

# Teacher of Humanities Application Pack

Start Date: 1st September 2021

“Be Exceptional!”



**NCS CHAMPION SCHOOL**  
2017/18

# Welcome from the Headteacher

Thank you for your interest in the position of Teacher of Humanities at Team Millfield. This is an exciting opportunity to join a dynamic team of teachers who are focused on providing the best outcomes for our students. The Governors and I are looking for an enthusiastic teacher who is driven, determined and passionate about improving students' lives through high-quality teaching and learning as we take Millfield on the next step of our journey to 'outstanding'. We welcome applications from new and experienced teachers.



We are a small, family school with around 850 students in roll. The school is hugely popular; some of our families have even moved to ensure they are in our catchment area, and we have been vastly oversubscribed for the last ten years. Behaviour at Millfield is excellent and there is a real belief in the Team Millfield ethos.

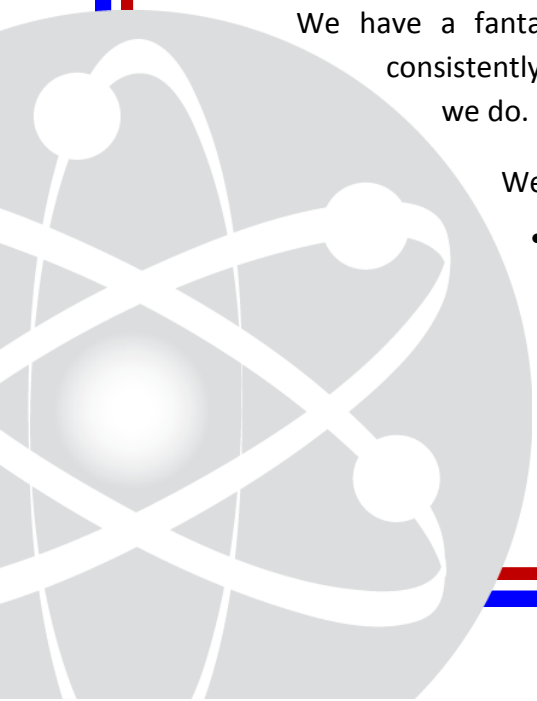
The school is proud to have won the Secondary School National Pupil Premium award in 2014 and in 2015 the Chief of Ofsted chose to visit us, the only secondary school in the North West, and said our students were 'delightful'. In May 2017 Ofsted confirmed that we continue to be a 'good' school and leadership at Millfield remains 'outstanding'. Our Progress 8 results in 2017 were the best on the Fylde Coast. With a new curriculum model planned for September 2019, we look to continue to 'Create Bright Futures' for all our students.

I have worked at Millfield since 2009 and am incredibly proud to have been appointed as Headteacher in September 2018. I have high expectations of students and staff and I am a firm believer in giving every child the opportunity to be the very best that they can be; background should not be a barrier to a student's success.

We have a fantastic team ethos; staff collaborate to ensure that developing consistently high-quality teaching and learning is at the heart of everything we do.

We have three key priorities:

- Teaching and Learning: To ensure that we provide consistent stretch and challenge in every lesson, particularly for the disadvantaged and the most able.
- Teaching and Learning: Providing consistent and effective questioning.
- To become a Dynamic Learning Community.



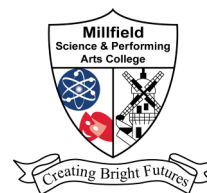
### **We can offer you:**

- A commitment to staff development in terms of high-quality CPL; supportive line management and appraisal;
- A supportive SLT commitment to staff wellbeing and reducing workload;
- Coaching (not graded) lesson observations, coaching (not graded) book looks to help improve student outcomes;
- Staff sharing of expertise, such as in the weekly 'I'm Proud to Steal Your Idea' session and frequent, collaborative CPL;
- An Induction Programme;
- A 'buddy' teacher in another department;
- Being part of an outward-facing school;
- Recognition and retention of excellent staff through internal promotion;
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, clerical staff and pastoral staff;
- A team of staff who are committed to ensuring that children are both nurtured and educated;
- Enthusiastic students who enjoy learning and being stretched and challenged;
- Engaged and supportive governors who want the best for our students and
- The opportunity to be part of the successful 'Team Millfield' as we move the school to outstanding.

