

St Bede's Catholic College



Recruitment pack for the post of: Head of Humanities

Full time, permanent, to start 1 January 2027

Pay scale: M4-UPS3 £40,941- £52,835 plus TLR1a £10,531

The point on the salary range will depend on experience, expertise and professional qualifications.

Closing date: Noon on Monday 12th October 2026



0117 377 2200



www.stbedescc.org



Long Cross, Lawrence Weston, Bristol, BS11 0SU

St. Bede's Catholic College

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T: 0117 377 2200 E: contact@stbcc.org W: www.stbedescc.org

Principal: Mr R. J. King, M.Ed



Dear applicant

St Bede's Catholic College is a great place of learning with a unique culture and climate. Visitors comment on a calm and industrious place where children are stimulated and challenged to develop their talents and encouraged to strive for excellence. Achievement and effort are valued and celebrated. Within and outside the classroom numerous opportunities exist for young people to unlock their talents and develop self-worth, esteem, confidence, resilience and independence.



Children are enthusiastic about life in college and embrace the many opportunities to grow in faith, developing religious understanding and a sense of service. Spiritual and moral development lies at the heart of our work and is a major strength within this vibrant faith community, where every child is valued.

Young people are encouraged to strive for excellence in every aspect of their work. We hold high expectations of ourselves and all those who work within our community and these translate to the children in our care. They are enabled from the early stages to be active, enquiring and critical open-minded thinkers; to be ambitious for themselves and broaden their horizons.

The college has a long-standing tradition of scholarship and academic success. The value of hard work is never underestimated; this, coupled with inspirational and passionate teaching, enables everyone to fulfil their potential and walk tall with confidence.

As important as they are, education at St Bede's is about much more than examination results as you will discover when you visit this vibrant community where quality is all pervading.

Yours faithfully

Mr R King

Principal



The St Bede's Way

The St Bede's Way is a practical guide to the culture at St Bede's. It is the way we aspire to do things; the expectations we have of each other and the support we provide to help us all succeed. It is the aim of all our community, both adults and students.

St Bede's has one simple message: **Work Hard. Be Kind. Do The Right Thing.**

Where Excellence meets Purpose

At St. Bede's Catholic College, we believe that our colleagues are the heartbeat of our institution. We are not just a school; we are a community committed to fostering an environment where every member thrives.

As you consider joining our team, here's what we promise to provide you:

Inspiring Mission and Values:

Be part of a community driven by a rich heritage and a commitment to excellence in education. Our Catholic values permeate everything we do, creating a purpose-driven work environment.

Collaborative and Inclusive Culture:

Embrace a culture of collaboration, where your unique skills and perspectives are valued. We are committed to creating an inclusive atmosphere that celebrates diversity and encourages open dialogue.

Professional Growth and Development:

Your growth matters to us. Access ongoing professional development opportunities, workshops, and mentorship programs to ensure you stay at the forefront of your field and achieve your career goals.

Student-Centric Approach:

Experience the joy of shaping young minds. Our student-centric approach prioritises their holistic development, providing you with the satisfaction of contributing to their growth and success.

Work-Life Balance:

We understand the importance of a balanced life. Enjoy a supportive work environment that values your well-being, providing flexibility and resources to help you maintain a healthy work-life balance.

State-of-the-Art Facilities:

Work in a modern and well-equipped campus that fosters a positive learning environment. Our facilities are designed to inspire creativity and innovation in both students and staff.

Community Engagement:

Engage with the local community and make a difference beyond the classroom. Join initiatives that connect our school with the broader community, reinforcing our commitment to social responsibility.

Join St. Bede's Catholic College and be part of a community where your skills are appreciated, your growth is nurtured, and your contributions make a lasting impact on the lives of students.

JOB OVERVIEW

We are seeking an ambitious and inspirational Head of Humanities to provide strategic and operational leadership across History, Geography and Sociology. The successful candidate will be an excellent classroom practitioner, with the subject expertise to teach Geography to A Level, and will lead a successful and collaborative faculty in securing the highest standards of teaching, learning, achievement and student experience.

