

HMC BOARDING AND DAY
670 Boys; 275 Sixth Form



TEACHER OF HISTORY (MODERN AND ANCIENT)



BEDFORD SCHOOL

Situated just 35 minutes on the train from London St Pancras, and half way between Oxford and Cambridge, Bedford School is one of the region's leading boarding and day schools, educating boys from the ages of 7 to 18. Part of The Harpur Trust, Bedford's leading educational and social welfare charity, we're a vibrant school with a very strong sense of community, set in a beautiful 50-acre estate in the heart of the town.

There are some 694 pupils in the Upper School aged 13 to 18, with approximately 260 in the Sixth Form. 35% of the boys are boarders in our six boarding houses, each of which is "twinned" with a day house. Our Prep School with 400 boys caters for the 7-13 age range on the same campus, and has its own junior Boarding House.

Academic excellence is central to life at Bedford School, and we encourage boys to aspire to the highest possible standards and to exceed their expectations. Our success is demonstrated by a long history of impressive exam results at GCSE, A level, and in the International Baccalaureate Diploma. IB and A Level combined results saw 84% of grades at the equivalent of A* to B in 2017. 61% of GCSE results were at A/A* 2017. The vast majority of our leavers go on to Higher Education, and 78% of our Upper Sixth boys accepted places at Russell Group universities this summer.

The school was inspected in November 2016, and we are particularly proud of the fact that ISI (Independent Schools Inspectorate) gave us the top ratings possible. Full details, including a copy of the inspection report can be found here:

<http://www.bedfordschool.org.uk/Inspection-Report>

The school adopts a selective entry policy without being ruthless and seeks to provide an environment where all boys will thrive academically. It emphasises continuity of education at 13+ and 16+ so that, although there are academic entry requirements at each point, they are geared to whether boys are suitable to move to the next stage rather than over-formulaic targets. We believe in an all-round education that exposes all boys to a wide range of experiences and opportunities.

We place great emphasis on the value of Sport, Music and the Arts for the camaraderie, teamwork and self-motivation they instil, and encourage boys to explore their individual talents. Our extensive programme of extracurricular activities is wide-ranging and offers boys the opportunity to learn new skills and discover new interests outside the classroom. Boarding is at the heart of the school and all full-time members of staff are expected to contribute to the wider life of the school through involvement in the tutoring system and in activities outside the classroom.

The school's ongoing development programme has included the construction of a new Library (2003), Observatory & Planetarium (2003), a new Music School (2006) and a wonderful new theatre in St Luke's Church, on the edge of the estate (2015). Other developments have included renovation of the school dining halls and kitchens (2009), fitness suite (2010), staff common room (2011), sports pavilion (2012) and science department (2015).



HISTORY AND CLASSICS DEPARTMENTS

The teaching of History comes under the responsibility of the Head of History. The teaching of Ancient History comes under the responsibility of the Head of Classics. The successful candidate, therefore, will be working within two academic departments, details of which follow.

The History Department is academically successful and popular. We currently have six members of staff and teach Fourth Form (Year 9) through to Sixth Form, including the International Baccalaureate Diploma course. In the Fourth Form pupils learn about the First and Second World Wars and in the Summer Term begin the Pearson IGCSE course with Superpower Relations. In the Removes (Year 10) and 5th Form (Year 11) pupils study America from 1919 to 1974 and the Arab-Israeli Conflict. In the Sixth Form the Department follows the Pearson specification route E, Communist States (China and the USSR) and British political history from c1780 to 1928. For the IB the boy study Russia from 1855 to 1953, China under Mao, Italy under Mussolini and the theory and practice of modern warfare. The Department also teaches A level Politics, with a focus on the UK in the Lower Sixth and American politics in the Upper Sixth. Numbers for Politics are also strong and all Department members are able to teach the course.

The Department has a strong academic focus. We have a good record of success in terms of university uptake, including Oxbridge. There are regular meetings and new members of staff are supported in their professional development. The Department teaches within the departmental area on the fourth floor of the main building. It has its own well-stocked library and there are interactive whiteboards in each classroom. There is also a communal staff area and a resources room and the Department uses Firefly and has a Twitter feed.

Department results for the last three years are as follows:

	A2 Level (incl. IB equivalents)				IGCSE			
		IB	History A level	Politics A level		A* - A Grades	A* - B Grades	A* - C Grades
2017	A* - B Grades	100%	94%	89%	2017	54%	85%	99%
2016	A* - B Grades	80%	62%	83%	2016	65%	90%	95%
2015	A* - B Grades	50%	83%	75%	2015	64%	86%	94%

We run societies for History, Politics and also Current Affairs. Pupils invite speakers to talk to the societies on a regular basis, and recent discussions have included topics such as the impact of the WPSU and the legacy of Kennedy. We take pupils to sixth form conferences and run a battlefields tour. We have a good record of success in terms of essay competitions, with boys winning the Peterhouse and Trinity prizes. We also help prepare boys for the LNAT. Many of our IB pupils take the subject for their Extended Essay and all members of staff are able to supervise. The Department also runs the school EPQ programme.