If you have the skills, drive and enthusiasm to compliment the Millfield vision and be part of our success, then I look forward to receiving your application.

*N. Regan*

Mrs Nicola Regan  
Headteacher





# Welcome from the Governing Body

Dear Applicant/Colleague,

I would like to thank you on behalf of the Governing Body for the interest you have shown in our school and this important key post that you have applied for. We believe that this is an exciting opportunity and that the successful applicant will be joining a happy, successful and welcoming school.

The Governing Body is seeking to appoint a Teacher of Humanities who can teach high-quality lessons and contribute to the continued success of the Geography and History Departments. Millfield is at a significant stage in its development as Mrs Nicola Regan has taken over the Headship of the school in 2018.

The school has had fantastic success over the last few years, having won the National Pupil Premium Award and having been the most improved school in Lancashire, as well as having achieved the best results on the Fylde Coast. The governors have a very simple wish for the school and that is to provide an environment that allows all students to become the 'very best that they can be'. The majority of the governors are recruited from our parents and we all have a keen and vested interest in providing the advice and support to help the school in this desire.

We hope you will apply for the post and would like to wish you every success with your application and interview, and we look forward to working with you over the coming years.

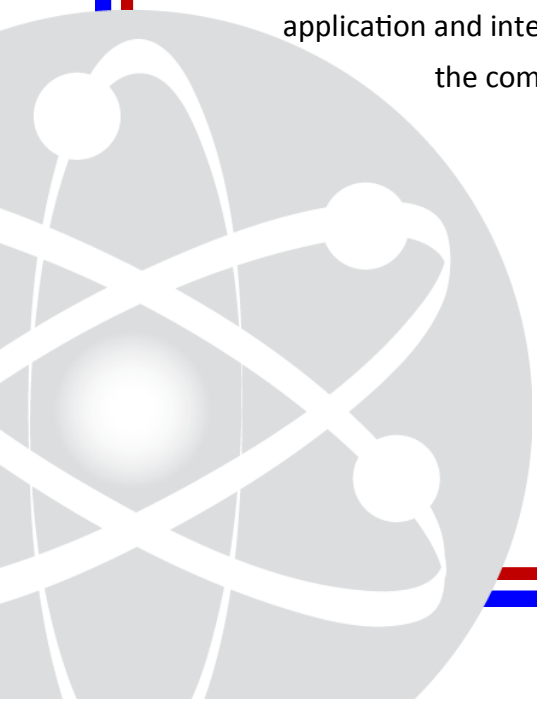


Yours faithfully,

A handwritten signature in black ink, appearing to read 'David Slack'.

Mr David Slack

Chair of Governors



# Welcome from the Students

Dear Applicant,

Welcome to Millfield! Our school is a place where students feel safe and welcome. Our students are respectful and polite, as are our teachers. When students come to Millfield every morning they know how to behave and how to get the most out of their lessons. Millfield is a great environment where students transform from young children in Year 7 to mature young adults in Year 11, ready for the world.

During our time at Millfield Science and Performing Arts College, every one of us has had a chance to shine and experience things we may not have done without the school. From our breath-taking trips to New York, Italy and Paris, to our wonderful after-school clubs, such as dance, trampolining, chess, astronomy, Mandarin and the many sports and extracurricular activities: our school has so much to offer! The Year 11s who leave Millfield and go on to college always miss these fantastic opportunities. Our teachers care about all students' life chances and it is vital, from a teacher's perspective, for students to have the best five years possible. Leaving school with phenomenal grades is important but so are the experiences that will last a lifetime. Here at Millfield we get both!

