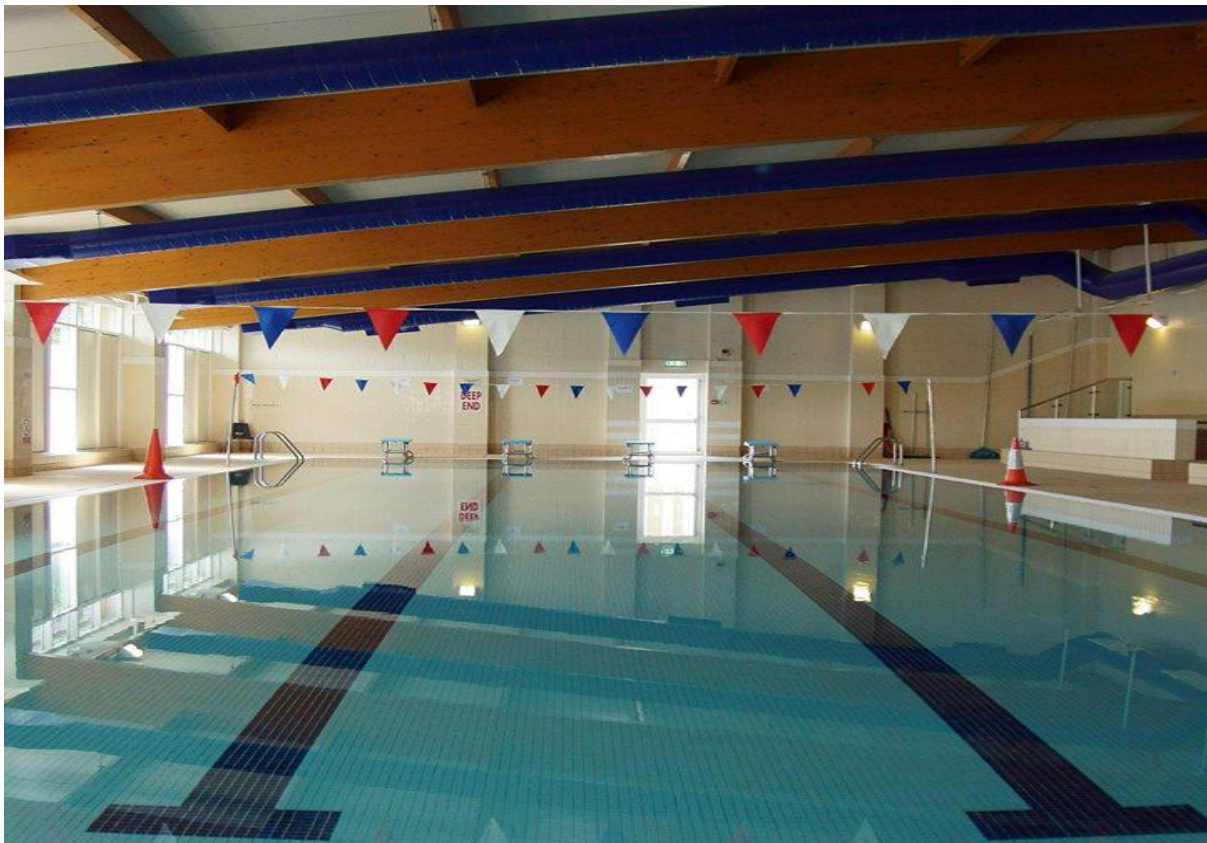
Coursework: Russian History 1905-1953: Students undertake a detailed study of change and continuity in Russian history in the early 20th Century before producing an extended piece of writing based on their wider research and independent learning.



Benefits of working at Saint Martin's

We value our staff and are committed to providing a good working environment for all staff and encouraging them to feel part of the Saint Martin's family. There are many benefits to working at the school, including:

- Free parking on site
- Excellent lunch provided during Term Time
- Pension scheme
- Professional development opportunities
- Wellbeing activities, such as staff swimming sessions and running clubs



The Senior Leadership Team

The Senior Leadership Team (SLT) at Saint Martin's School has six members; the Head, the Director of Finance and Operations, the Director of Development, the Head of Nursery – Year Six and two Deputy Heads in Senior School.