The Classics Department encourages the learning of Latin, Classical Civilisation, Ancient History and Greek at all ages in the school.

In today's increasingly global society, the study of the ancient world provides an unparalleled lens through which to consider broad questions about human cultural and historical development over the long term and also to investigate the origins of culture and tradition in our own society. In essence, the Classics department believes that every pupil can discover something valuable and enjoyable in studying the classical world.

We adopt an approach combining traditional rigour within a friendly atmosphere, which has proved conducive to effective teaching and learning. We encourage boys to consider Classics within the context of the wider curriculum and enable pupils to think critically about language, literature and society. Above all, we aim to inspire pupils to become resilient and responsible learners, ready to achieve their full potential in a rapidly changing world.

The department possesses a suite of three teaching rooms in the Galbraith Building, which are all equipped with interactive whiteboards and data projection facilities. There is also a departmental library, a recently refurbished pupil workroom and department office.

The scope of Classics at Bedford continues to grow. Boys start studying Latin, using the Cambridge Latin Course, in Year 7, where the subject forms part of a languages carousel along with German and Spanish. Boys then opt to continue studying one of these languages in Year 8, and will normally study the same language when they transfer to the Upper School in Year 9. Twenty-seven boys are currently studying Latin in Year 9, highest total since 2011.

There is also the option to study the OCR Ancient History GCSE. At present, boys study modules on Rome, Persia, Alexander the Great and Cleopatra. Take up for this new course has been strong: nineteen boys have chosen the subject for 2018-19, which will be the first sitting of the new GCSE course.

Latin is offered within both the A Level curriculum (OCR) and the International Baccalaureate Diploma, attracting small numbers of high-achieving students. Classical Civilisation is also offered to A Level (OCR), and may be studied as a new subject in the sixth form. Modules offered at present are: Homer's Iliad, Virgil's Aeneid, Greek Theatre and Athenian Democracy.

ICT plays a key role in both enhancing pedagogy and making Classics more appealing for pupils, who increasingly inhabit an electronic sphere. Firefly offers a hub for independent learning with access to platforms like Memrise, Massolit and Jstor as well as links to social media, podcasts and extension opportunities. Professor Mary Beard follows the department Twitter feed and InstaCiv, our image-sharing forum, provides a further outlet for interactivity.

The department has enjoyed examination success with GCSE Latin 76% A*-A and A2 Latin 88% A*-A since 2010. One pupil fulfilled an offer to read Classics at Oxford this year and every IB Latin candidate has achieved Level 7-6. Classical Greek is available off-timetable; a small group of keen boys choose to study this, which we would like to see increase.

The department also organises visits and trips both in the UK and overseas as part of the Classics curriculum. London, Oxford and Cambridge are easily accessible, with the potential to attend productions of ancient drama and to visit the British Museum, Verulamium, the Fitzwilliam Museum and the Cambridge Cast Gallery. The highlight of the Classics calendar is a foreign trip which currently takes place every two years. In 2010 and 2012, the department took a group of twenty Classicists to Tunisia. A week in Rome, Pompeii and Sorrento was very successful over the Easter holidays in 2014 and 2016, and we are currently planning a classical tour of Sicily.

THE ROLE

We wish to appoint a teacher from January 2019 who is enthusiastic and well qualified, to join these highly successful and thriving departments. The successful candidate will have a genuine passion for History and the Humanities and a desire to inspire this in others. They will also be eager to develop their own teaching skills and share ideas with colleagues.

We welcome applications from experienced teachers or NQTs from a wide range of backgrounds. We are also equally happy to consider applications from those without professional qualifications in teaching, if they are well qualified in History (or a related field). Successful candidates in this category would typically be supported by the School to gain QTS

in their first year. This is typically achieved through undertaking a PGCE through an Assessment Only (AO) route. We can also offer support through the iPGCE should that be the preferred route for the successful candidate.

BENEFITS OF SERVICE

Bedford School has high expectations of its staff and therefore looks to reward them with generous salary scale increments and beneficial conditions of service. All teachers are offered membership of the Teachers' Pension Scheme and have longer holidays than the maintained sector. Class sizes are small (maximum of 14 at Sixth Form and 24 at GCSE) and most teachers have their own classroom. A wide range of opportunities for professional development exist and staff are encouraged to develop their skills and consider career options at all levels. There is ample opportunity to take on additional responsibilities for which there are allowances.

