
Brinsworth Academy – part of LEAP MAT



LEAP

TEACHER OF HISTORY

January 2018

BRINSWORTH ACADEMY

Post Title: Teacher of History (MPS) (2 posts)

This is an exciting opportunity for an enthusiastic, driven and well-qualified teacher of History to join this successful department. The post would be suitable for NQTs, whilst applications from experienced colleagues are also welcome. The ability to teach A level History is essential.

The posts are full time permanent posts, one with a start date of 9th April and the other for September 2018.

The closing date for applications is 9.00am Monday 5th February 2018.

The History Department

The History department at Brinsworth is a close knit, hardworking team of 4. The current vacancies have arisen following the promotion of the current Subject Leader, who will be departing at Easter, and internal staff movement.

We are looking for a teacher who shares our belief that history should be taught in a way which sparks curiosity in pupils, encourages analytical thought and promotes independence. We seek to always focus on developing productive learning behaviours in our students which instill good habits of study that will stay with them for life. We believe History, when taught properly, creates informed and critical citizens.

We work closely with our colleagues in the Geography department with whom we share a modern block. Each member of staff will have their own classroom, all classrooms have interactive whiteboards and we have access to a well-equipped humanities staff room.

The History department has an extremely strong record at GCSE, showing year-on-year improvements over the past 5 years, culminating in a year of record results with our 2017 cohort, with 34% achieving A*/A, and 80% achieving A* to C.

We teach AQA for both KS5 and KS4. At A level we teach French Revolution for our depth study, Tudors for our breadth study, and Irish history for our coursework element. At GCSE we teach: Germany, 1890-1945: Democracy and Dictatorship, Conflict and tension between East and West, 1945 – 1972, Norman England, c1066-1100c and Britain: Power and the people: c1170 to the present day. We have a 2-year KS3 which covers British history (Celts, Romans, Saxons, Vikings, Normans in Year 7 and medieval to modern day in Year 8). All schemes of learning been produced by the team, working collaboratively. New members of the department will be able to share in the process of adapting our KS3 scheme of work, making it more knowledge rich, to help better prepare our students for the new content-heavy GCSE examinations; and to complement the strong skills base that students already develop by the end of Year 8.

We teach students in form groups for KS3. In GCSE from year 9 we set students by ability. We seek to keep group movement to a minimum in order to help build a strong relationship between teacher and pupil. We have one sixth form class for each year group and our subject is traditionally a popular option with students wishing to stay on at our successful sixth-form.

We look forward to working with a colleague who is motivated, passionate about history and caring, in order to continue what has been a very successful period for our department. We offer many opportunities for development within department and through our Academy's extensive CPD program. We look forward to welcoming staff who will contribute to our ongoing success.

The school teacher's pay and conditions document sets out the statutory responsibilities of all staff. This job description complements that document and provides the specific context for the post. The post-holder will be expected to undertake duties in line with the teachers' standards.

Job Description:

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

<p>Planning, Teaching & Classroom Management</p>	<ul style="list-style-type: none"> • identifying clear teaching outcomes and specifying how they will be taught and assessed; • setting tasks which challenge students and ensure high levels of engagement; • setting appropriate and demanding expectations; • setting clear learning goals, building on prior attainment; • be aware of and make provision for students' differing needs; • providing clear structures for lessons maintaining pace, motivation and challenge; • making effective use of assessment and ensure coverage of long term plans; • maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework; • using a variety of teaching methods to: <ul style="list-style-type: none"> • match approach to content, structure information, present a set of key ideas and use appropriate vocabulary • use effective questioning, listen carefully to students, give attention to errors and misconceptions • ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; • ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered and disciplined environment; • evaluating own teaching critically to improve effectiveness; • ensuring the effective and efficient deployment of classroom support; • contributing to the development of schemes of learning in the subject; • liaise with the Subject Leader to ensure the implementation of department policy and best practice.
<p>Monitoring, Assessing, Recording & Reporting</p>	<ul style="list-style-type: none"> • assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching; • mark and monitor students' work and set targets for progress; • assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving; • undertake assessment of students as requested by examination bodies, departmental and academy procedures; • undertake assessment of students and participate in the academy's system for reporting to parents.
<p>Pastoral Duties</p>	<ul style="list-style-type: none"> • be a Form Tutor to an assigned group of students;

	<ul style="list-style-type: none"> • promote the general progress and well-being of individual students and of the Form Tutor Group as a whole; • liaise with the Head of Year to ensure the implementation of the academy's pastoral system; • register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life; • alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved; • communicate, as appropriate, with parents of students.
Other Professional Responsibilities	<ul style="list-style-type: none"> • have a working knowledge of teachers' professional duties, teacher standards and legal liabilities; • operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities; • know subject(s) or specialism(s) to enable effective teaching; • take account of wider curriculum developments; • establish effective working relationships and set a good example through their presentation and personal and professional conduct; • co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students; • contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy; • take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools; • take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies; • liaise effectively with parents.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills and Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R
Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

* A – Application form; R – Reference; I – Interview; C - Certificates