One Deputy Head takes responsibility for the academic life of the school and the other Deputy Head has responsibility for safeguarding, behaviour, co-curricular activities and day to day running of the Senior School. The Deputy Heads are expected to be flexible in approach and have a desire to take on new roles or exchange responsibilities for their own professional development or the changing needs of the School. The ability to show extensive initiative with appropriate communication and collaboration is crucial.

Whilst specific responsibilities are allocated to individual members of the Team, we work closely as a team whereby all have a holistic awareness of the School. We are all, therefore, able to contribute to debate and decision making from an informed position and, if needed, we can carry out each other's roles. The Team is committed to the strategic leadership and management of the school and maintains a corporate responsibility for the formulation and implementation of all matters of whole school policy.

The Senior Leadership Team co-ordinates formulation of the ongoing development plan that is agreed by the Governing Body and is subsequently responsible for its implementation.



Job Description

Teacher of History – Full Time (Maternity Cover)

THE ROLE

The Teacher of History is responsible for delivering high quality lessons, ensuring that each pupil is positively encouraged to develop her potential to the full according to the stated aims of the school.

This is a full time position. Applications from candidates who can teach an additional subject in KS3 (Religious Studies or other subjects) or who are willing to work as an EPQ supervisor / tutor are welcomed.

1. Principal responsibilities

Under the direction of the Deputy Head and Head of History:

- a) To contribute to the teaching of History to pupils aged 11-18, in accordance with the agreed timetable and agreed schemes of work. You will also be expected to carry out History specific assessments, including report writing in line with school policy;
- b) To assist the Head of History and other colleagues in the development of appropriate schemes of work;
- c) To keep abreast of new trends and educational developments related to the subject which should be used to inform your teaching;
- d) To promote the work of the History Department through displays of work within the Department and in other appropriate venues throughout the School and to liaise with the Marketing Department to ensure that news is disseminated digitally;
- e) To take on areas of Departmental responsibility as requested by the Head of History;
- f) To assist with the organisation, running and development of an extra-curricular programme including trips and visits;
- g) To be an appropriate role model.

2. Additional specific responsibilities

- a) To work closely with the History Department to ensure the smooth day to day running of the department;
- b) To keep the Head of History informed about pupils' progress, departmental concerns, maintenance of facilities and request for equipment;
- c) To liaise with the Head of History to inform parents and other agencies as appropriate to discuss the subject of a pupil's progress in that subject;
- d) To attend regular departmental meetings.
- e) To attend and participate in appropriate meetings with colleagues and parents relative to the above duties and to promote the subject at Open Events;
- f) Willingness to take part in overseas residential trips.

3. Appraisal

- a) To participate in any arrangements that may be made for teacher review.

4. Further training and development

- a) To review from time to time your methods of teaching and programme of work;
- b) To participate in arrangements for your professional development.

5. Child protection, discipline and health and safety

- a) To promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact;
- b) To maintain good order and discipline among pupils and safeguard their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere;

6. General Duties

- a) To carry out a share of supervisory duties in accordance with published programmes;
- b) To participate in appropriate meetings with colleagues and parents relative to the duties and responsibilities listed above;
- c) To attend Open Days, Progress Evenings, Staff Meetings etc
- d) To support and be involved in the House system;
- e) To undertake other duties which, from time to time may reasonably be required by the Head.

The job holder will ensure that the standards of Teaching and Learning are maintained at a high level as outlined in The Teachers' Standards outlined by Department for Education.

All staff are required to share general supervisory duties. There is a busy programme of Open Days, parents' evenings, staff, department and committee meetings, and all teachers are expected to attend all those meetings which are relevant to them.

NOTE:

The job description may change along with the needs of the organisation and in consultation with the job holder.