We believe that Millfield is a journey that everyone's driving through together. We always admire a person with a personal drive for what they want to do. As students, we would want a teacher who is ambitious, fun and hard-working. If you do come to work at Millfield, we would love you to also be a kind and warm person who students know they can smile at in the corridor. We hope that you will be joining us here at Millfield and become part of our exceptional team.

Yours faithfully,

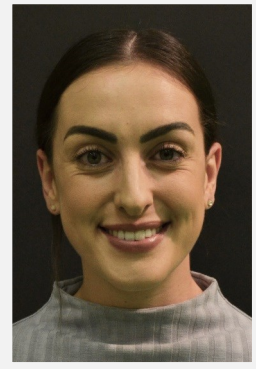
The Senior Student Team



# Staff Testimonials

"Last year I began my teacher training through a school's direct course and I was lucky enough to complete half of my training year at Millfield. Half way through my training year when I saw a post advertised, I applied without a second thought because I wanted to work with like-minded people to drive education forward. Working at Millfield has enabled me to work in an environment where students are given the opportunity to thrive emotionally, socially and academically. There is nothing more rewarding than witnessing and supporting students in their development. As an NQT in my first year of employment, Millfield has been extremely supportive and has offered me an abundance of opportunities to continue my professional development. I have felt like a valued member of 'Team Millfield' since day one. I know that Millfield will support me, not just for the remainder of my NQT year, but for the remainder of my career. I know they will push me to be the best teacher I can be."

Alice Kilmartin, NQT



"I was employed as a PE teacher at Millfield in 2014. I spent my NQT year being fantastically well supported and quickly enhanced my skill set, not only in teaching and learning but also within the areas of pastoral and behaviour management. The leadership team at the school are exceptional at creating opportunities to support your professional development; after just one year of employment I was given the opportunity to support the Head of Year 10 on a voluntarily basis and I was allocated additional non-contact time on my timetable to be able to do this. During this year I shadowed and supported a very experienced member of teaching staff and, again, this allowed me to increase my knowledge and experience beyond the classroom.

Just three years on from that, I am currently employed as Head of Key Stage 3 and Transition, having been Head of Years 8 and 9 for the interim years. I genuinely don't believe my career would have progressed so rapidly in any other school. Furthermore, I don't think I have ever been told 'no' when I have approached the Head with requests for professional development, in terms of completing courses and visiting other schools to broaden my knowledge and experience.

Being at Millfield gives you a thirst for not only teaching and learning, and producing the best outcomes for all of the students that you teach, but also it instils ambition into you to ensure that you approach every aspect of your role with drive and enthusiasm."

Richie Byrne, Head of KS3 and Transition

"This is my fifth year at Millfield; in this time I have gone from strength to strength in my teaching practice; I've been promoted twice and I've always felt part of the team. I started as an NQT and I have learnt a tremendous amount about behaviour management, building relationships and how to deliver effective and engaging lessons. This is all due to an extremely supportive and collaborative department and an encouraging and helpful SLT. The students at Millfield are fantastic. They're polite, well behaved, inquisitive and confident individuals who understand that lesson time is a time to learn, to be challenged and to progress. One of the most amazing aspects about working at Millfield is the incredible team we have! Everyone is so friendly and supportive and this is always commented on by visitors to our school. Everyone listens and helps each other; there's a spirit of sharing and looking out for each other. Ultimately, if you would like to work at a school where you are supported to be the best teacher you can be, have excellent CPD opportunities and teach fantastic students, Millfield is the school for you."

Sarah Holden, Lead Practitioner



# Staff Testimonials



"In 2009, I was placed at Millfield as part of my PGCE course through the University of Cumbria. Fortuitously, a vacancy within the English department was advertised during this time. In the years since then, I have worked as a teacher in the English department, been promoted to third in English, Pupil Premium Coordinator, Lead Practitioner and now, 9 years later, I am the Assistant Head teacher in charge of English. Millfield creates opportunities for its staff. This is testament to the Headteacher and SLT who listen carefully when you talk about your expectations for professional development and, in turn, create opportunities, where possible, to help and support you along your chosen pathway. You may have read, or heard of, the expression 'Team Millfield', it's not a cliché, it's not a sales pitch and it's not merely a motto for the children to adhere to. It's at the heart of everybody who works and learns here. All the fantastic staff go above and beyond to support one another, learn from one another and share best practice with one another and it genuinely is a wonderfully enriching environment to be in."

