

Information for Candidates

Teacher of History

1 year fixed term to cover maternity



Wolfreton School and Sixth Form College
Well Lane
Willerby
East Riding of Yorkshire
HU10 6HB

Headteacher

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August 2019

Dear Applicant

Thank you for your interest in our vacancy for a full time Teacher of History. This position is fixed term until 31 August 2020; there is the potential for a permanent position for the right candidate.

Wolfreton School and Sixth Form College is a large and forward thinking school. We are an ambitious community and recognise the impact of exceptional teachers on the development of our positive and engaged student body.

Academically our achievement rates are above national averages but we recognise that there is further potential for raising achievement at all key stages and this is reflected in our stated aim 'to become an outstanding school'.

We have an exciting opportunity for an enthusiastic and creative teacher to join our History Department. The successful candidate will work as part of a talented and experienced team who are committed to providing high quality learning experiences for students and to supporting all to realise their potential.

In 2016 we moved into our new single site, purpose built school. With state of the art facilities and a real commitment to the values encapsulated in our strapline, 'The Wolfreton Way – Excellence, Endeavour and Respect', the school really is at an exciting stage of its development.

You will find information about the school, the role and the application process in this pack. Please visit our website www.wolfreton.co.uk for further information about Wolfreton School and Sixth Form College.

How to apply

- 1 Complete the enclosed application form and return to -
Wolfreton School, Well Lane, Willerby, E Yorkshire, HU10 6HB
(Electronic applications are accepted. Please email to enquiries@wolfreton.co.uk)
- 2 In support of your application you are invited to provide a letter of application incorporating your views on the following:
 - how your skills and experience equips you for the advertised post
 - any special contribution you could bring to the department/school.

The closing date is **12.00noon on Monday 2 September 2019** (please note that we reserve the right to close this post early).

I look forward to receiving your application and wish you every success with it.

Yours sincerely

Susanne Kukuc
Headteacher

CONTENTS

Our Values and Goals	1
General School Information	2
Curriculum	4
Additional School Information	5
Curriculum Area Information	6



OUR VALUES and OUR GOALS

At Wolfreton, we want everyone to fulfil their potential, to excel and to leave prepared to achieve all of their ambitions. To enable this to happen, we are all committed to simple and straightforward values and goals.

OUR VALUES

Excellence

We encourage our students to be **INSPIRATIONAL**

Endeavour

We promote the qualities of
DETERMINATION and **COURAGE**

Respect

We are firm advocates of
FRIENDSHIP and **EQUALITY**

OUR GOALS

Create

An inclusive caring environment that enables every student to enjoy learning and achieve their academic potential.

Prepare

Responsible young adults who value learning, helping them to make a positive contribution to society.

Develop

Self-confidence, motivation, aspiration and commitment in every student, celebrating all achievements.

Respect

Every young person's right to learn while encouraging them to stay safe, be healthy and enjoy equal opportunities.

Provide

All students with a broad and balanced curriculum, enabling them to develop and achieve economic well-being.

GENERAL SCHOOL INFORMATION

Wolfreton School and Sixth Form College is a large comprehensive school with over 1500 students on roll, including 230 in the Sixth Form. We are a successful school with a positive and engaged student body and a dedicated and talented staff.

The school is set in the attractive leafy suburbs of the East Riding of Yorkshire close to the Wolds and only seven miles from the market town of Beverley. The catchment area covers the pleasant residential districts of Willerby, Kirk Ella and Anlaby in the East Riding of Yorkshire. These are relatively affluent areas with good quality housing and access to varied leisure opportunities. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

Historically Wolfreton was a split-site school, however in August 2016 we took possession of our new single site school. Having had the opportunity to work with the design team and construction company during the build period, many have had an input into the new school. This has ensured that the building really can deliver. Staff and students alike are now enjoying the benefits of high quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region.

Wolfreton is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in October 2013, when the achievement of students, quality of teaching, behaviour and safety of students and leadership and management were all judged to be good. Since then, we have seen continuing improvements across the school. Staff are ambitious and students are too. Students are keen to work with staff and take advantage of the many opportunities they are offered.