This is an exciting opportunity for an experienced teacher and aspiring or established leader to shape the next phase of development of a successful Humanities Faculty. The successful candidate will inherit a committed and collaborative team and will have the opportunity to build on existing strengths while developing curriculum, teaching and learning and student outcomes across the faculty.

St Bede's has a diverse community of students and we would be pleased to receive interest from applicants of all backgrounds.

WHY CHOOSE US

St Bede's has a superb reputation locally, within the Diocese and nationally. We are recognised by the Diocese as an Outstanding Catholic school and hold the SEND Inclusion award that recognises our high-quality education for students with SEND. In addition, we hold a Beacon status for Holocaust Education, the Geography Quality Mark and an award from the Incorporated Society of Musicians in recognition of excellence in Music. We have also been recognised for 'Leadership through moral purpose', 'Engaging with evidence and research' and for our outstanding results by SSAT. The College has also recently been awarded the Leading Parent Partnership award in recognition of our work with parents and re-accredited as Investor in People

WHAT WE OFFER:

- A school that is fully dedicated to developing every child to reach their full potential, irrespective of their ability or prior attainment.
- Collaborative working to support our endeavours to work smarter and achieve an effective balance between home and work.
- A dedicated and friendly team of professionals who are keen to develop and learn.
- Excellent CPD opportunities to grow and develop through mentoring and coaching.
- A successful ECT support program and new staff mentoring
- Comprehensive induction programme
- Onsite parking
- Free Employee Assistance Programme
- Teacher pension scheme
- Marking policy and Communications policy, both designed to reduce workload
- Members of the DfE Staff Wellbeing Charter
- Cycle to work scheme
- Free use of the college gym

IF YOU ARE:

- an inspirational, dynamic and self-motivated leader
- a self-motivated, talented and reflective teacher who can teach Geography to A level
- someone who will teach with excitement and enthusiasm, creating positive energy around them
- a teacher with ambition for every student
- a team player
- a person with strong personal and professional standards

The successful candidate will share the College's commitment to developing young people academically, socially, morally and spiritually, and will actively contribute to the Catholic mission and ethos of St Bede's. If you are a talented teacher with the passion and ability to be a great leader and would like to play a significant role in the future of this great place of learning, we would be pleased to hear from you.

Please complete the application form and submit this with a letter outlining your experience and suitability for this role. Your application should include your GCSE and A level results and those of your school for the past two years.

Core purpose of the Faculty Leader at St Bede's

Strategic Leadership

- Provide clear vision and strategic direction for the Humanities Faculty.
- Lead faculty improvement planning in line with the College Development Plan.
- Ensure consistently high expectations across all Humanities subjects.
- Develop a culture of collaboration, professional learning and continuous improvement.

Teaching and Learning

- Lead the development of high-quality teaching across the faculty.
- Monitor and evaluate teaching and learning and identify areas for development.
- Promote evidence-informed approaches to teaching.
- Ensure appropriate provision for students with SEND and differing levels of prior attainment.

Curriculum

- Ensure a coherent, ambitious and appropriately sequenced curriculum across Humanities.
- Review curriculum content, assessment and progression.
- Ensure curriculum developments reflect examination specifications and wider educational priorities.

Achievement and Outcomes

- Analyse assessment and examination data.
- Identify underachievement and implement effective intervention.
- Ensure ambitious but appropriate targets are set for students.
- Monitor the progress of disadvantaged students and students with SEND.

Leadership and Management

- Line-manage and develop faculty staff.
- Support colleagues through coaching, professional development and appropriate challenge.
- Manage performance effectively where necessary.
- Build a positive, collaborative and accountable team culture.

Resources and Enrichment

- Manage faculty resources effectively and within budget.
- Develop enrichment, trips and wider opportunities.
- Promote student uptake and engagement in Humanities subjects.