Hannah Morton, Assistant Headteacher for English

"In 2015, I gained the position of Senior Science Technician at Team Millfield. During my first 12 months, I had the opportunity to work with a committed and supportive science department as well as the wider school. I was provided with an opportunity to gain teaching experience in my second year, with the view to undertaking the Assessment Only route into teaching. This route requires extensive teaching experience before applying for the course. Millfield has not only given me that experience, but have allowed me to develop my skills, confidence and knowledge in such a welcoming environment. I do not believe there is a better school to support, guide and nurture an inexperienced teacher in order for them to progress with such a course."

David Booth, Science Teacher



"During my PGCE year in 2011 I was placed at Millfield, a job vacancy arose and having had a great experience I was in no doubt to apply. Since accepting the job I have held the positions of Aspirations Coordinator, Second in Science and now Head of Science. From the first few weeks of my PGCE placement I knew Millfield was the school for me; the opportunities and support Millfield offer for teachers is excellent. The school leaders are approachable, and they care about staff wellbeing and the professional development of teachers. My line managers are enthusiastic and supportive and I am made to feel like a valued member of the team. The idea of 'Team Millfield' is not a myth, teachers are supportive of one another and there is a real focus on teaching and learning with good practice being shared consistently. As Head of Department I love going into different lessons and seeing the outstanding teaching taking place, walking around the whole school during lesson time you will see classrooms full of students who are engaged and enjoying their learning."

Chris Cox, Head of Science



# Job Description

## Teacher of Geography and History

### **Purpose of the Post:**

You will be a highly-talented and committed teacher who shares Millfield's vision and values to help us ensure that the school continues our journey to 'outstanding'.

You will be an outstanding classroom practitioner, who plans and teaches differentiated lessons to a high standard.

You will be a reflective and adaptable teacher who can maintain good discipline within the classroom.

You will be a firm believer that background is not a barrier to outcomes and you will have high aspirations for all our students.

You will build and maintain excellent relationships with your form tutees and their parents or carers.

You will be accountable for the safeguarding and welfare of all students.

You will demonstrate a commitment to your own professional development and will be keen to improve your practice by being an active participant in the whole-school Teaching and Learning team.

### **The Geography Department:**

The Geography department consists of 1 full-time teacher and 1 part-time teacher and we are proud of our open, supportive and collaborative approach. This is a fantastic opportunity for an enthusiastic, inspirational and reflective professional to play a key part within the team to drive up standards.

KS3 pupils have 3 hours of learning per fortnight and KS4 pupils have 5 hours of learning per fortnight.

Geography at Key Stage 3 contributes to a broad and balanced curriculum which meets the needs of all students. The department works collaboratively on lesson planning and ensures there is stretch and challenge embedded in all lessons. We study a wide range of topics throughout Key Stage 3 such as physical landscapes of the UK, work, rest and play in the UK, and global issues. Students will develop a range of transferable skills, which can be used in other areas of the curriculum. Students choosing to study Geography GCSE at Key Stage 4 will follow the AQA GCSE Geography (8035) syllabus.

### **The History Department:**

The History department consists of 2 full-time teachers. You will be joining the department at an exciting time where we are improving GCSE results every year. We traditionally have three classes in each year group at GCSE and are frequently the biggest option subject, although numbers were slightly lower in 2020.

KS3 pupils have 3 hours of learning per fortnight and KS4 pupils have 5 hours of learning per fortnight.

The department works collaboratively on lesson planning and ensures there is stretch and challenge embedded in all lessons. Each unit is well-resourced and focuses on a key enquiry question at key stage 3. At GCSE History follows the Eduqas exam specification. The learning journey has been updated to include exciting new KS3 topics, such as the Silk Roads and the English Civil War.

### **Departmental Results**

YEAR	GEOGRAPHY				HISTORY			
	Entries	9-4 %	9-7%	National 9-4%	Entries	9-4 %	9-7%	National 9-4%
2018	44	80	23	65	61	62	21	64
2019	51	55	16	65	54	74	26	64
2020	34	77	21	76	45	84	28	75



# Person Specification

Qualifications and Training	Essential/ Desirable	Evidenced (Application, Letter, Reference)
QTS - Secondary	E	A
First or Second Class Honours Degree in subject applying for	E	A
Ability to teach subject across the full range KS3 and KS4	E	A
PGCE or equivalent	E	A
Safeguarding training	D	A
Professional Experience and Knowledge	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Excellent subject knowledge.	E	I R
A reflective practitioner with high-quality teaching skills who has high expectations for students' learning and attainment.	E	L I R
A commitment to extra-curricular activities.	E	L I
Evidence of using data to raise standards of learning and teaching.	E	L
Preparation of high-quality lessons, resources, assessments and inspiring lessons.	E	I R
Have a good knowledge of the national curriculum.	E	L I
Provide effective feedback in lessons, books, assessments and home-learning to ensure pupils make progress.	E	L I R
Be able to use evidence-based research to improve teaching	E	I
Provide stretch and challenge to all pupils, no matter what their ability.	E	L I
Promote independent learning.	E	L
Promote effective revision techniques.	D	L I
Promote a love of reading and a focus on subject-specific vocabulary in your subject area.	E	I
Be an effective form tutor who promotes good attendance.	E	L
Efficient use of ICT to support learning and ways of working.	E	I
Have good literacy skills and are able to write high-quality reports.	E	L
Knowledge of strategies and the principles of inclusion.	E	L I
The ability to maintain good discipline and create a safe and happy learning environment.	E	I R
Encourage SMSC in all lessons.	E	I
Follow and adhere to school policies and practice.	E	I R
Comply with the provisions of the Data Protection Act (GDPR) 2018.	E	R

Personal Qualities	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
The ability to inspire and motivate all students.	E	L I R
The ability to promote a love of your subject.	E	I
The desire and capability to be an outstanding teacher.	E	L I R
A sense of humour and the ability to make learning fun.	E	I
The ability to work constructively and collaboratively within a team.	E	L R
Effective organisational skills, including: Good communication skills (verbal and written)	E	L I
Good interpersonal skills and empathy and demonstrate an ability to develop and maintain relationships with all members of the school community.	E	I R
Be able to prioritise workload and work to deadlines.	E	R
Readiness to support extracurricular activities within and outside your department.	E	L I R
Be able to promote student mental health and wellbeing.	E	I
Excellent timekeeping and attendance.	E	R
Ability to set and maintain high professional standards in conduct and dress-code and lead by example.	E	I R

Teachers' Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>Set high expectations which inspire, motivate and challenge pupils</b>		
Establish a safe and stimulating environment for pupils, rooted in mutual respect.	E	I
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	E	I
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	E	I R
<b>Promote good progress and outcomes by pupils</b>		
Be accountable for pupils' attainment, progress and outcomes.	E	L I
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	E	L I
Guide pupils to reflect on the progress they have made and their emerging needs.	E	I
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	E	I
<b>Demonstrate good subject and curriculum knowledge</b>		
Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	E	L I
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	E	L I
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject .	E	I

Teachers' Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>Plan and teach well-structured lessons</b>		
Impart knowledge and develop understanding through effective use of lesson time .	E	I
Promote a love of learning and children's intellectual curiosity.	E	I
Set home-learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	E	L
Reflect systematically on the effectiveness of lessons and approaches to teaching.	E	L
Contribute to the design and provision of an engaging curriculum within the relevant subject area.	E	L
<b>Adapt teaching to respond to the strengths and needs of all pupils</b>		
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	E	I
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.	E	I
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	E	I
<b>Make accurate and productive use of assessment</b>		
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	E	L I
Make use of formative and summative assessment to secure pupils' progress.	E	I
Use relevant data to monitor progress, set targets, and plan subsequent lessons.	E	L
<b>Manage behaviour effectively to ensure a good and safe learning environment</b>		
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	E	I
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	E	L I
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them .	E	L I
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	E	I



