



Recruitment Pack

Humanities Teacher

(temporary)(part time would be considered)
(to teach two out of these subjects geography, history and
RS/PSHE)

St James School

Closing Date: 9am 7th June 23

Interview Date: w/c 12th June 2023

**Ted
Wragg** TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?



St James School Teacher

We are looking to appoint a terrific teacher to join our team. It is an exciting role and a great opportunity for anyone who loves teaching and learning and is passionate about improving the life chances of young people.

At St James, we have an **ambitious curriculum**, **disruption-free classrooms** and **great learning**. From the moment they join us, we ask our students to **work hard** and **be kind**. These two behaviours epitomise what we think is important for both students and staff.

Our school **empowers our students** to use their education to **become their best selves**, to **thrive in fulfilling careers** and to **lead great lives**. We do this by enacting our four foundational pillars:

1. Having uncompromising high standards
2. Being outward facing
3. Keeping arts at the heart of the school
4. Being kind

Our **uncompromising high standards** mean that we have a very academic curriculum, with more than 70% of our students completing the English Baccalaureate, and many of our students being invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

It also means that our children behave beautifully. We have clear lesson expectations, supported by centralised systems so that teachers can get on and teach and students can get on and learn. We are uncompromising in ensuring our expectations are met because we believe that if we let our students off, we let them down. These high standards have helped us to become a Lead School for the DfE's Behaviour Hubs program, meaning that we support schools regionally to improve their behaviour.

One of the reasons we work with the DfE is because we believe in being **outward facing** to help raise standards locally and nationally. That means we engage in educational research, and listen to its findings, even when it challenges our thinking, in fact, especially when it challenges our thinking. You won't find silly marking and data entry practices at St James – we focus on the things that really improve progress and reduce workload, such as incremental coaching for teachers and common resources.

We also ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. They understand and celebrate difference and diversity and proactively contribute to our community. They raise money for charities, learn a language until at least the end of year 9, and they volunteer locally because they know that to feel part of your community, you've got to first be part of your community.

The community feel of St James is supported by our curriculum, which keeps **the arts at the heart of our school**. Our academic curriculum teaches a knowledge of the world which is vital, but the arts engender a knowledge of the self, which children need in order to fully explore the world. At St James, we ask children not just *what* they want to be when they grow up but *who* they want to be and we believe that keeping the arts as the beating heart of our school helps our children to answer that question.

And we are clear about one thing that all of our children and staff must be – and that is kind. **Kindness** is the most important pillar at St James. We want to help our children grow into kind teenagers and then kind adults, so we teach them to do the right thing, because it is the right thing, because that benefits them and their community – and because it feels good to just be a good human being.

So, if you like to work hard and be kind, and you like students who do the same, St James School is the place for you and we would welcome your application.

The successful candidate will:

- work hard;
- be kind;
- be outward facing;
- be a terrific teacher;
- be a passionate and innovative advocate for teaching and learning;
- have great curriculum knowledge;
- be totally committed to improving the life chances of young people; and
- be a good human being.

Does this sound like you? If so, then we would welcome your application. Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact Emily Harper, Head of School, by email on EJH@stjamesexeter.co.uk.

CYCLE 2

Demand and supply of energy
Strategies to increase energy supply
Urban Issues & challenges
Factors affecting urbanisation
Consequences of urbanisation
Study of a city in a NEE/LIC (Nigeria) and a city in the UK (London)

CYCLE 3

Issues evaluation & geographical skills practice

Revision and GCSE exams

Future careers in geography

Climatologist; meteorologist; urban planner; National Park ranger; international aid worker; environmental scientist; demographer; cartographer; teacher; politician

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CYCLE 1

The living world
Tropical rainforests
Hot deserts
Desertification
Resource management
Food, water and energy in the UK

Year
11

CYCLE 3

Physical landscapes of the UK
Rivers & coasts option – processes, landforms and management

CYCLE 2

Changing economic world
Economic development and quality of life
Reducing the development gap
Case study of rapid economic development – Nigeria
Economic futures in the UK
Environmental and social change

CYCLE 2

Extreme environments
Tourism on Everest
Antarctica
Glaciation
Hot deserts – location, ecosystem, challenges & opportunities
Great Garbage Patch
Formation of Mariana trench

CYCLE 3

Urbanisation and megacities
Rural-urban migration
Informal housing
City in the UK – challenges & opportunities
Sustainable cities