Fee concessions are available across the Harpur Trust schools. A private health care scheme is also available for teaching staff.

Bedford is set in beautiful grounds and staff are welcome to make use of the extensive leisure and sporting facilities (which includes gym, swimming pool, tennis courts, squash courts etc.) for themselves and their immediate family.

All staff enjoy free on-site parking. Lunch (of outstanding quality) and free refreshments are available throughout the day; other meals are available according to staff commitments.

Each member of the teaching staff has a voice on professional matters via the Common Room Chair, and all staff are encouraged to contribute to the Teaching and Learning Group. The ability to join a strong community through a number of social events (Staff Bar, Staff sports leagues etc.) is encouraged.

Bedford is a dynamic and incredibly rewarding place to work with a strong sense of community.

GENERAL INFORMATION

Full-time teachers at Bedford are expected to:

- Play a full part in the extensive games and activities programme
- Be a Tutor attached to a boarding or day house

Bedford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Offers of appointment are subject to satisfactory references and DBS clearance.

Staff are normally expected to find their own accommodation, although there may be some school accommodation available in certain circumstances.

APPLICATION PROCESS

Applicants are asked to complete the School Application Form; CVs in place of an Application Form cannot be accepted.

Short-listed candidates will be invited to the school for interview on the advertised date. The selection process will involve a lesson observation and several interviews. Suitable candidates may be interviewed before the closing date and Bedford School reserves the right to withdraw the position if an early appointment is made. Applicants are therefore encouraged to apply early.

The current Heads of Department, Ms Ellen Parcell (History) and Mr Alistair Melvill (Classics), would be happy to talk to prospective applicants; they can be contacted through the School Reception on 01234 362200 or by email eparcell@bedfordschool.org.uk amelvill@bedfordschool.org.uk



Bedford School is part of The Harpur Trust



Teaching Staff Benefits

Financial:

- School's own salary scale – ranging between 10-20% above the state sector.
- Membership of the Teachers' Pension Scheme
- School fee remission for sons and daughters (Reception to year 13) of teaching staff in any of the Harpur Trust's four schools (50%-60% off the fees)
- Starter finance for renting in Bedford; or help with first year accommodation on site, where available
- Moving home allowance; and support with finding a new home
- Holiday discounts on booking of facilities; children's courses held at school
- Year round free use of pool and gym (with onsite staff changing facilities)
- Discounts on all Quarry Theatre tickets
- Free lunches in term time from a national award winning catering team. Free breakfast and dinner also available for boarding duty staff; and for day staff for a minimal cost.
- Private Health Insurance

Career development:

- Generous INSET budget for courses
- Possibility of help with financing further qualifications
- Up to two staff members financed fully through a PGCE each year
- Staff fellowship awards available for overseas educational visits
- IB teaching courses in a range of UK and overseas destinations
- Close partnership with two local state schools, and three local independent schools (via Harpur Trust), for sharing of practice
- Member of the Bedford Borough Learning Exchange.

Environmental:

- Common Room with coffee, biscuits, sandwiches at tea, etc.
- Weekly lunchtime concerts
- Opportunities for staff to play or sing in a range of orchestras, ensembles and choirs
- Staff weekly yoga and mindfulness sessions
- Staff football and cricket teams with regular fixtures
- 450 years of history; opportunities to meet many extraordinarily successful and influential Old Bedfordians; vibrant, happy and global community; a sense of fun
- Full time onsite community via 6 boarding houses
- Valet dinners for longstanding staff members when they leave the school
- Use of the school's nature reserve at Ickwell

Great location:

- The gorgeous 50 acre site is on the edge of a busy town centre
- Trains from Bedford Station to Kings Cross St Pancras take 33 minutes; under 15 minutes to Luton Airport Parkway; and direct to Gatwick and Brighton via the Thameslink
- X5 bus runs several time per hour between Oxford and Cambridge (via Bedford Town Centre)
- 15 minutes from the M1 (J13)

HISTORY TEACHER (MODERN AND ANCIENT)

JOB DESCRIPTION	
The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Summary of the role	<p>Job Title: History Teacher (Modern and Ancient)</p> <p>Department: History and Politics Department (and Classics Department)</p> <p>Location: De Parys Avenue, Bedford</p> <p>Job Purpose: To teach History (with Ancient History)</p> <p>Reporting Line: Head of Department</p> <p>Hours: Full Time</p> <p>Salary: School's own salary scale, according to Harpur Trust scales</p> <p>Role Summary: To teach throughout the Upper School, including (I)GCSE, A Level and IB. The ability to teach Politics in 6th Form would be advantageous.</p>
Main duties and responsibilities	<p>Your Professional Duties</p> <p>You are expected to act in accordance with the aims, policies and administrative procedures of the School.</p> <p>The following duties shall be deemed to be included in the professional duties which you will be required to perform:</p> <p>A. Teaching:</p> <ul style="list-style-type: none"> • Uphold the Department's high standards of preparation, teaching and discipline. • Support the work of the Department to ensure the highest possible levels of achievement. • Plan lessons in accordance with the Department's schemes of work. • Contribute to the development, evaluation and monitoring of the policies, syllabuses and schemes of work of the Department. • Liaise with relevant colleagues on the planning of work for collaborative delivery. • Monitor, track and being aware of boys' prior levels of attainment and maintain records.

- Set and mark examinations and other forms of assessment.
- Use ICT within the curriculum.
- Contribute to Departmental activity beyond the curriculum.
- Establish high and appropriate expectations for learning, motivation and presentation of work.

B. Assessment, Recording and Reporting:

- Maintain plans of lessons undertaken and records of boys' work.
- Set and mark homework paying due regard to the policies in the History/Classics Department Handbook.
- Provide constructive oral and written feedback, with clear targets for future learning.
- Report on pupil progress in line with School policy and as specified in the published calendar.
- Keep parents informed of boys' progress at parents' evenings, and other means as appropriate.

C. Pastoral Care:

- Be fully conversant with, and apply, the School's child protection policy and all related issues.
- Promote good attendance and monitoring it in accordance with School policy.
- Promote the general progress and well-being of boys' in your care.
- Perform the duties of a Tutor in line with School expectations.

D. Professional Standards:

- Support the aims and ethos of the School.
- Treat all members of the School community with respect and consideration.
- Treat all boys fairly, consistently and without prejudice.
- Set a good example to boys in terms of appropriate dress, punctuality and attendance.
- Participate in the School's extracurricular programme.
- Take responsibility for personal professional development within the School's CPD programme.
- Attend all departmental and staff meetings.
- Attend Parents' Evenings, New Parents' Day.
- Ensure that all deadlines are met as published in the School calendar.
- Take responsibility for matters relating to health and safety.
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

This job description is not exhaustive and the job holder may also be expected to undertake such other comparable duties as may be required from time to time. These details may be amended at any time by agreement, but in any case will be reviewed through the appraisal process.

PERSON SPECIFICATION

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Honours degree in History/Ancient History or an appropriate related subject from a recognised university either in the UK or overseas	PGCE / QTS	<i>Certificates</i>
Experience	Knowledge and understanding of the requirements of teaching History and Ancient History at secondary level, including GCSE and A Level (N.B. Teaching experience is not essential and recent graduates are encouraged to apply for this post as well as qualified and experienced teachers.)	Experience of teaching History at secondary level, including GCSE and A Level Experience of teaching IB Ability/willingness to teach Politics	<i>Application form and references</i>
Skills	To be an outstanding teacher, with excellent classroom practice To be firm but fair To be able to inspire and motivate students To be an excellent communicator, orally and in writing, with boys, parents and staff To have good time management skills To have the ability to show initiative within the framework of a strong and supportive team A willingness to utilise and develop departmental teaching resources To have excellent interpersonal skills To be proficient in ICT and able to use technology appropriately to support	Ability to contribute material to the website and VLE A clean driving licence. A D1 minibus licence or a willingness to obtain one	<i>Application form, references and interview</i>

	learning		
Knowledge	<p>Have a well-informed understanding of GCSE, A Level and IB specifications of History and Ancient History and their suitability for meeting learners' needs</p> <p>Is able to utilise teaching strategies to allow learners to make good progress compared to their previous attainment and compared to similar learners nationally</p> <p>Have an awareness of safeguarding and pastoral issues</p> <p>Appreciation of the ethos of an independent boys' boarding and day school</p>		<i>Observed lesson, interview and references</i>
Personal competencies and qualities	<p>An intellectual interest in History and a passion for the subject and all it offers</p> <p>A practitioner who is continuing with their own personal work</p> <p>A creative learner and teacher with a passion for education</p> <p>An approachable, professional colleague and classroom practitioner</p> <p>Pragmatism and 'can do' approach</p> <p>Have commitment to professional development</p> <p>To be flexible, adaptive and persuasive</p> <p>To be resilient, committed and confident</p> <p>Ability to prioritise and remain calm under pressure</p> <p>To have an ability to work independently and within a team, using a wide range of resources</p>	<p>Able to advise pupils, parents and staff insightfully</p> <p>Interest in continuing professional development of self and other staff</p> <p>Enjoys every aspect of teaching pupils</p> <p>A perceptive understanding of teenagers and their 'needs' and 'expectations'</p> <p>A good sense of humour</p>	<i>Interview, observed lesson and references</i>