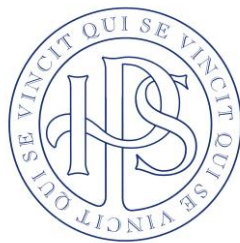


IBSTOCK PLACE SCHOOL



Teacher of History

Autumn Term 2021



IBSTOCK PLACE SCHOOL

Our Values

Ibstock Place School expects all members of the School community to work together and to display tolerance, compassion, enthusiasm, resilience and personal integrity.



Our Aims

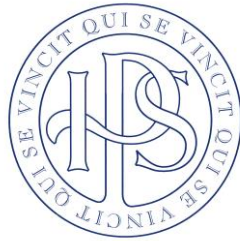
We aim to challenge and inspire our pupils, helping them develop qualities which will lead to successful and fulfilled lives. Essential to our success is our co-educational environment, close links with parents and the provision of up-to-date facilities.

Our goals for the pupils are three fold:

- ✂ Intellectual: an inquisitive and imaginative mind which gives pupils the confidence to think for themselves, to challenge ideas and to make well informed decisions about their present and future
- ✂ Personal: healthy, resilient young people with the determination, ambition and self-confidence to pursue excellence in all they do
- ✂ Social: honesty, integrity, a genuine sense of tolerance, courtesy and respect

We do this through:

- ✂ challenging and inspirational teaching across a broad curriculum
- ✂ extensive co-curricular opportunities
- ✂ a pastoral programme which monitors each pupil's development
- ✂ a social awareness programme at home and abroad
- ✂ preparation for higher education and the world of work



IBSTOCK PLACE SCHOOL

TEACHER OF HISTORY

Teaching History at Ibstock Place School

History is taught throughout the school from Senior 7, 8 and 9 and is an option for IGCSE and A-Level. In S7 pupils focus on the Medieval world, starting with the Norman Conquest and ending with an in-depth study of the medieval Crusades. The S8 course takes pupils through religious, political, economic and social changes in Britain from 1485 - 1900. The S9 course is devoted mainly to twentieth century history and includes the rise of totalitarian regimes in Europe (including Nazi Germany) and the Second World War. At IGCSE Level the department follows the Edexcel course. The course covers a veritable array of stimulating units of history including the USA 1945-73; the causes and course of World War I; America: from new nation to divided union, 1783–1877; and Dictatorship and conflict in the USSR, 1924–53. Topics studied for Edexcel A-Level include: Britain 1625-1701; France in Revolution 1774–1799; the USA 1850-2009; and the coursework element will investigate the causes of American defeat in the Vietnam War.

The History Department is keen to encourage the use of visiting speakers. Thus, recently, we have had speakers from the Museum of London on The Black Death and the Suffragettes and we have had academics lecture on the causes of World War I. We have been very keen to make full use of our Faculty's Humanities Week. In the last few years we have had visiting companies delivering both historical theatre productions and workshops. Themes have included Medieval England, World War I, the development of democracy in the UK and the British Empire c.1600-1956. Sixth Form pupils have also benefited from attending external conferences in London on Restoration England, Stalinist Russia, Revolutionary France and the Vietnam War. Pupils are encouraged to enter external competitions, such as the St. Hugh's College Oxford Julia Wood Prize. Within IPS we also run a competition for S7-S9 on historical fiction and a further competition specifically for PVI – the Michael Good History Prize, which focuses on an aspect of twentieth century history.

History as part of the Humanities Faculty

The Faculty of Humanities at Ibstock Place School comprises fourteen teachers who are collectively responsible for the following subjects – Geography, History and Religious Studies. Geography and History are taught to all pupils in Senior 7 to 9, after which they become optional at both IGCSE and A-Level. Religious Studies is delivered through Ethics in S7 and S8, with formal Religious Studies entering the curriculum in S9 and as an option subject at both IGCSE and A-Level. Each subject is led by an individual teacher who is in turn accountable to the Head of Faculty. Within the Faculty as a whole, levels of pupil uptake are strong and academic results very good. Increasing numbers of pupils go on to read for Humanities-related degrees at university, including Oxbridge.

Across all of its disciplines, the Faculty's primary goal is to encourage our pupils to become critical and confident thinkers who engage thoughtfully with the wider world. We value debate and we encourage independent inquiry. Our pupils are expected to keep abreast of current affairs and the discussion of recent news events is an important part of our lessons. While we are mindful of the transferable skills that our subjects can teach, we believe that there are intrinsic benefits to be gleaned from the study of society and human interaction. In this sense, our curriculum is genuinely "humane". Faculty Meetings and Intra-Faculty CPD sessions are lively occasions during which we engage in pedagogical debate and we are quick to embrace new initiatives to support our approach to teaching and learning. We are interested in a range of issues pertaining to assessment and seek constantly to refine our practice in this area.



