

# St Bede's Catholic College



## Recruitment pack for the post of: Head of Humanities

Full time, permanent, to start 1 September 2024

Pay scale: M4-UPS3 £36,051- £46,525 plus TLR1a £9,272

Closing date: Noon on 26<sup>th</sup> February 2024



0117 377 2200



[www.stbedescc.org](http://www.stbedescc.org)



Long Cross, Lawrence Weston, Bristol, BS11 0SU

# St. Bede's Catholic College

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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.

## **ADVERT – Head of Humanities**

### **JOB OVERVIEW**

St. Bede's Catholic College is seeking a dedicated and enthusiastic Teacher to lead our dynamic Humanities faculty.

You will be a full time History or Business Studies and Economics teacher who can deliver high quality lessons while successfully nurturing and inspiring our students. As part of our energetic and welcoming team, you will enthuse and motivate students to strive for success while maintaining a healthy learning environment for all children within the college.

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 History or Business Studies and Economics 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

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.

The closing date for applications will be **noon on Monday 26<sup>th</sup> February 2024**. Further details are available on our website [www.stbedescc.org](http://www.stbedescc.org). *Offers of employment are subject to Enhanced Disclosure and Barring Service clearance, excellent references and medical clearance.*

## **Core purpose of the Faculty Leader at St Bede's**

To provide professional leadership and management to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all students.

### **1. Objectives**

- Ensure effective learning takes place across the subject
- Foster enjoyment of learning with the students
- Ensure student entitlement to the agreed curriculum within the subject
- Put in place measures to raise standards of student achievement
- Enhance the teaching of the subject
- Enhance enrichment and co-curricular provision
- Hold people to account for the students they teach
- Develop student engagement in co-curricular activities in the subject
- The Team Leader is required to carry out the professional duties set out in the relevant paragraphs of the "School Teachers' Pay and Conditions" document and to meet the Teachers' Standards.

## **Principal Responsibility of Faculty Leaders**

### **1. Strategic direction and development of the subjects**

Within the context of the College aims and policies, Faculty Leaders ensure the development and implementation of subject policies, plans, targets and practices across all subjects within their teams.

### **2. Teaching and Learning**

**Faculty Leaders secure and sustain** effective teaching of the subjects in their team, evaluate the quality of teaching and standards of students' achievements and set targets for improvement, based on information about students' performance.

### **3. Leading and Managing Staff**

**Faculty** Leaders provide to all those with involvement in the teaching or support of the subjects, challenge, information and development necessary to sustain motivation and secure improvement in teaching and students' learning.

### **4. Efficient and Effective Deployment of Staff and Resources**

**Faculty** Leaders identify appropriate resources for the subjects and ensure that they are used efficiently, effectively and safely.

### **5. Professional Knowledge and Understanding**

**Faculty** Leaders must have knowledge and understanding of the important role of leadership. Subject knowledge and understanding required to lead a faculty will change over time and it is important that Faculty Leaders recognise their responsibility to remain up-to-date with developments in their own subject area and in the other subjects and of education in general. Faculty Leader expertise is demonstrated by the ability to apply this knowledge and understanding in each of the key areas

### **6. Skills and Attributes**

Leadership skills, attributes and professional competence – the ability to lead and manage people to work towards common goals and the setting of challenging and realistic targets are key components essential to improving the performance of others.

## 7. Key Outcomes of Faculty Leadership

Effective team leadership results in:

**Students who** show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; understand the key ideas in the subject at a level appropriate to their age and stage of development; show improvement in their literacy, numeracy and information technology skills; know the purpose and sequence of activities; are well prepared for any tests and examinations in the subject, know what they can achieve and where they are at in their learning; are enthusiastic about their work and highly motivated to continue with their studies; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

**Teachers who** work well together as a team; support the aims of the team and understand how they relate to the college's aims; are involved in the formation of policies and plans and apply them consistently in the classroom; are dedicated to improving standards of teaching and learning; have an enthusiasm for their subjects which reinforces the motivation of students; have high expectations for students and set realistic but challenging targets based on a good knowledge of their students and the progression of concepts in the subject; make good use of guidance, training and support to enhance their knowledge and understanding of the subject and to develop expertise in their teaching; take account of relevant research and inspection findings; make effective use of subject-specific resources; select appropriate teaching and learning approaches to meet subject specific learning objectives and the needs of students.

**Families who** are well informed about their child's achievements in the subjects and about targets for further improvement; know the expectations made of their child in learning the subjects; know how they can support or assist their child's learning in the subjects.

**The Principal who** understands the needs of the subjects you lead; uses information about achievements and development priorities in these subjects in order to make well informed decisions and to achieve greater improvements in the whole college's development and its aims.

**Other adults in the college and community, including technical and administrative staff, classroom assistants, external agencies and representatives of business, industry and sport who** are informed of subjects, achievements and priorities; are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

This is an adapted version of the National Standards for Subject Leaders drawn up by the Teacher Training Agency in 1998.

February 2024



## 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

**Head of Humanities from 1<sup>st</sup> September 2024, full time, permanent (TLR1a £9,272)**

Criteria	Essential	Desirable
<b>Catholicity</b>	<ul style="list-style-type: none"> <li>Willingness to support the Catholic character of the college</li> </ul>	<ul style="list-style-type: none"> <li>Practising Catholic</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Graduate or equivalent</li> <li>Qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Good honours graduate</li> <li>Higher degree</li> <li>Management qualification</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Excellent classroom practitioner</li> <li>Ability to teach History or Business Studies and Economics to A level</li> <li>Proven ability to motivate and challenge students to achieve high standards</li> <li>Excellent classroom management skills</li> <li>Evidence of good value added – good examinations record</li> <li>Ability to use ICT effectively in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience in at least two schools</li> <li>Ability to offer another subject at GCSE and/or A level</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Evident leadership potential</li> <li>Ability to develop and maintain good student and staff relations</li> <li>Ability to communicate clearly in a variety of forms</li> <li>Flexibility and a good sense of humour</li> <li>Clear thinker</li> <li>Optimistic disposition</li> <li>High Emotional Intelligence</li> <li>A desire to achieve and be highly successful</li> </ul>	
<b>Management Skills</b>	<ul style="list-style-type: none"> <li>Ability to initiate and carry through change effectively</li> <li>Ability to prioritise effectively</li> <li>Ability to meet deadlines</li> <li>Good knowledge of self-review and evaluation</li> <li>A clear vision of what makes a good school and the ability to use this to support faculty improvement</li> <li>Effective people and team management skills</li> <li>Expertise in the intelligent use of data to enable students to achieve and exceed expectations</li> <li>Ability to resolve conflict in a constructive and sensitive manner</li> <li>Ability to make rational decisions that may be unpopular</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Up-to-date knowledge of curriculum and pastoral developments</li> <li>Recent management training or experience</li> </ul>	<ul style="list-style-type: none"> <li>Clear vision of one's own career path</li> <li>Evidence of on-going professional skills development</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>Excellent Health</li> <li>Excellent Attendance Record</li> <li>Stamina</li> </ul>	
<b>Application</b>	<ul style="list-style-type: none"> <li>Ability to address succinctly the essential characteristics of this post</li> <li><b>Include data on recent GCSE results for your classes as well as the 9-5 E/M results of your school.</b></li> </ul>	
<b>References</b>	<ul style="list-style-type: none"> <li>Two good professional references</li> </ul>	<ul style="list-style-type: none"> <li>Personal referee, ideally your Parish Priest</li> </ul>

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



## Humanities Faculty

### Subjects: History, Geography, Business Studies, Sociology and Economics

The Humanities Faculty is comprised of nine teachers, three specialist teachers in Geography, three in History and two in Business Studies and Economics. 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.

GCSE results at 9-4		
2021	2022	2023
81%	95%	82%

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

- Consolidation of the Tudor dynasty 1485 - 1547
  - England: turmoil and triumph 1547 - 1603
  - NEA – Civil Right in the USA 1865 – onwards
  - Germany 1918-1945 - Depth study
- } Breadth Study

A Level results	
Year	Average grade
2023	B
2022	B+
2021	B+

#### ➤ 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

- Challenge of Natural Hazards
- Living World - cold environment option
- Coastal Zone and River Landscapes in the UK

###### Human Geography

- Changing Economic World
- Challenge of Resource Management – water option
- Urban Issues and Challenges

GCSE Results 9-4		
2021	2022	2023
94%	91%	86%

## Key Stage 5

### Component 1: Physical geography

Section A: Water and Carbon Cycles  
Section B: Glacial Landscapes  
Section C: Hazards

A Level Results	
Year	Average grade
2023	C+
2022	C+
2021	B+

### Component 2: Human geography

Section A: Global systems and global governance  
Section B: Changing places  
Section C: Contemporary urban environments

## ➤ BUSINESS STUDIES

### Business at Key Stage 4 GCSE - Edexcel

Students of all abilities choose to study Business Studies at GCSE. We currently have two groups in both Years 10 and 11.

In Year 10 students will study units which focus on small business and enterprise skills. In Year 11 students study units which focus on large businesses and strategy. Both

of these units will be assessed in exams at the end of Year

11. Students sit 2 exams that are each 2 hours long. Students also have the opportunity to enter into the 'Young Enterprise Challenge' as part of a team in Year 10.

GCSE results 9-4		
2021	2022	2023
89%	84%	88%

### Business at Key Stage 5 A-Level - Edexcel

This is the fifth year of teaching Business Studies at A Level. Numbers continue to grow in the subject at this level and is a very popular choice. Students sit three 2-hour exams.

#### Topics studied are:

- **Theme 1** - Marketing and people
- **Theme 2** - Managing business activities
- **Theme 3** - Business decisions and strategy
- **Theme 4** - Global business

A Level results	
Year	Average grade

## 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.

A Level results	
Year	Average grade
2023	C+
2022	B+
2021	B

## ECONOMICS – Key Stage 5 A-Level - Edexcel (Not offered at GCSE)

Economics is a very popular choice at A level. Students sit three 2-hour exams.

#### Topics studied are:

- **Microeconomics:** Individuals, firms, markets and market failure
- **Macroeconomics:** The national and international economy

A Level results	
Year	Average grade
2023	C-
2022	C+
2021	B

## 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, available on our website, and submit this with a letter outlining your experience and suitability for this role to Claire Walker, PA to the Principal by emailing [walkerc@stbcc.org](mailto:walkerc@stbcc.org) by noon on Monday 26<sup>th</sup> February 2024.

Your application should also include the examination results of your:

- GCSE classes for the past two years and also the 5 9-5 and 5 9-5 in English and Maths for your school during this period
- and A level results for the past 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.

Our safer recruiting and safeguarding policies are available on our website: [www.stbedesc.org](http://www.stbedesc.org)

No other application forms or curriculum vitae' will be accepted.

