

**School Site:** Brompton Road, Northallerton, North Yorkshire DL6 1ED. Phone: 01609 772888 Fax: 01609 770265

**College Site:** Grammar School Lane, Northallerton, North Yorkshire DL6 1DD. Phone: 01609 773340 Fax: 01609 770265

Executive Principal: Keith Prytherch

Associate Principal: John Kelly

June 2018

## Recruitment Pack

### Teacher of Humanities / History Full Time, Permanent MPS / UPS

Dear Candidate

I am pleased to send you details of the above post. I hope you find the information you need in the enclosures.

If you wish to apply, please do so using the enclosed application form and include a letter of application. **Do not send a CV.** Return your application either via email to Sarah Boreham, our HR Administrative Assistant at [boreham.s@northallertonschool.org.uk](mailto:boreham.s@northallertonschool.org.uk) or alternatively post your application to me at Northallerton School & Sixth Form College, Grammar School Lane, Northallerton, DL6 1DD. Please ensure your application arrives no later than **10 am Monday 2<sup>nd</sup> July 2018**. Please mark your envelope '**Humanities / History**' in the top left-hand corner.

Please accept my thanks in advance for your interest in the post and I look forward to hearing from you and welcoming you to our school.

Yours sincerely



**Mr K Prytherch**  
Executive Principal



Website: [www.northallertonschool.org.uk](http://www.northallertonschool.org.uk) | Email: [enquiries@northallertonschool.org.uk](mailto:enquiries@northallertonschool.org.uk)

# Northallerton School & Sixth Form College

## Welcome from the Executive Principal

Northallerton School & Sixth Form College is a comprehensive 11 to 19 establishment that also offers opportunities for mature students, including Adult Education classes. The School combines strong academic achievement and excellent facilities with excellent pastoral care – the welfare and happiness of our students is a top priority. Students form enduring friendships at the School, fostered by the fantastic community spirit that is evident here. This, alongside the intellectual, physical and cultural interests that students develop provides them with skills for life.

We are very proud of the students and staff of Northallerton School & Sixth Form College and would, of course, invite prospective candidates to come and see us at work.

**Mr K Prytherch**  
Executive Principal

# **JOB DESCRIPTION**

## **MAIN PAY SCALE TEACHER**

<b>JOB TITLE:</b>	Teacher
<b>GRADE:</b>	MPS / UPS
<b>RESPONSIBLE TO:</b>	Head of Faculty / Department
<b>JOB PURPOSE:</b>	promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

This job description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teacher Standards.

### **KEY RESPONSIBILITIES:**

#### **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 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.
- 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
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - 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
  - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework 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).

#### **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 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**

- 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 policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **Other Responsibilities:**

- To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.
- To achieve any performance criteria or targets arising from the School's Performance Management arrangements
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory framework which set out their professional duties and responsibilities.

### **Personal Tutor (if applicable)**

- To act as a personal tutor within the Year system.
- To be responsible for the well being and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group.
- To be responsible for the School's reward system within the tutor group.
- To attend year team meetings
- To support inter-form and extra-curricular activities as arranged by the Pastoral team.
- To ensure that students follow the School's uniform policy.
- To ensure that students follow the School's rules and policies.
- To set a good example in terms of dress, punctuality and attendance

### **Upper Pay Scale Additional Duties (if applicable)**

A UPS teacher must be highly competent and make a substantial and sustained contribution to the wider life of the school. Duties to be negotiated.

### **TLR Responsibilities (if applicable)**

Additional responsibilities linked to a TLR payment to be negotiated.

# Person Specification

**Job Title:**

**Teacher**

**Main Pay Scale**

Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Honours degree to include study of specialist subject</li></ul>	<ul style="list-style-type: none"><li>• Evidence of recent CPD</li></ul>
Experience / Knowledge	<ul style="list-style-type: none"><li>• Recent teaching experience in the relevant key stages</li><li>• Experience of planning and delivering curriculum at relevant key stages</li><li>• A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post</li></ul>	<ul style="list-style-type: none"><li>• Experience in teaching at more than one school</li></ul>
Skills	<ul style="list-style-type: none"><li>• Transferable ICT skills</li><li>• Excellent time management</li><li>• Efficient record keeping</li></ul>	<ul style="list-style-type: none"><li>• Ability to work under pressure</li></ul>
Attitude and Values / personal qualities	<ul style="list-style-type: none"><li>• Ability to relate to and build relationships with pupils, parents, and other members of the School community</li><li>• Enthusiasm and commitment to the aims and objectives of the School</li><li>• Good communication skills</li></ul>	<ul style="list-style-type: none"><li>• Willingness to participate fully in School activities</li></ul>

## Commitment to the role of the Personal Tutor

Personal tutors are seen as a vital link in the learning process and in the management of the school. The role centres on monitoring and mentoring, and requires tutors:

- to be aware of the strengths and needs of each student in their tutor group
- to assist in raising the level of performance of students (by monitoring progress, reviewing and target setting) using allocated time-tabled time
- to promote the development of a positive attitude (by monitoring attendance/punctuality, checking Student Planners and counselling in relation to the Rewards and Expectations scheme)
- to communicate and interpret agreed guidelines and practices to students
- to communicate effectively with parents and colleagues on a day-to-day basis.

This is an important, demanding and time-consuming role which makes a significant contribution to the achievement of students. It is essential that applicants for teaching posts understand that they will be required to be Personal Tutors and therefore must endorse this philosophy.



# Information about the Humanities Faculty

## The team

The Humanities Faculty is a friendly, supportive team, currently staffed by four Heads of Department, a further five full time staff, all specialists in their respective fields of History, Geography, SRS and Business Studies.