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 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: Head of Humanities from 1st January 2027, full time, permanent (TLR1a £10,531)

Criteria	Essential / Desirable (D)
Catholicity	Commitment to supporting and promoting the Catholic character, mission and values of the College.
Qualifications	- Graduate or equivalent - Qualified teacher status - Management qualification (D)
Strategic Leadership	- Provide clear vision and strategic direction for the Humanities Faculty. - Lead faculty improvement planning in line with the College Development Plan. - Ensure consistently high expectations across all Humanities subjects. - Develop a culture of collaboration, professional learning and continuous improvement.
Teaching and Learning	- Excellent classroom practitioner - Ability to teach Geography to A level - Proven ability to motivate and challenge students to achieve high standards - Excellent classroom management skills - Evidence of good value added – good examinations record - Ability to use ICT effectively in teaching - Ability to lead the development of high-quality teaching across the faculty. - Monitor and evaluate teaching and learning and identify areas for development. - Promote evidence-informed approaches to teaching. - Ensure appropriate provision for students with SEND and differing levels of prior attainment. - Ensure a coherent, ambitious and appropriately sequenced curriculum across Humanities. - Review curriculum content, assessment and progression. - Ensure curriculum developments reflect examination specifications and wider educational priorities. - Analyse assessment and examination data. - Identify underachievement and implement effective intervention. - Ensure ambitious but appropriate targets are set for students. - Monitor the progress of disadvantaged students and students with SEND. - Teaching experience in at least two schools (D) - Ability to offer another subject at GCSE and/or A level (D)
Personal Qualities	- Evident leadership potential - Ability to develop and maintain good student and staff relations - Ability to communicate clearly in a variety of forms - Flexibility and a good sense of humour - Clear thinker with an optimistic disposition - High Emotional Intelligence - A desire to achieve and be highly successful
Leadership and Management	- Ability to initiate and carry through change effectively - Ability to prioritise effectively - Ability to meet deadlines - Good knowledge of self-review and evaluation - A clear vision of what makes a good school and the ability to use this to support faculty improvement - Effective people and team management skills - Expertise in the intelligent use of data to enable students to achieve and exceed expectations - Ability to resolve conflict in a constructive and sensitive manner - Ability to make rational decisions that may be unpopular - Ability to line-manage and develop faculty staff, Managing performance effectively where necessary. - Support colleagues through coaching, professional development and appropriate challenge. - Build a positive, collaborative and accountable team culture. - Manage faculty resources effectively and within budget. - Develop enrichment, trips and wider opportunities. - Promote student uptake and engagement in Humanities subjects.
Professional Development	- Up-to-date knowledge of curriculum and pastoral developments - Recent management training or experience - Clear vision of one's own career path - Evidence of on-going professional skills development
Application	- Ability to address succinctly the essential characteristics of this post Include data on recent GCSE results for your classes as well as the 9-5 E/M results of your school.
References	Two professional references, one of which should be from your current or most recent employer.

Faculty Information

Subjects: History, Geography and Sociology

The Humanities Faculty is comprised of nine teachers including three specialist teachers in Geography and three in History. It is a very forward thinking and successful faculty; we are proud of our team ethic and collaborative approach and work closely with students to achieve excellent results, building on our previous best performance. Teachers are expected to be able to teach more than one of the humanities subjects, beyond their subject of expertise.



➤ HISTORY

Areas studied at Key Stage 3	
Year 7: What is History? The Medieval Realms. African Kingdoms. The Renaissance. Year 8: Making of the UK 1500-1750, Transatlantic Slavery, British Empire and the Industrial Revolution Year 9: The Twentieth Century World. An in-depth study on the Holocaust. Year 9 students have the opportunity to participate in a First World War Battlefields Trip in October of each year.	
Key Stage 4 - AQA	
- USA 1920-1973 - Korea and Vietnam - Normans - Health and the People	History is a popular subject which excites and encourages students to reflect on the past and to learn from those events. Those who decide to study GCSE History enjoy their learning and achieve excellent success relative to their ability and have the opportunity to participate in a trip to Berlin or Krakow in March of each year.
Key Stage 5 - AQA	
Breadth Study: - Consolidation of the Tudor dynasty 1485 – 1547 - England: turmoil and triumph 1547 – 1603 - NEA – Civil Right in the USA 1865 – onwards	Depth study: Germany 1918-1945