Year
10

CYCLE 1

Natural hazards
Tectonics
Impacts & responses
Tropical storms
Hazard management
Climate change

CYCLE 2

Factors affecting development
Sustainable development
Top-down/ bottom-up
Natural resources
Types of energy – renewable vs non-renewable
Food supply and population growth – Boserup vs Malthus

CYCLE 1

Globalisation
Role of TNCs
Superpowers & emerging powers
Neo-colonialism
Environmental damage

Year
9

Synoptic country study of
Ethiopia

CYCLE 3

River processes
River landforms
Hydrographs
Causes and management of flooding

CYCLE 2

Population change & pyramids
Population
Increase and decrease
Managing population
Migration patterns
Types of migration

CYCLE 3

Tectonic hazards
Earthquakes, volcanoes and tsunamis
Effects and responses
Managing risk

Year
8

CYCLE 1

Weather systems
Extreme weather
Tropical storms
Climate change causes, consequences & management

CYCLE 1

What is geography?
Continents/Oceans
Biomes of the world and the UK
Deforestation
Coral reefs

Year
7

Fieldwork opportunities

Year 7 – urban fieldwork in our local environment

Year 8 – microclimate study on the school site

Year 10 – human geography fieldwork in Exeter/Plymouth: regeneration project

Year 11 – physical geography fieldwork in Dawlish Warren: coastal management and processes

CYCLE 2

What were the Superpowers in 1945?
How did the Cold War develop?
What intensified tensions between the superpowers?
What were the key crises of the Cold War?
The thawing of the Cold War

CYCLE 3

Revision and GCSE exams

CYCLE 1

How did the Nazis consolidate their power?
What was life like in Nazi Germany?
What was Medicine and surgery like on the Western Front?

Year
11

Potential Future careers in History

Researcher, archivist, museum officer/curator, conservation officer, journalist, teacher, police officer, lawyer, solicitor, political jobs, archaeologist

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CYCLE 2

Who was Elizabeth I, her government and what were her choices for religion?
What challenges did Elizabeth face early in her reign?
What was Elizabethan society like?

CYCLE 3

The end of WW1 in Germany.
What was the Weimar Republic?
How did the Nazi's seduce the nation?

CYCLE 2

Why does Dikotter believe the cult of personality was so dangerous in the 20th century?
What impacts did authoritarian regimes have on the world?
What was the Holocaust, and why did it happen?

CYCLE 3

What battles did the minorities of Britain have in the 20th century?
What does the word 'terrorism' mean to different people in the world?

Year
10

CYCLE 1

Medieval, Renaissance, Industrial and Modern Medicine development through time.
1250-Present

CYCLE 1

Was a World War Inevitable in the 20th century?
How was the war truly a world war?
What was a catalyst for women's suffrage?

Year
9

CYCLE 3

Is David Olusoga right to say slavery allowed Britain to prosper?
What legacy has the Triangular Trade left on the world we live in today?

CYCLE 2

Why is it so important to remember the British Empire?
What impact did the British Empire have on its colonies?
How should we remember the British Empire?

CYCLE 2

What was life like in the Middle Ages?
How much did the War of the Roses change England?
What is Protestantism?
Why did Henry VIII want to break from the Catholic Church?

CYCLE 3

Henry VIII's legacy
The Elizabethan Age
Why did Monarchy go out of fashion?

Year
8

CYCLE 1

What were the Silk Roads?
Slavery on the Silk Roads
Islam on the Silk Roads

CYCLE 1

The Development of Ancient Rome
What did the Romans do for us?
The Invasion of 1066 and Normanisation

Year
7



CYCLE 2 Economic Responsibility

Finance management, income, savings and borrowing, tax, credit cards, mortgages, pay day loans, debt, bank accounts, value of money & understanding a payslip.

CYCLE 3

Revisiting Healthy Relationships and Other Key Concepts and Topics.
Revision & GCSE exams

CYCLE 1 Philosophy & Ethics Asking 'ultimate questions' & debating key ethical issues, including medical science, bodily autonomy & the laws surrounding ethical issues such as abortion and Euthanasia.

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Future careers related to JBACC Civil service roles, teacher, police officer, social worker, international relations and development

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CYCLE 3 Sex & Relationships Healthy relationships, sexual identity including LGBT identities and 'coming out', consent, pornography, abuse, contraception & sexual health.