Standards of attainment at Wolfreton exceed the national average. In 2018, 86% of students achieved a grade 4 or above in English and 80% achieved a grade 4 or above in Maths. Students enjoy access to a broad and balanced curriculum, and specialist teaching ensures that engagement and progress can continue to increase for all.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium Sixth Form', a widely recognised successful sixth form partnership with two other local schools. Students are able to study at Wolfreton as well as having the option to study subjects at any of the other Consortium schools. The Sixth Form has a dedicated suite of teaching rooms and facilities within the building, giving it a bespoke Sixth Form College feel in this area. Sixth Form students play a full roll in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

Wolfreton teachers are known for their caring approach with all students and we are committed to providing strong and effective pastoral support. Our established House systems creates a smaller family feel in a large school. Each tutor group belongs to one of our five Houses, with tutors in this team led by a Head of House who is a member of the teaching staff, and a non-teaching House Pastoral Manager. Heads of House are committed to developing the ethos of their House. As well as recognising successes, they focus on student progress and lead valued opportunities to work collaboratively through inter-house competition and charity challenges across the House and the school.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The school prides itself on the wide range of extra-curricular opportunities offered to our students. Annually, students take part in over 250 teams, clubs, and events. Staff give a great amount of time to these and the students and school have achieved many accolades in the widest range of fields.

The school has a strong community ethos. We have built close links with the world of business and have developed links both nationally and internationally, for example with the Rushanje School in Uganda, who we continue to support through charity initiatives.

Wolfreton remains a popular choice for secondary education. Our annual intake of 270 students is taken mainly from five neighbouring primary schools, with whom we have excellent and close relationships. We are also committed to high quality induction and ongoing training and staff development. Wolfreton has retained the Investor in People Award for 18 years; in our most recent assessment we were awarded the IIP Gold Standard.

Multi Academy Trust

In September 2017, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and The Hessle Academy Community Trust founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust and most recently, South Holderness Technology College joined in October 2018. The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

CURRICULUM

KEY STAGE 3 CURRICULUM

Wolfreton School aims to offer a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
- prepares students at the school for the opportunities, responsibilities and experiences of later life.

The curriculum is more than selected content; it is an entire planned learning experience, which includes lessons, events and learning that takes place out of school.

All students follow the National Curriculum. The Key Stage 3 curriculum includes Art, Computing, Drama, English, Geography, History, Maths, Languages, Music, Society and Ethics, PE, Science and Technology.

At Wolfreton School they will complete their Key Stage 3 in 2 years, to enable a more personalised approach to their curriculum when they reach year 9.

In year 8 students will be placed on personalised pathways according to their potential and current progress. Within each pathway students will make option choices suited to their individual interests.

A key feature of the curriculum at Wolfreton School is the programme of Deep Learning Days, where all Key Stage 3 and Key Stage 4 students complete a different learning programme for the day. This enables students to focus in depth on a particular subject or learning activity and gives a greater opportunity for the development of personal learning and thinking skills. Deep Learning Days are delivered across the school (Years 7-11) and are typically dedicated to the delivery of PSHE with some opportunities to focus on specific subjects to enhance learning in these areas.

PSHE covers aspects of personal and social development, health, sex and economic education, as well as developing the personal, social and moral education of students. In addition to Deep Learning Days, this is also delivered in part through the subject curriculum in PE, Maths, Science, Humanities and Drama.

Citizenship is also delivered through other subjects such as Society and Ethics, History and Geography.

KEY STAGE 4 CURRICULUM

The Key Stage 4 curriculum is organised to enable students to follow more individual learning programmes that meet their individual needs and aspirations. We provide high quality vocational options, work related learning and work based learning to ensure our students are better prepared for the world of work. Our students will have the chance to mix different types of learning, in terms of location of delivery, style of teaching and content.

At Key Stage 4 students are maturing and developing and are more aware of their own strengths and interests. All students make some choices about their programme of study from a diverse selection of opportunities within a broad and balanced framework.

The opportunities provided are part of the overall provision from 14 – 19. Students should see that subjects chosen at Key Stage 4 lead to further opportunities post 16 either in the Sixth Form at Wolfreton or at other post 16 providers. Our BTEC courses help some students experience a different learning environment, and recognise the opportunities for work based learning.

At Key Stage 4 all students must study a core curriculum of English, Mathematics, Science, Computing, Humanities, Society and Ethics, PE, and PSHE (health, sex, careers and citizenship). The most able students will also follow Triple Science and at least one modern foreign language. Students then choose options from a personalised pathway. These cover a wide range of GCSEs including modern languages, expressive arts, technology subjects and vocational courses.

Our aim is to maximise the opportunity every student has to succeed. This may be through studying groups of similar subjects, choosing a vocational pathway, or continuing with a wide range of subjects.

We place a strong emphasis on the value of work related learning. In addition to our Careers Education programme and our work experience provision, students will participate in work related learning activities in their Key Stage 4 courses and participate in tasks to develop their enterprise and employability skills.