➤ GEOGRAPHY

Areas studied at Key Stage 3	
Year 7: Intro, map skills, the UK, weather and climate, Africa (including Kenya) Year 8: Tectonic hazards, population, urbanisation, Asia (China & India), rivers & flooding, coasts Year 9: Development and globalisation, Russia, Glaciers, the Middle East, GCSE	
Key Stage 4 - AQA Syllabus A	
GCSE Geography is a very popular option choice with students achieving very good results relative to their ability. Within the AQA course we study the following topics:	
Physical Geography	Human Geography
Challenge of Natural Hazards Living World - cold environment option Coastal Zone and River Landscapes in the UK	Changing Economic World Challenge of Resource Management – water option Urban Issues and Challenges
Key Stage 5	
Component 1: Physical geography Section A: Water and Carbon Cycles Section B: Glacial Landscapes Section C: Hazards	Component 2: Human geography Section A: Global systems and global governance Section B: Changing places Section C: Contemporary urban environments

➤ SOCIOLOGY

Key Stage 5 AQA (not offered at GCSE)	
Sociology is a popular A Level option which encourages students to question the society around us and challenges their ability to analyse and evaluate sociological research and theories. We follow the AQA specification.	Topics studied are: Year one – Families and Households, Education with Research Methods Year two – The Media, Crime & Deviance and Sociological Theory.

Further information regarding the Humanities curriculum is available on the college website:
<https://www.stbedescc.org/page/?title=Curriculum+Content+and+Curriculum+Maps&pid=142>

Why Bristol?

It is no surprise that Bristol is consistently rated as one of the best places to live and work in the UK.

Join us and you'll get more than a challenging job: you'll enjoy all the benefits of living and working in one of Europe's most vibrant and best located cities, known for its cultural diversity.

Bristol has an excellent international reputation as a centre of culture, partly thanks to the regeneration of the city centre and historic harbourside, as well as our festival scene. With great architecture and stunning views, a host of cultural attractions and a great range of places to eat and drink, the city also offers one of the country's widest selections of music, multimedia and performance venues, nightclubs, art galleries, museums and historic buildings. In and around the hustle and bustle of the city, Bristol boasts over 400 gardens and parks, ideal for walking, cycling and relaxation.

As well as all this, Bristol is within easy reach of some of Britain's most stunning landscapes, such as the Cotswolds, Cheddar Gorge, Somerset, Devon and South Wales countryside and coast. It's also close to some of the UK's heritage sites such as Stonehenge, Avebury and Glastonbury.

It's easy to get to the rest of the UK and Europe from Bristol. Of all the major UK cities, it's the nearest to London and has unrivalled rail and motorway links, not to mention one of the country's fastest growing international airports. Bristol has also been named as the UK's first cycling city and one of Europe's most bike-friendly destinations.



How to Apply

Please complete the application form on Eteach, and submit this with a letter outlining your experience and suitability for this role by noon on Monday 12th October 2026.

Applicants should provide examination outcomes for the classes they have taught, including GCSE and A Level results where applicable, together with the school's overall GCSE outcomes for the previous two years

We are an equal opportunities employer and committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

We follow safer recruitment practices and appointments are subject to an enhanced DBS check, satisfactory references, online screening, qualification verification and evidence of your right to work in the UK. We are unable to provide visa sponsorship.

Our safer recruiting and safeguarding policies are available on our website: www.stbedescc.org

No other application forms or CVs will be accepted.

Offers of employment are subject to Enhanced Disclosure and Barring Service clearance, excellent references and medical clearance.

