

The appointment of
Teacher of History
Required for September 2019





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Thank you for requesting information regarding the post of **Teacher of History** at Chelsea Academy. We hope that this application pack, along with the Academy's website, gives you all of the information that you need to help you apply for a post here. Chelsea Academy is a great place to work and visitors often comment on the excellent behaviour of our students, the friendliness of our staff and the fantastic Academy building. Our aim is simple; to provide the best quality education for all the students that attend the Academy, to produce happy and employable young people and to become one of the best schools in London. If you would like to join us on that journey, then we would love to hear from you.

We are currently graded outstanding by Ofsted and SIAMS, a World Class School and are a member of the Leading Edge network. In the summer we achieved our best ever GCSE and A level results in terms of both progress (top 10% nationally) and attainment. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

Chelsea Academy is a great place to work (we are one of the few schools in the country with Investors in People Gold), our staff are friendly and supportive and we offer a whole range of professional development opportunities no matter what stage you are at in your career. We want all of our teachers to be outstanding and so offer unrivalled professional development and support. This includes a CPD session every week (including opportunities to regularly visit other schools for newly qualified teachers) and a thriving in house Lead Practitioner team that coach and support staff across the Academy. Through the Chelsea Academy Way for Learning we have a simple, flexible and consistent way of developing outstanding teaching. Most of our senior and middle leaders started as teachers with us and have developed into highly talented practitioners. We offer internal and external training through NPQML, NPQSL and Teaching Leaders - your professional development is important to us. Academy staff have access to a wide range of benefits these include a private healthcare package, 24 hour GP service, physiotherapy and a confidential well-being support line as well as a laptop and free lunch.

We are a diverse inner city, science specialist academy based just off the King's Road in Chelsea and are co-sponsored by both the London Diocesan Board for Schools and the Royal Borough of Kensington and Chelsea. Chelsea Academy combines traditional educational values and high academic and behaviour standards with an innovative approach to learning and teaching. The Academy's specialism is the sciences, and as such we have strong links with local organisations such as Imperial College, The Science Museum and Chelsea Physic Garden. As a Church of England sponsored academy we welcome staff, students and parents from all faiths but expect all employees to have regard for our Christian values that are demonstrated through the taught and non-taught curriculum.

The Academy is seeking to appoint an outstanding highly motivated, innovative and well-qualified **Teacher of History** to join our outstanding team. The History department is outstanding in every sense with results in the top 6% nationally at A Level and top 20% nationally at GCSE. The successful candidate will collaborate



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in the planning and delivery of an inspiring curriculum to ensure it remains one of the highest performing departments in the Academy.

In particular, candidates should have:

- A passion for History teaching and the ability to inspire and enthuse students of all aptitudes.
- Strong subject knowledge across Key Stages 3, 4 and 5 (AS/A Level).
- An excellent track record teaching at GCSE and AS/A2 level, where possible, demonstrated through exemplary examination results
- The capacity to contribute to the development of the Academy's Christian ethos.
- High expectations of students in terms of learning, achievement and behaviour.
- Enthusiasm for developing innovative approaches to learning, teaching and student participation.
- A clear understanding of the latest curriculum and pedagogical developments in History.
- A passion and commitment to further enhance the profile of the subject through the academy's extensive extended curriculum.

Applications from NQTs are welcome and will be considered.

How to apply

Please visit our website for an application form that needs to be completed and returned to the Academy. Sorry but we do not accept CV's. The deadline for applications is **Wednesday 22nd May at 12pm**. **Interviews will be held on Friday 24th May 2019**. It will assist the shortlisting process if applicants can address directly the criteria in the person specification in their supporting statements.

If you have any further questions about this post, then please feel free to contact Anisha Yatally (HR Adviser) on recruitment@chelsea-academy.org, who can put you in contact with the relevant staff member. Visits to the Academy are welcome and can be arranged by Anisha. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people.

Equal Opportunities and Safer Recruitment

Chelsea Academy is an inclusive employer. We welcome applications from suitable candidates no matter their gender, race, religion, sexual orientation, or disability, however, we do expect all our staff to note and follow our Christian ethos which is outlined on our website. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy successful references, an enhanced police / Security Disclosure and Barring Service (DBS) check and right to work in the UK prior to starting employment with the Academy.

If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully

Matt Williams
Principal

Chelsea Academy · Lots Road · London · SW10 0AB

Principal: Mr M Williams

HISTORY CURRICULUM OVERVIEW

The History department is a very successful one throughout all key stages. The History Department is made up of four teaching staff and has a clear mission to help students understand the people, places, faiths, actions and accidents of the complex world in which we live as well as understand leaders and followers, polluters and campaigners, soldiers and saints, writers and rioters.

It is a well respected and regarded subject in the school with an excellent profile across all learners. It teaches students to develop analytical skills to be able to understand why events happen. This enables students to make clear, logical judgements about past and contemporary events and also to respond well to occurrences in their own lives. History also teaches students to demand a wide context of the circumstances in which things occur, to see that while trends may be present, no one two situations can ever be the same. This reduces the tendency for them to jump to conclusion and helps to break down prejudices that can creep into thought.

At key stage 4 and 5, results are outstanding and every improving. At AS Level, the subject has a strong Alps Grade 3 and at A Level, this is even better with an Alps Grade 2. Specifically, results are in the top 6% nationally. Students are assessed through the Edexcel exam board and broadly study interesting aspects of the course through three units: Russia, 1917-91: From Lenin to Yeltsin; Mao's China; Lancastrian, Yorkists and Henry VII. At GCSE, the subject has improved from an Alps grade 5 to an Alps grade 3 in just 2 years and is now in the top 20% of schools nationally. Over 36% of students gained a 7-9 grade and progress was excellent. Students are also assessed through the Edexcel exam board and broadly study aspects such as Early Elizabethan England, Weimar and Nazi Germany, the American West and Medicine Through Time.

In Key Stage 3, students gain knowledge of key moments and themes in British and World History. They understand how studying events and themes in History help illustrate positive and negative consequences of human characteristics and the relationships between group and individual actions. Students are familiarised with complex concepts and develop skills to work with these concepts: Selecting and deploying evidence to make clear explanations about causation, consequence, change and continuity; Understanding multiple interpretations of events, being able to evaluate the strengths and weaknesses of these; Using historical sources to make inferences; Evaluating the extent to which individual sources can be relied upon in forming conclusions.

What is studied in Key Stage 3?

	Year 7 (assessment focus)	Year 8 (assessment focus)
HT1	Early Islamic Civilisations (Significance)	Medieval Africa & The Trans Atlantic Slave Trade (Significance)
HT2	Medieval Life in England (Interpretations)	The Struggle for Civil Rights in the USA (Interpretations)
HT3	The Norman Conquest (Interpretations)	Revolutionary Britain: Reformation and Civil War (Interpretations)



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HT4	Development of Medieval Monarchy (Source Utility)	Multicultural London 16th-20th C (Source Utility)
HT5	The Black Death and Peasant Revolt (Significance)	WW1 (Source Utility)
HT6	The Hollow Crown (Source Utility)	WW2 and Aftermath (Significance)



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CHELSEA ACADEMY TEACHER OF HISTORY

JOB DESCRIPTION

Reporting

Subject Teachers will report to their Curriculum Leader.

Job Purpose

- To teach, plan and mark work in the assigned subject area.
- To support and contribute towards the academy vision through professional working and management
- To help secure the success and ongoing development of the Academy, ensuring high standards of learning and achievement for all students within a specific Curriculum.
- To help establish and maintain productive relationships with parents and carers and others who support the Academy in various capacities.
- Together with the Leadership Team and Curriculum Leader, to establish and develop the Academy's values and distinctively Christian ethos within an inclusive, multi-faith community.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

Key Tasks will include the following:

1. To ensure high standards of learning and teaching and academic attainment and progress for all students within the Curriculum Area.
2. To follow an effective assessment system within the Curriculum Area.
3. To work with colleagues to develop innovative and engaging schemes of work, lesson plans and related learning resources that accelerate student progress.
4. To take a significant part in the development, delivery and the promotion of the Curriculum Area.
5. To assist in the management of the resources of the Curriculum within the limits of the delegated budget and in accordance with the Academy's financial procedures.
6. Along with Curriculum Leaders, to devise and implement quality assurance systems, including regular learning observations.
7. To contribute to the co-ordination and implementation of the Academy's extended curriculum.
8. To help develop systems that facilitates effective and inclusive support, mentoring and guidance for Academy students.
9. To undertake and support subject-specific staff training and professional development within the curriculum area.
10. To support the development of the use of ICT within the curriculum area.
11. To contribute to the academy development plan and self-evaluation processes as required.
12. To network with teachers in other schools in order to identify and build on best practice.



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Person Specification

Successful candidates are likely to be able to give evidence in support of all or most of the following:

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students in their learning.
3. Show evidence of continued educational professional development.
4. Have experience or be able to demonstrate an aptitude for working in a comprehensive, urban and multicultural environment.
5. Demonstrate success in raising attainment, achievement and standards of learning and teaching.
6. Have some understanding of wider school leadership issues.
7. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
8. Have an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance.
9. Have experience of working in a school with a distinctive Christian ethos or the ability to articulate how such an ethos could be developed and the capacity to contribute to this.

People, Relationships and Communications

1. Be personally committed to developing a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the Academy's vision for effective one-to-one and small group coaching in the year group system
6. Have qualities which earn the trust and respect of students, staff, parents and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.

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