KEY STAGE 5 CURRICULUM

The Key Stage 5 Curriculum at Wolfreton School and Sixth Form College offers students the opportunity to follow their own strengths and interests, building on what they have achieved at Key Stage 4.

Students are able to choose a programme of study from a very wide range of courses at A Level, Applied A level and BTEC courses, which are available both at Wolfreton and in The Consortium.

Our Consortium of schools (Cottingham High School, Hessle High School and Wolfreton School and Sixth Form College) opens up a vast variety of resources for students to develop as individual learners. This increases the number of subjects on offer, and enables students to study a very diverse range of subjects.

The main focus of the curriculum is Level 3 courses; however some students will need to continue with GCSE English and/or Maths post 16.

The Extended Project Qualification is undertaken by most sixth form students. This course is designed to help the students develop the necessary skills in research, analysis, problem solving and other independent study skills required by higher education establishments.

At Key Stage 5 Wolfreton aims to maintain the highest standards to encourage every student to achieve their potential. There is also a full range of enrichment opportunities available to students across all three schools, this includes the provision of self-canvassed work experience and bespoke support for future university and training applications.

ADDITIONAL STAFFING INFORMATION

New Staff and Newly Qualified Teachers

An induction programme for all new teaching staff is co-ordinated by an Assistant Headteacher and relies on the active co-operation of Curriculum Area Leaders / Directors of Learning. A new staff induction day is held for new staff before the start of each term, to enable new colleagues to become acquainted with many aspects of life at Wolfreton. Once term starts a comprehensive induction programme, including supported meetings, is available to ensure new colleagues' needs are met. There is also a high quality programme designed to suit the needs of NQTs who join the school, again this is co-ordinated by an Assistant Headteacher.

Induction of support staff is co-ordinated by their team leader.

Staff Development

The development of all staff is a key feature of Wolfreton School, the school has held the Investors in People Award since 1997 and was awarded the Gold Standard in our most recent assessment. This is a nationally recognised standard of good practice in staff development and training. This good practice includes a high quality CPD programme for all teachers. The programme includes a wide range of opportunities to meet individuals' differing and developing interest and needs.

The information here provides a brief overview of the school, please refer to our website www.wolfreton.co.uk for full information on all aspects of Wolfreton School and Sixth Form College

CURRICULUM AREA INFORMATION

Post

Teacher of History

(Fixed term until July 2020)

Salary to be determined by experience and qualifications

Applications are invited for the post of Teacher of History in this popular and forward thinking school to start as soon as possible.

The candidate will join a large, highly successful and innovative department. They will contribute to the teaching of History across Key Stages 3 and 4. The potential for Key Stage 5 teaching may be available for a suitably qualified colleague. The ability to contribute to the teaching of another Humanities subject, if required, would be advantageous.

PERSONAL QUALITIES AND EXPERIENCE REQUIRED

This is an exciting opportunity for an ambitious History teacher who would like to join an excellent department and who will enjoy teaching a wide range of students. We are looking for someone with excellent teaching skills, who will be creative, enthusiastic and committed.

The successful candidate will hold a degree or equivalent in History and be expected to teach History across age and ability range. They will have a passion for their subject and a desire to inspire students to develop their own love of History.

THE DEPARTMENT

The History Faculty is made up of 7 subject specialists. Staff in the department also lead the delivery of Law and Politics at Key Stage 5. The team work closely with staff in Geography and Society and Ethics. The History Faculty occupies a suite of new classrooms, fully equipped with resources including SMART boards and whiteboards. There is also dedicated staff work area for History, Geography and Society and Ethics staff.

THE CURRICULUM

History is a popular subject at Wolfreton as a result of excellent teaching. All students study History for two hours each week in years 7 and 8, following schemes of learning designed to meet the National Curriculum. Students begin their GCSE course in Year 9, with all students choosing to study either History or Geography at GCSE; significant numbers choose to study both subjects.

At Key Stage 4 GCSE students follow the new Edexcel History GCSE which covers the American West, Medicine in Britain, Saxon and Norman England, USA: American Civil Rights and Vietnam War.

Post 16 the History Faculty offers A Level History, Politics and Law.

For History, students follow the AQA specification which includes:

- Unit 1 Tudor Britain 1485-1603
- Unit 2 Weimar and Nazi Germany 1918-1945
- Unit 3 Independent piece of coursework on African American civil rights 1865 – 1968.