Teachers' Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>Fulfil wider professional responsibilities</b>		
Make a positive contribution to the wider life and ethos of the school.	E	L
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	E	L
Deploy support staff effectively.	E	I
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	E	R
Communicate effectively with parents with regard to pupils' achievements and wellbeing.	E	R
<b>PART TWO: PERSONAL AND PROFESSIONAL CONDUCT</b>		
<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>◇ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.</li> <li>◇ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</li> <li>◇ showing tolerance of and respect for the rights of others.</li> <li>◇ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</li> <li>◇ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</li> </ul>	<p>E</p> <p>E</p> <p>E</p>	<p>L I</p> <p>L I</p> <p>L I</p>
<b>Upper Pay Range Standards (if applicable)</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Interview, Reference)</b>
Have extensive knowledge of how to use a range of teaching, learning and behaviour strategies, including how to personalise learning.	E	L
Have extensive knowledge of the assessment requirements and arrangements for curriculum areas.	E	I
Be flexible, creative and adept at designing learning sequences within lessons, which integrate recent developments.	E	L I
Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	E	L I
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.	E	L I

# How to Apply

To find out more information about Millfield please look at our new school website where you will find our latest prospectus and examination results.

All job details and an application form are available to view and download from the school website under the vacancies section, TES online, LCC vacancies online, or an application pack can also be posted or emailed to you by contacting Mrs Hall, the Headteacher's PA, on 01253 865929 or [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)

**Candidates should write a supporting statement to the Headteacher, which should be no more than two sides in size 12 Arial font.**

**The Lancashire Application Form must also be fully completed, ensuring there are no gaps in your career history.** In the references section of the application form, please clearly give details of two referees. References from employers are preferred, one of which should be your current employer. Please also include an email address for each of your referees. An excellent attendance record is essential. We will contact your current employer for attendance information if we make you a conditional offer of employment. An offer of employment will also be conditional on satisfactory medical clearance. The successful candidate will be asked to complete a confidential online medical questionnaire for submission to Occupational Health.

**Closing date for applications: 18th January 2021**

**Shortlisting date: 19th January 2021**

**Interview: 29th January 2021**

## **Child Protection and Safeguarding**

At Millfield, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction.

## **GDPR and Data Protection**

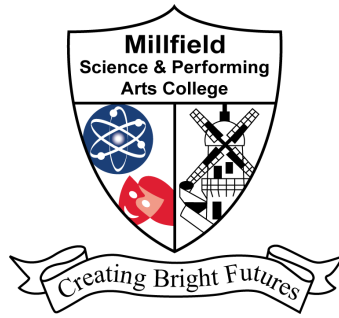
The post holder is expected to comply with the provisions of the Data Protection Act (GDPR) 2018.

## **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.



## Department Structure

**Headteacher**

**Assistant Headteacher**

**Head of Geography  
Head of History**

**Teacher of Humanities**





# OFSTED 2017:

*"Staff morale is high."*

*"Students are well prepared for the next stage of their education."*

*"Relationships between staff and students are positive."*

*"Teachers use questioning effectively to target pupils of different abilities and to probe and deepen students' understanding."*

*"You provide a strong vision and have developed a sense of teamwork among staff and students."*

*"My children are supported in their learning and are encouraged to reach their full potential."*

*"The curriculum is well-matched to the aspirations and interests of students, and they are increasingly successful as a result."*

*"Your ongoing focus on raising aspirations has ensured that students' outcomes have continued to improve."*

*"Students say that they feel safe and well looked after in school."*

*"Students are polite, courteous and welcoming."*

*"Students behave well in lessons, at breaktimes and around the school."*

*"Students enjoy coming to school."*



**MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE**

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