## Accommodation

All the Humanities classrooms are equipped with a computer, an interactive white board and a data projector. Large computer rooms are available to book.

## The curriculum

All KS3 and KS4 classes are taught in mixed ability groups. At KS3 Humanities classes have 3 lessons of 60 minutes per week divided into separate History and Geography lessons. At GCSE students have 5 lessons over 2 weeks in option lines. A-Level students have 4 lessons each week.

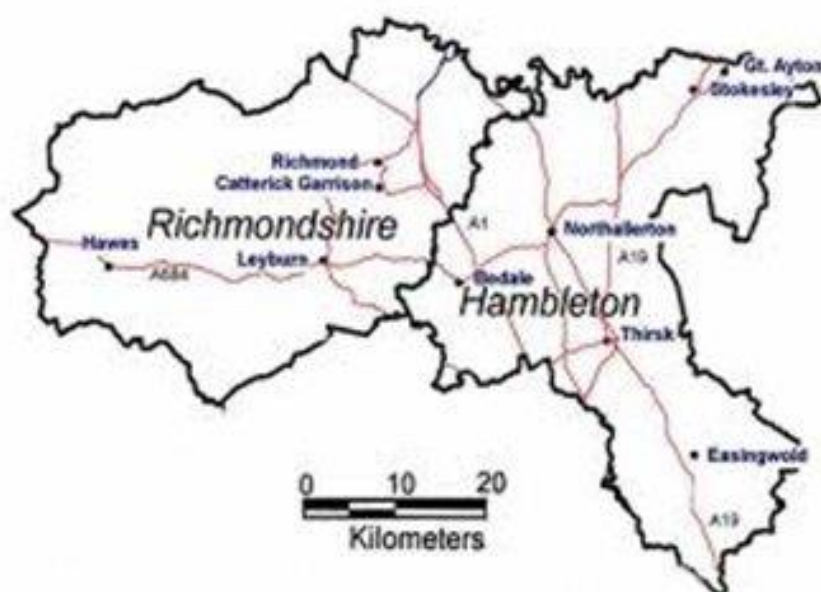
All students are assessed regularly using a mixture of end of unit tests and department based assessment tasks. Assessment results are kept centrally on the computer system. Current levels and student progress data is communicated to parents 4 to 6 times a year while parents receive a full written report yearly.

The Faculty's main aim is to ensure that all students are engaged in their learning and want to make progress. We are a perceptive Faculty with a mixture of youth and experience, all keen to share new strategies, resources and ideas. We look forward to welcoming other enthusiastic and conscientious Humanities / History teachers who share the same ideals.

If you have any queries, please contact the Head of History. Mr Andrew Stacey-Chapman

## Northallerton

Northallerton is located in the centre of the beautiful county of North Yorkshire, set between the Yorkshire Dales National Park to the west and the North York Moors National Park to the east. The school is approximately 10 minutes from the A19, making it easily and quickly accessible from Teesside, York and Leeds



## Northallerton School & Sixth Form College

Since 1973, Northallerton has been served by two comprehensive schools about one mile apart – the Allertonshire School (11-14 middle deemed secondary) and Northallerton College (14-18). On April 2 2015 these two schools merged to become a single 11-18 school. Year 7's are currently being taught on the school site and Years 8 - 13 on the college site. The new school is called Northallerton School & Sixth Form College. It has approximately 1100 students (200 in the Sixth Form).



In partnership with parents and the wider community, we create a safe environment in which the well-being of our students and staff is a priority. We also work to provide a rich, balanced and varied curriculum, ensuring that all students are challenged to achieve their best and to become confident and independent learners.

### Our Mission Statement

#### Our Mission

Our aim is that we learn and achieve together. We expect students 'to be the best they can be' through the values of

- Respect
- Friendship and
- Excellence

To do this we:

- Ensure every student succeeds
- Shape our curriculum to meet students' interests, needs and aspirations
- Strive to be effective in all we do
- Work in partnership in the interests of students
- Manage our resources to support our students.

## Child Protection

### Information/Instructions for applicant

*We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:*

1. All applicants are requested to provide in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.
2. Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate. In line with Safer Recruitment and Selection Guidance, for appointment to this post, references will be taken up prior to interview.
3. All reference requests will specifically ask for information about the candidate’s suitability to work with children and young people and will request details of: any disciplinary procedures and the outcome of these; any allegations or concerns relating to Child Protection and/or the welfare of children and young people; details of any criminal convictions, cautions or bind overs.
4. At interview, candidates will be asked about any allegations or concerns raised against them and the outcome of these, including the details of both current and expired disciplinary sanctions. Interviewees are required to bring to interview original documents relating to identity and qualifications.
5. All appointments will be subject to a satisfactory, enhanced level DBS check, a minimum of two satisfactory references and medical clearance. **This post is exempt from Section 4(2) of the Rehabilitation of Offenders Act 1974** therefore all convictions, cautions and bind overs, including those regarded as “spent” must be declared. Any pending prosecutions, current court proceedings and police enquiries relating to you, also must be disclosed. If you have any of these, you must provide details in a sealed envelope, marked confidential, attached to your application form. Applicants are required to declare if they have been referred to or included on List 99 or PoCA List, barring or restricting work with young people or vulnerable adults. For new employees to North Yorkshire County Council, the appointment will be subject to satisfactory completion of a six month probationary period (Applies to school support staff posts).
6. On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Board’s, Local Authority’s and School’s Child Protection and Safeguarding Policies and Practice Guidance and information on expected safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures.