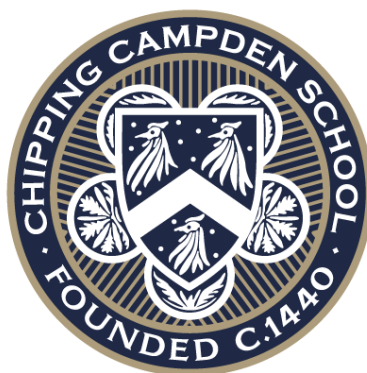




Head of History Application Pack



INSPIRE • EMPOWER • EXCEL

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Welcome from the Principal

Thank you for your interest in this post. Choosing the right school in which to work is a very important decision, and the aim of this application pack is to provide you with sufficient information to support your consideration of whether you would be happy and motivated working with us over the coming years, to shape the future of our school and inspire our students to make academic progress that is within the top 20% of all schools nationally.

Chipping Campden School is indeed a very special place – unlike any other. What makes our school so special is its culture and ethos; something that has been grown since the school's formation in c.1440, enabling students to feel empowered in their learning and inspired to excel. The school has a very special place in my heart, having served at the school between 2003 and 2011 as a Teacher of mathematics, Head of Year and latterly Assistant Headteacher. Without doubt, having the opportunity to return to the school as Principal in 2023 is the proudest moment of my career. Having taught and led in a variety of other schools across the country, when I drive to Chipping Campden School each day, I know that I am very privileged to be coming to such a special place, with so many amazing people.



When you take a walk around our school, it is impossible not to feel a palpable buzz of excitement. There are so many opportunities for students to flourish, whether that be representing our school on the sports field, performing on stage in our state-of-the-art Performing Arts Centre, leading one of our Student Parliament Ministries or completing the Duke of Edinburgh Gold Award; our offering of co-curricular and extra-curricular activities is enormous.

We are unashamedly ambitious for all our students, enabling them to develop high aspirations and chase goals that perhaps at first, may seem a little daunting. It is only when we relentlessly pursue these high aspirations and settle for nothing less than our very best, do we enable our students to leave our school being able to successfully compete with their global counterparts, in whatever they choose to do at the end of, what for most, will be a seven-year partnership with us. As staff at the school, I believe it is our job to provide the expertise and environment to enable our students to do just that, supporting and challenging along the way.

If you decide to apply to support me in leading our school, you will be an exceptional candidate with a thirst for delivering high quality History lessons and sharing your passion and enthusiasm for History in an outstanding department of five specialist History teachers. Our 2023 outcomes are some of the highest in our school and well above national standards in both attainment and progress. In KS4 we have large numbers of students taking History GCSE, usually four classes, and A level numbers are also strong with at least two classes. You will be ably supported by a Director of Learning (Social Sciences), in a collegiate faculty with four additional Heads of Department and a wider team of twelve other specialist teachers across the Social Sciences.

If you would like to explore the vacancy in more detail prior to applying, a confidential conversation can be arranged with me or Erica Kingswood, Director of Learning: Head of Social Sciences (ekingswood@campden.school). Equally, you are welcome to come and visit the school; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange either of the above, please contact Charlotte Haynes (PA to the Principal) by email at chaynes@campden.school or telephone (01386 840216) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

If you would like to apply for the post, please do so by completing both parts of our application form, which can be found on our website, by clicking [here](#). Part 1 of the form (pages 3 and 4) provides a space for you to write about the relevant skills and experience that make you a suitable candidate for this post. This section is restricted to two pages (min. font 11) and should outline how



your teaching portfolio to date is suited to the requirements of the person specification.

The deadline for applications is **10:00am on Monday 15th April 2024.**

I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'G. Burton', written in a cursive style.

Gareth Burton
Principal

Staff benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. We feel that a mark of the outstanding school we are is symbolised by the number of staff who choose to send their children to be educated with us.



Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:

- An average of 17.4 students per teacher (full-time equivalent)
- An iPad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Commitment to staff wellbeing through a variety of internal practices, designed to recruit and retain the very best staff.
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.
- Comprehensive range of staff social events throughout the year.

- Cycle to Work scheme
- Focused weekly SLT meetings, which run to time and have a cut-off of 6:00pm – without fail!
- Freshly prepared and cooked food available on site
- Generous allocation of directed time - for the 2023/24 year, all teaching staff have at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders.
- Health and wellbeing support including access to an Employee Assistance Programme (including partners and dependents), confidential counselling services and support from our Staff Wellbeing Group, who meet regularly to ensure that our staff wellbeing is prioritised.



- Outstanding, tailored CPD
- Pension Scheme membership (Teachers Pensions or Local Government Pensions Scheme)
- Support in completing relevant external leadership development programmes.
- The school is located within the beautiful Cotswold town of Chipping Campden, with friendly businesses, including a wide range of restaurants and pubs.

Job description

Post Title: Head of History
Responsible to: Director of Learning (DoL) for Social Sciences
Pay Scale: MPS/UPR + TLR2b

Section A: Job purpose

- To assist with the effective leadership, development, organisation, support and management of the History department.
- To deliver high quality teaching and learning to students of all ages and abilities up to 'A' Level.
- To develop effective partnership working with other staff to secure high levels of student progress.

