



ST MARY'S CALNE

Teacher of History

Full-time/ Part-time, September 2021

A recognised leader in the field of girls' independent boarding education, St Mary's Calne has approximately 360 girls aged 11-18, including 120+ girls in the Sixth Form. Results in public examinations are consistently excellent, with almost all of the girls going on to university, several each year to Oxbridge, to read a wide variety of subjects. As well as innovative teaching, learning and scholarship, St Mary's offers outstanding pastoral care and a vibrant, warm community.

We are looking for an experienced, enthusiastic and inspirational graduate, with outstanding inter-personal skills, to teach History. We would expect the successful candidate to be able to teach from Year 7 to up to and including A Level. This post would particularly suit a newly qualified teacher. The ability to offer RS to GCSE Level or, Politics to A Level, would be desirable. This post is ideally offered as a full time opportunity but applicants requiring part time hours are also encouraged.

St Mary's is committed to safeguarding and promoting the welfare of pupils.

Due to the nature of the work involved, the successful applicant will be required to undertake an Enhanced DBS check.

We are an equal opportunities employer and committed to ensuring all applicants will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation.



**Headmistress: Dr Felicia Kirk,
BA (University of Maryland), MA and PhD (Brown University)**

THE SCHOOL: ITS ETHOS AND AIMS

St Mary's Calne believes in excellence in all respects. As a school community, we thrive amidst a culture of strong expectations and the education which we provide nurtures and develops the concept of high performance. The principal aim is to develop well-rounded pupils who are equipped to excel as adults.



Whilst the achievement of top quality examination results is a central tenet, since these will be a key passport for the girls in the path to their future careers in the modern world, we seek to encourage everyone (girls and colleagues) to strive for excellence in a wide range of spheres. We aim to inculcate habits for life, enabling the girls to relish the prospect of hard work; to develop and deploy the necessary qualities of perseverance and determination; to learn how to do well; to acquire the belief and self-confidence that they are capable of high performance and success – both in the short term and in the future; to instil a sense of desire and an appreciation that the future, indeed their future, lies within the grasp of their own efforts.

Extra-curricular opportunities beyond the classroom are a vital and integral part of life for girls at St Mary's Calne. They are woven into the timetable during the day, in the evenings and at weekends. We believe that both boarders and day girls benefit from all aspects of the strong boarding ethos of the school.



BENEFITS OF WORKING AT ST MARY'S CALNE

St Mary's Calne offers an academically enriching working environment within the beautiful Wiltshire countryside, with easy transport links to Bristol, Bath and London.

Excellent and tailored continuing professional development within the department and across the school.

Highly motivated girls with lessons taught in small groups.

Competitive salary and membership of the Teacher Pension Scheme.

Discounted membership of the St Mary's Calne Sports Centre.

Fee remission for daughters educated at St Mary's Calne and for sons and daughters educated at St Margaret's Preparatory School.

Complimentary meals in the Dining Hall during term time.

Free on-site parking.



St Mary's Calne is an HMC member School. HMC schools are world-leading independent schools. To find out more about what it's like to teach at an HMC school, visit: www.hmcteachingcareers.org.uk

THE HISTORY DEPARTMENT

History is taught currently by five teachers. The Department values an analytical, stimulating and critical approach to the study of History and strives to widen understanding and knowledge whilst also teaching vital evaluative skills.

There is one lesson a week in Years 7 and 8 and 9 with Year 9 having additional units taught in the new Humanities curriculum. The latter covers America in the 1920s and the Holocaust as in depth studies. Pupils are taught in mixed ability Form groups. The KS3 syllabus is currently being developed with a view to providing an understanding of a wide range of topics within a chronological framework from the Norman Conquest to the American Civil Rights movement, whilst prompting essay and source evaluation techniques.

Most girls opt to study History IGCSE. Over recent years our results have been very strong – averaging well above 60% of candidates scoring grades 8-9. We are following the Edexcel Pearson course 4HI1. In Year 10 this involves the study of Development of dictatorship: Germany 1918-45; A world divided: superpower relations, 1943-72 and Russia and the Soviet Union 1905-24. In Year 11, the girls complete the Russia course and also study China: conflict, crisis and change 1900-1989.