The Faculty is also committed to providing our pupils with a range of experiences necessary to appreciate the complexity and diversity of the human world. Field trips, both within the UK and beyond, are offered in several subjects. The geographers maintain an extensive programme of excursions, such as a fieldtrip to the Azores, while the historians have visited Ypres, Russia, Krakow and Auschwitz-Birkenau over recent years. The Faculty maintains an impressive record of external speakers and the provision of workshops. We recognise the contribution which Humanities subjects can make to teaching of other subjects and we are always alive to the possibility of cross-curricular co-operation. Each Summer Term we run a Humanities Week, which includes a variety of events both in and outside of the classroom, visits by a variety of external lecturers and trips to sites or museums of specific interest to the key theme.

Candidate Profile

The successful applicant will have the exciting opportunity to become part of a dedicated and dynamic team, contributing to the future development of History and the Humanities Faculty, in a professional and supportive environment. We are looking for applicants who are able to combine an intellectually rigorous approach to the subject with an obvious passion for it and who have the ability to convey this interest. The post is suitable either for a relatively recent entrant to the profession or for a more experienced colleague for whom there may be additional subject-based responsibilities.

Introduction to the School

Ibstock Place School, founded in 1894 in Kensington as one of the first kindergartens in the country and the Demonstration School of the Froebel Institute, has been located at Ibstock Place in Roehampton since 1946. It is a friendly and happy school with a distinctive atmosphere where pupils have breadth of opportunity and respect for the diversity of achievement. In the younger years the School supports a local population and from the age of 11, the catchment area extends.

The School, occupying a ten-acre site on both sides of Clarence Lane, is divided into two departments, the Preparatory Department, 4-11 years (including the Pre-Prep, catering for children 4-6 years), and the Senior School 11-18 years.

Ibstock Place School is over-subscribed and there is assessed entry at the age of four for Kindergarten (Reception); the assessment is designed to identify those children who are able to take advantage of the Ibstock Place School experience. There is a competitive entry examination at the age of eleven and Prep School pupils compete with external candidates and do not have rite of passage through to the Senior School.

Developments in the School have been significant since the opening of the Senior Department in 1976 and over the last sixteen years, construction has included a building for the Preparatory Department (Macleod House), a Sports Hall, New School, a significant building housing a new library, science laboratories and numerous classrooms and a Theatre completed in December 2015. We opened our new Refectory in January 2020.

Underpinning our approach to the promotion of effective learning is a belief that pupils learn best when they actively process what they are learning. This approach aims to build pupils' understanding, and teachers work continuously to develop ways to support our pupils in their endeavours. In this sense, our approach to teaching and learning is constantly evolving, taking as its frame of reference the latest findings in psychological and pedagogical research and also from the longer view of history and its venerable dialogue on the makings of a 'good education'. Talented teaching staff seeking reward and an opportunity to realise ambition can contribute to our vision through participating in initiatives such as the School's 'Learning Excellence Forum' which aims to find and disseminate innovative ideas and practice in this area.

All staff are required to display to their pupils significant knowledge and expertise in their subject area and demonstrate high levels of planning and preparation. The staff are fully supported in their roles; the learning environment throughout the School is one of nurture, academic stimulation and the facilitation of the highest standards in all that the School is involved. The School places great value on the professional training for its staff and the School's commitment to it is supported by a generous budget.

The academic dimension of the School is balanced by a supportive pastoral environment and a rich co-curricular programme. All staff are involved in the Ibstock Place School community, through contributing to activities and being members of the strong House tutorial teams.

Governance

Ibstock Place School has eight Governors who are drawn from a variety of professions. The Governors are responsible for the two departments of Ibstock Place School and these departments have agreed and shared objectives as indicated in our strategic intent.

Terms and Conditions of the Post

Salary is according to qualifications and relevant experience. Ibstock Place School has its own generous salary scale and also has its own contracts of service.

Ibstock Place School is a “registered body” under the provisions of the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced criminal record certificate from the Disclosure and Barring Service (DBS) before we can confirm an offer of employment. Former members of staff who re-join the School require fresh disclosures unless less than three months have passed between their leaving and their re-employment date.

The post is also subject to receipt of written references which must be satisfactory to Ibstock Place School and documentary evidence of qualifications.

Successful applicants will need to provide confirmation of permission to work in the UK. Please note that under the Immigration Asylum and Nationality Act 2006, Ibstock Place School has an obligation to ensure applicants have the right to work in the UK prior to commencement of employment (this is carried out at interview stage; if applicants fail to produce the required original documents prior to commencement of work for the School, or if it is found that those documents do not meet the legal requirement, an offer of employment will be withdrawn).