Section B: Job context

This job description reflects the vision, strategic plan and policies of Chipping Campden School. The specific nature and balance of these responsibilities will vary according to the needs of the school and may at times be shared.

At Chipping Campden School we follow the statutory requirements and guidance of the School Teachers' Pay and Conditions Document and DFE conditions of employment which are reflected in the school's current Pay Policy. The expectation is that teaching will be at least good; this means that all teachers are expected to be meeting the Teachers' Standards, (Appendix 1) to a good level as appropriate to the stage of their career development.

Section C: Main duties

Teaching

- Plan and teach lessons and sequences of lessons to the classes you are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

Oversight of the subject

- Lead and coordinate the effective delivery of an appropriate curriculum for the subject at KS3, KS4 and Post-16, including the production and review of effective schemes of learning.
- Lead and coordinate monitoring and tracking of student progress through KS3, KS4 and KS5, including key focus groups of students, through accurate data analysis.
- Identify student under achievement with staff within the subject team.

- Lead and coordinate the implementation of intervention and improvement strategies. (To include attendance at any whole school/department intervention meetings)
- Liaise with the Head of Faculty in respect of settings/groupings within the subject and any review processes put in place.
- Lead and coordinate subject results/performance analysis (August/September)
- Conduct and compile a review and evaluation of the subject on an annual basis
- Produce an annual Department Development / Improvement Plan setting out the key priorities to be addressed by the department in conjunction with the SDP
- Lead and coordinate effective transition of students from key stage to key stage within the designated subject
- Lead and coordinate effective processes for celebrating student achievement in the subject.
- Lead and coordinate strategies for extending more able students in the subject

Shaping the future

As part of the Social Sciences Faculty Leadership Team:

- Support the Director of Learning (Head of Faculty) and contribute to the overall development of improvement strategies/policies across the faculty.
- Promote collaborative working enabling everyone to share knowledge and understanding, celebrate success and accept responsibilities for outcomes
- Lead and participate in appropriate quality assurance activities within the subject and across the faculty e.g. Learning Walks, Work Sampling, Lesson Observations
- To identify, share and promote good practice within the subject and across the faculty.
- Help to ensure that strategic planning within the subject and faculty takes account of the diversity, values and experience of the School and community
- Promote and secure the active involvement of students in their own learning
- Support strategies to promote high standards of behaviour

Management of staff and resources

- Direct and supervise any support assigned
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Contribute to the training of other staff

Self development and working with others

- Set high expectations of your own performance and that of others
- Engage in professional development activities as appropriate
- Line-manage all staff contributing to the delivery of the subject

- Formally appraise the performance of specific subject staff in accordance with the policies and protocols laid down by the school.

Operational/managing the organisation

- Ensure that the range, quality and use of all available resources within the subject is monitored, evaluated and reviewed to improve the quality of education for all students and value for money
- Coordinate relevant subject nominations for awards / prize giving event
- Lead and coordinate effective options evening & information assemblies for the subject
- Lead and coordinate academic visits
- Contribute to induction and transition activities, where appropriate for the subject

Other

- Completion of any other reasonable duties as directed by the Principal

Appendix 1: Teachers' Standards

Preamble

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.

Part One: Teaching

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.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- 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.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- 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 frameworks which set out their professional duties and responsibilities

Person specification

| Education and qualifications | Essential (E) or Desirable (D) | Application (A), Interview (I) or Reference (R) |
|--|--------------------------------|---|
| Relevant educational qualifications at school/college | E | A |
| Educated to degree level | E | A |
| PGCE (or equivalent) | E | A |
| Good honours degree (1 st or 2:1) | E | A |
| QTS | E | A |
| Other postgraduate qualification (E.g. MEd) | D | A |
| Professional knowledge and experience | Essential (E) or Desirable (D) | Application (A), Interview (I) or Reference (R) |
| Appropriate experience of teaching classes across the age and ability range | E | A/I |
| Able to teach History to GCSE and 'A' Level | E | A/I |
| Ability to plan, maintain, develop and deliver outstanding teaching and learning | E | I |
| Ability to build good relationships with young people with strong behaviour management strategies | E | I |
| Able to lead, coach, manage and motivate staff | E | I |
| Ability to teach Politics | D | I |
| Evidence of on going professional development | D | A/I |
| Creativity in using new technologies or teaching practices to help students learn and make progress | D | A/I |
| Traits and competencies | Essential (E) or Desirable (D) | Application (A), Interview (I) or Reference (R) |
| Committed to and good understanding of Safeguarding and Child Protection practice and procedure | E | A/I |
| Outstanding oral communicator | E | I |
| Written communications are appropriate for the intended audience, grammatically correct and showcase high levels of written literacy | E | A/R |
| A 'self-starter' with the ability to prioritise effectively and meet deadlines | E | I/R |

| | | |
|--|---|-----|
| <p>Someone who:</p> <ul style="list-style-type: none"> • is reflective, with high levels of personal resilience and able to accept constructive feedback from others in order to further improve performance • prioritises 'the team' above 'self', and contributes wholeheartedly to the life, culture, spirit and ethos of our school <p>thrives on challenge, with the necessary drive and determination to get a job done.</p> | E | I |
| <ul style="list-style-type: none"> • Willingness to be involved in and contribute to the development of the department and extra-curricular activities | D | A/I |



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