EXTRA-CURRICULAR ACTIVITIES

The Department has a significant reputation for extra-curricular activities across all Key Stages. Activities include:

Key Stage 3	Visit to the Royal Armouries, Leeds (Year 7)
GCSE	Day visit to Thackeray Medical Museum and Doctors Show 3 day residential visit to France/Belgium for WW1
A Level	2 day residential visit to London

EXAM RESULTS 2018

GCSE History Exam Results

Grade 9-7 = 37%

Grade 9-5 = 64%

Grade 9-4 = 77%

A Level Exam Results

	A2			
Subject	A* - A	A* - B	A* - C	A – E
History	35%	52%	70%	100%

PERSONAL SPECIFICATION

TEACHER of HISTORY

Category	Essential	Desirable	Evidence
Qualifications and Training	<ul style="list-style-type: none"> Degree/Equivalent in relevant subject PGCE/Equivalent Commitment to further training 	<ul style="list-style-type: none"> Degree in relevant subject 	<ul style="list-style-type: none"> Letter of application Application form
Experience	<ul style="list-style-type: none"> Effective experience as teacher or trainee teacher of History at Key Stage 3 or 4 Experience as teacher or trainee teacher in the role of form tutor 	<ul style="list-style-type: none"> Understanding of current KS3 National Curriculum and of GCSE specifications Understanding of Monitoring and Evaluation Experience of assessment of students' progress 	<ul style="list-style-type: none"> Letter of application Interview References
Skills, knowledge and aptitude	<ul style="list-style-type: none"> Good teacher and classroom manager Good understanding of a range of teaching and learning strategies Potential to contribute to the development of courses 	<ul style="list-style-type: none"> Knowledge of new initiatives Good ICT skills 	<ul style="list-style-type: none"> Letter of application Interview References Teaching
Personal Attributes	<ul style="list-style-type: none"> Energy, ambition and enthusiasm Self motivated Good organisational skills Good interpersonal skills Good team member Good health and attendance record Commitment to personal development Commitment to raising standards Sense of humour 	<ul style="list-style-type: none"> Ability to contribute to extra-curricular activities 	<ul style="list-style-type: none"> Letter of application Interview References

WOLFRETON SCHOOL and SIXTH FORM COLLEGE

Job Description

Name:

Job Title: Teacher of History

Accountable to: Lead Practitioner History

Accountable for:

- Achievement – 11-19 for classes taught
- Quality of teaching and learning
- Behaviour and safety of students in the classroom and around the school
- Provision for social, moral, spiritual and cultural development

Background

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards / Post Threshold Standards as a minimum requirement (relevant to experience).

Core Purpose of a Teacher

1. To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all students make at least good progress
2. To be accountable for the attainment and progress of all students who are taught by the post holder
3. To supervise and guide the work of any support staff including Teaching Assistants (TAs) who are assigned to work with post holder's classes/students
4. To provide pastoral support and guidance for all students in the post holder's care, classes or form group
5. To contribute to the overall development work of the curriculum area team.

Duties and Responsibilities

All teaching staff at Wolfreton School will have their performance judged against the Teachers Standards. This job description should be read in conjunction with the school's Pay Policy – Appendix 1b which provides the benchmark framework for the expectations of teachers based on their career stage.

1. Set high expectations which inspire, motivate and challenge students

- a. Establish a safe and stimulating environment for students, rooted in mutual respect.
- b. Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students

- a. Be accountable for students' attainment, progress and outcomes.
- b. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these guide students to reflect on the progress they have made and their emerging needs.
- c. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- d. Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c. 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

4. Plan and teach well-structured lessons

- a. Impart knowledge and develop understanding through effective use of lesson time.
- b. Promote a love of learning and children's intellectual curiosity.
- c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- d. Reflect systematically on the effectiveness of lessons and approaches to teaching.
- e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- a. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- b. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- d. Have a clear understanding of the needs of all students, 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

- a. 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 students' progress.
- b. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- c. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

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

- a. 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, Discipline and Rewards policy.
- b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- c. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- d. Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- a. Make a positive contribution to the wider life and ethos of the school.
- b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c. Deploy support staff effectively.
- d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- e. Communicate effectively with parents with regard to students' achievements and well-being.

9. Other specific aspects of the role

- a. To attend meetings as part of the agreed meeting cycle.
- b. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, Curriculum Area and whole school improvement work.
- c. To support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies.
- d. To act as a role model to students in respect of dress, attendance and punctuality and general conduct.
- e. To ensure that all deadlines are met as published in advance.
- f. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Head Teacher (eg duties, registering students, emergency cover).
- g. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.