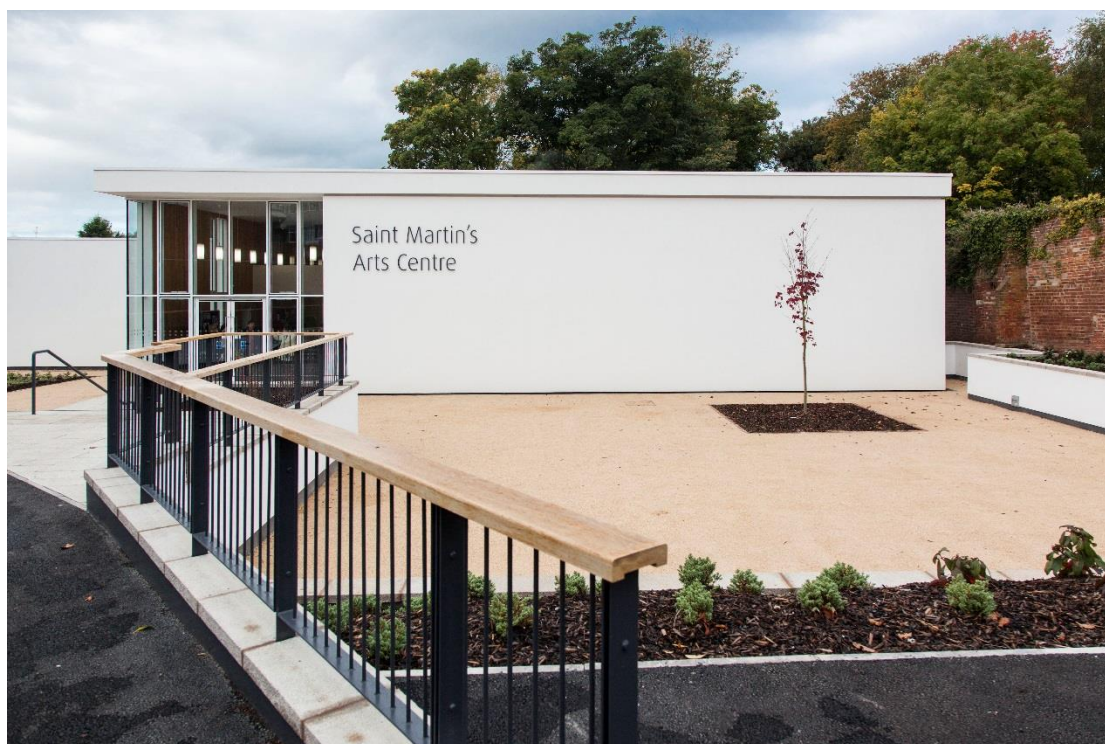
NS – March 2019

Person Specification

| | Essential | Desirable |
|---|--|--|
| | These are qualities without which the Applicant could not be appointed | These are extra qualities which can be used to choose between applicants who meet all of the essential criteria. |
| Education and Qualifications | <ul style="list-style-type: none"> To have a good honours degree in History To have a teaching qualification (PGCE or equivalent) | <ul style="list-style-type: none"> Other relevant professional qualifications GCSE or A Level Religious Studies |
| Experience | <ul style="list-style-type: none"> Experience of teaching History to GCSE and A Level | <ul style="list-style-type: none"> Experience as a Form Tutor Experience of working as an EPQ tutor Experience using ipads / tablets in the classroom |
| Skills and Knowledge | <ul style="list-style-type: none"> Excellent knowledge of the GCSE and A level specifications for History Up to date knowledge of national and curricular requirements in History Proficient in a variety of software packages and apps to support teaching and learning An excellent communicator, orally and in writing with girls, parents and colleagues Excellent time management skills Excellent interpersonal skills | |
| Personal Qualities | <ul style="list-style-type: none"> Motivation to work with young people Emotional resilience Positive and flexible attitude Ability to contribute to the extra-curricular activities of the department Enthusiasm and energy for the subject | <ul style="list-style-type: none"> Willingness to be involved with school events and to engage with the wider school community |
| Safeguarding Children, young People and vulnerable adults | <ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of pupils Ability to form and maintain appropriate relationships and personal boundaries with young people You will be suitable to work with children and young people (this will be verified prior to appointment) | |

Measurement may include application form, interview(s), documentary evidence testing/observation

How to Apply



The Application Form

All candidates are requested to fill in the application form as otherwise their application cannot be considered. Please submit your application by 12 noon – Thursday 18 April 2019.

References and the Interview Procedure

References will be sought for shortlisted candidates before the interview and it may be the case that previous employers are approached for information to verify particular experience or qualifications. Any anomalies in the information provided or issues arising from references will be taken up at interview.

Shortlisted candidates will have an informal tour of the school and meet with staff as part of the interview procedure; there will also be a formal interview. It is anticipated that interviews will be week commencing 6 May 2019

Safer Staff Recruitment

Saint Martin's is a school committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to provide a disclosure from the DBS at an enhanced level. The interview for the post will include questions about the safeguarding of children and young people and the applicant's suitability to work with children.

Interview expenses

Claims for reimbursement of candidates' reasonable travelling expenses within the UK will be paid.



Saint Martin's

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