Application and Interview Procedures

Please submit applications by post or email (recruitment@ibstockplaceschool.co.uk) as soon as possible using the form provided; together with a detailed curriculum vitae with details of qualifications and experience and a covering letter addressed to the Headmaster. Please note that applications will not be considered if the names, addresses, telephone numbers and email addresses of two professional referees are not included.

The School will invite short-listed candidates to the campus for interview. The interview process will include teaching a lesson of up to one hour (interviewees will be briefed beforehand). Candidates who have not heard from the School within two weeks of submission of their application should assume that they have not been short-listed. Closing date is 12 noon on Friday 16 April 2021, but applications will be considered on receipt and therefore an early application is essential. Ibstock Place School reserves the right to make an appointment before the closing date.

Child Protection Guidelines

The post-holder’s responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with our Child Protection Policy statement at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of pupils at Ibstock Place School, s/he must report any concerns to our child protection officer or to the Headmaster.

Health and Safety

All staff are required to refer to their individual responsibilities as defined in the IPS Health and Safety Policy and ensure they are competent to implement them and agree to abide by them. Staff health, safety and welfare at work are protected by law. Ibstock Place School has a duty to protect staff and to keep them informed about health and safety. Staff have a responsibility to look after themselves and others. If there is a problem, employees are expected to discuss it immediately with their line manager and report it to the School's Estates Manager.





IBSTOCK PLACE SCHOOL

POST DESCRIPTION

Job Title: Teacher of History

Start Date: 25 August 2021

Responsible to: The Headmaster through the Deputy Head (academic) and Head of Faculty

Ibstock Place is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The following items are included in the professional duties which a teacher may be required to perform under the reasonable direction of the Headmaster.

Key Responsibilities

To have regard for the Senior School Curriculum for the teaching of History.

General Teaching Responsibilities at IPS

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
- promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact;
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- making records of and reports on the personal and social needs of pupils;
- communication and consulting with the parents of pupils as directed by the Senior Management Team;
- attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions;
- communicating and co-operating with relevant outside organisations;

- participating in meetings arranged for any of the purposes described above;
- contributing, wherever appropriate, to the wider life of the School;

Specific

- planning and preparing courses and lessons in History;
- teaching the pupils according to their educational needs;

Assessment and Reports

- providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;

Appraisal/Training and Development

- participating in arrangements made by the School for appraisal;
- reviewing from time to time methods of teaching and programmes of work;

Discipline, Health and Safety

- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere;

Staff Meetings

- participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements;

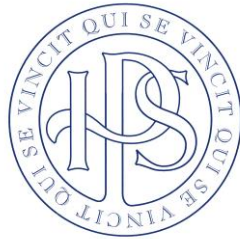
Cover

- supervising and, so far as practicable, teaching any pupils whose teacher is not available to teach them;

Public Examinations

- participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments and participating in arrangements for pupils' presentation for and supervision during such examinations in accordance with both internal and external regulations.

This job description is a broad outline of duties and responsibilities involved, and may be amended, as necessary following discussion between the post-holder and the Headmaster.



IBSTOCK PLACE SCHOOL



Teacher of History Person Specification

IPS is wishing to appoint a person who through the interview process and by virtue of her or his qualifications and experience best demonstrates that she/he:

1. Is suitably qualified for the position
2. Has a clear vision as to how to enhance the academic experience and attainment of our pupils
3. Is an outstanding communicator
4. Is able to work collaboratively with others
5. Is able to think strategically
6. Is able to plan time effectively and be well organised
7. Is prepared to make a full commitment to the co-curricular ('After 4') life of the School
8. Has a balanced sense of perspective
9. Displays a commitment to the protection and safeguarding of children and young people



IBSTOCK PLACE SCHOOL

IPS TEACHING STANDARDS

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set intellectual, social and personal goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- have high expectations for behaviour
- promote a love of learning, children's intellectual curiosity and the value of scholarship.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching and tutoring
- encourage pupils to take a responsible and conscientious attitude to their own work, study and behaviour.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas and related pedagogy, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding and application through effective use of lesson time
- set prep and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- if teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data and statistical analyses to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- establish a framework for discipline with a range of strategies, having clear rules and routines, and using praise, sanctions and rewards consistently and fairly
- manage individuals, groups and classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and promote their self-control and independence
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school, including the school's co-curricular programme
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

9 Demonstrate professional attributes

- have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in own attendance and punctuality.
- have an understanding of, and always act within, the statutory frameworks which set out professional duties and responsibilities, including the need to safeguard pupils' well-being
- uphold public trust in the profession and the school, maintaining high standards of ethics and behaviour, within and outside the school.