At A Level our results have been consistently strong and we have had considerable success in enabling girls to get into Oxford and Cambridge; in previous years at least two of our girls each year have received offers to read History. Other recent University destinations for History have included Durham, Edinburgh, UCL, Leeds and Exeter.

We follow the AQA specification for A level. For the breadth study we teach 1C: The Tudors: England, 1485–1603 and 2N: Revolution and dictatorship: Russia, 1917–1953. For their coursework girls have a choice of American Civil Rights 1861-1968 or Crisis in the Middle East: The Arab-Israeli Conflict 1900-2001.

The Department is well resourced with a good range of materials from books, academic articles, online videos and DVDs. We use e-textbooks for KS3 and IGCSE History lessons, although the girls also have hard copies. We have a wide range of material for all year groups in the library. ICT skills are incorporated into teaching whenever appropriate, using Office 365, Class notebook and Teams.

During the course of the year we take groups to museums and local sites of historical interest including a Year 9 trip to the Battlefields of World War One in October. We often offer extension activities through relevant cinema or theatre visits. All members of the Department keep abreast of change and development through Inset programmes, reading and attending lectures.



EXPECTATIONS OF ACADEMIC TEACHING STAFF

Most importantly, we are looking for an enthusiastic, energetic and well-qualified teacher who will inspire his/her pupils and who can engage sympathetically with young people. He/she will: make an active contribution to the department; stretch pupils of all abilities to achieve their potential; encourage pupils to learn by making the subject taught both interesting and accessible; be innovative and dynamic in order to ensure the effective delivery of the curriculum. Our pupils' success in acquiring new abilities, skills and understanding depends crucially upon the quality of teaching which we are able to offer.



St Mary's School has an innovative approach, incorporating Connected Teaching and Learning. This is based around the seven attributes of a St Mary's learner which seeks to encourage the girls to be: Proactive Learners; Inquisitive Learners; Creative Thinkers; Confident Learners; Collaborative Learners; Robust Learners and Reflective Learners. These attributes are interwoven into all areas of school life. Members of the teaching staff are expected to embrace this culture of being at the forefront of girls' education through, amongst other things, attending regular CPD sessions and demonstrating an openness to new ideas.

All members of staff are expected to commit to the boarding ethos of the school which includes supporting the extra-curricular life, as well as taking on the role of a House tutor within a boarding House on one evening a week. This provides a key interface between the specific academic work of the classroom and the broader life of the boarding community.

In particular at St Mary's, we pride ourselves on our focus on the needs of individual girls. This is underpinned by the tutorial system in which all members of the academic staff play a full part, looking after a number of Tutees in different year groups; these tend to be drawn from the particular House in which each member of staff tutors.



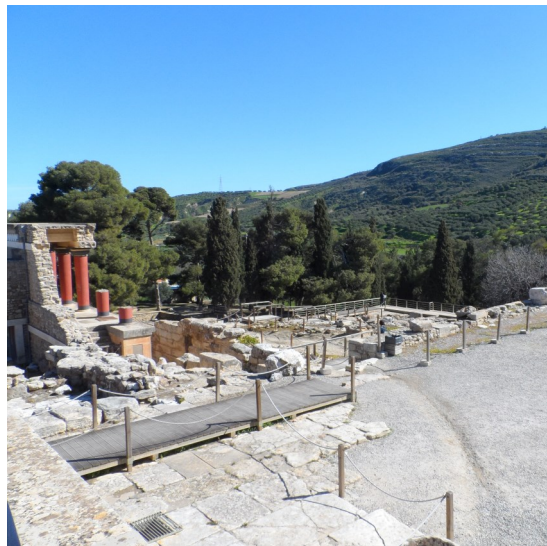
TEACHING STAFF ROUTINE DUTIES AND COMMITMENTS

St Mary's School holds all teaching staff to the highest standards in accordance with DfE guidance on teacher standards:

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

In addition, a full-time member of teaching staff can expect:

- To teach 20 lessons per week; staff are expected to be in school for 28 out of a total 33 lessons so they are available for cover and other duties (this allows staff to have a morning and afternoon off). Part-time staff members are expected to be in school for the same proportion of non-contact time as teaching time.
- To be on the premises to check pigeonholes and daily information boards before the start of school.
- To check email at several points during the day.
- To set and mark work in accordance with Departmental guidance.
- To invigilate, set and mark internal exam papers.
- To prepare girls for public examinations as appropriate.
- To write reports and grade sheets in accordance with the guidance issued by the Deputy Head Academic.
- To be a Tutor to a number of girls up to a maximum of eight.
- To take a share in Cover and other duties.
- The equivalent of one day off per week, made up of either one full day or two half days (e.g. one Saturday morning and an afternoon). However, staff should be in school on the first and last day of term, even if this falls on their allocated day off.
- To be a House Tutor with an evening duty once a week.
- Evening, weekend and other duties allocated by the Senior Deputy Head or Deputy Head Pastoral.
- To be in school for the part weeks at the beginnings and ends of terms as CPD frequently takes place at this time.
- Cover for absent colleagues as required.
- To be a member of a Company and attend Company events.
- A salary will be paid at the appropriate point on the St Mary's Pay Scale. For all new members of staff, the first six months of employment is a trial period for both parties. The normal one term's notice to terminate the contract is not applicable until after that period.



All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including update training.

The above applies to part-time teaching staff on a pro-rata basis.



PERSON SPECIFICATION

Qualifications, knowledge, skills and experience

- A strong academic background and a good honours degree in History or a related subject.
- Qualified Teacher Status with an ability to teach History from Key Stage 3 to A Level.
- Up to date knowledge of History developments for pupils 11-18.
- An empathetic, enthusiastic and well-presented person, capable of inspiring confidence in pupils, parents and staff.
- Ability to: work flexibly to fulfil the requirements of the post; prioritise; work calmly under pressure and respond positively to changing demands.
- Excellent interpersonal and communication skills with very good written and spoken English.
- Excellent organisational and time management skills; competency in the use of ICT for administration and teaching purposes.
- An understanding of the expectations, ethos and aims of a full boarding school.
- Committed to the safeguarding and wellbeing of children and young people.
- Knowledge and experience of the AQA A level and IGCSE Edexcel specifications.
- Ability to offer RS to GCSE Level desirable.



FURTHER DETAILS AND HOW TO APPLY

Research tells us that applicants (especially those from underrepresented groups) can be put off from applying for a role if they do not meet all the criteria. If you think you would be a good match for this role and can demonstrate some transferable experience please apply, regardless of whether you tick every box.

Further information about the school may be viewed on the website: www.stmaryscalne.org

In order to ensure that all applicants are assessed equally and fairly, and to ensure compliance with our safer recruitment procedures, applications will only be accepted on a school application form which can be downloaded from the website or can be sent on request. A fully completed application form, together with a covering letter, explaining what you would bring to the role, should be sent by email to:

Mrs Karen Turner
St Mary's School
Calne
Wiltshire SN11 0DF

Email: teacher.recruitment@stmaryscalne.org

Tel: 01249 857 338

Email is very much our preferred method of receiving applications and receipt of an application will be acknowledged as soon as possible.

Closing date for applications: Midday, Monday 19th April 2021

Proposed interview date: Friday 23rd April 2021

All members of staff are expected to have proper regard for the school's safeguarding policy and procedures, including up-to-date training. Extracts from the school's policy are on the following page.

EXTRACT FROM ST MARY'S CALNE CHILD PROTECTION POLICY

St Mary's Calne fully recognises its responsibilities for Child Protection.

We are dedicated to safeguarding and promoting the welfare of our boarders and day girls, regardless of age, ability, race, culture, religion, sexuality or background. We follow the child protection procedures set out by Wiltshire's Safeguarding Vulnerable People Partnership and have regard to statutory guidance issued by the Department for Education Keeping Children Safe in Education, 2020. Our policy takes full regard to Working Together to Safeguard Children 2018 (WT), What to do if you are Worried a Child is Being Abused (2015) and the National Minimum Boarding Standards (2015).

At St Mary's we have a 'Nominated Governor' to take leadership responsibility for the school's safeguarding arrangements.

What is safeguarding?

Safeguarding can be defined as promoting the health, safety and welfare of all pupils.

Safeguarding is the responsibility of all adults, especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all relevant agencies to reduce risk and promote the welfare of children.

Staff:

- are advised to maintain an attitude of 'it could happen here' as far as safeguarding is concerned;
- should always act in the best interest of the child.

What is child protection?

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm.



St Mary's School, Calne, Wiltshire SN11 0DF

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