CYCLE 2 Human Rights

A study of the laws and issues surrounding human rights and British values.

CYCLE 2 Democracy and Politics

A study of democracy and politics in the UK, including political ideologies, the voting system and the laws surrounding human rights and British Values

CYCLE 3 Healthy Attitudes

Personal, social and health education, including drugs and Alcohol, positive mental wellbeing and sexual health.

10

CYCLE 1 Alternative Beliefs

A study of the beliefs, teachings and practices of alternative faiths around the world

CYCLE 1

A study of the beliefs, teachings and practices of Buddhism and Hinduism.

9

CYCLE 3 Relationships

Consent, marriage, co-habitation & identifying and maintaining healthy relationships. Domestic abuse, pornography and online grooming.

CYCLE 2 Equality

A study of the laws and issues surrounding the protected characteristics in the Equality ACT of 2010, including an understanding of British Values and social justice.

CYCLE 2: British Values Our local community A study of the cultural and religious diversity within our school and our local community. Considering our role in our national and global communities, and campaigning for global education.

CYCLE 3 Personal Development Changes during puberty, mental & physical health, body image & managing low self esteem. Internet safety and skills for the future.

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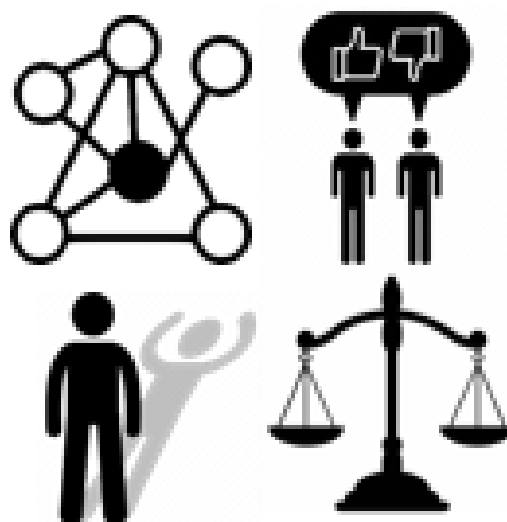
CYCLE 1 Britain's biggest religions: Christianity and Islam A study of the beliefs, teachings and practices of Christianity and Islam.

CYCLE 1: Philosophy, Religion & Ethics Asking 'ultimate questions' and learning the theories and analogies of key philosophical thinkers.

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Key concepts:

Relationships and Connections;
Perspective and Opinion;
Self-Worth; Social Justice.



Key Details

Job Title: Humanities Teacher (temporary) (part time would be considered)

Location: Exeter, Devon

Salary: MPS-UPS

Closing Date: 9am 7th June 2023

Interviews: w/c 12th June 2023

Required From: September 2023

If you share our mission of providing an ambitious curriculum, disruption-free classrooms and great learning so that children can use their education to become their best selves, thrive in fulfilling careers and lead great lives, then we would love to hear from you.



How to apply

Application forms and further information are available from our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact Emily Harper, Head of School by email on ejh@stjamesexeter.co.uk.



Job Description

Key responsibilities

1. Complete lesson preparation in line with our model for *Great Teaching at St James*.
2. Deliver lessons in line with your lesson preparation and our model for *Great Teaching at St James*.
3. Regularly assess your students to improve progress.
4. Ensure that your enactment of the curriculum enables all students to achieve excellent outcomes, especially children with SEND and those entitled to the pupil premium.
5. Contribute to shared planning.
6. Engage with our CPD and coaching program so that you incrementally improve your teaching practice.
7. Consistently use our lesson expectations so that your classroom is disruption-free.
8. Support your tutor group to be well prepared for learning.
9. Contribute to our wider curriculum offer.
10. Proactively safeguard all children and adults.
11. Collaborate and network with other trust teachers to raise standards at St James and across the Trust.

1. Complete lesson preparation in line with our model for *Great Teaching at St James*.

- a. Utilise the classroom strategies in our *Great Teaching at St James* model to prepare lessons, focussing on resources, reading, explanations, misconceptions, individual needs and checking understanding.
- b. Complete lesson preparation with members of your department/trust colleagues.
- c. Reflect on lesson preparation after lessons to improve practice.
- d. Work with your coach to refine your lesson preparation.

2. Deliver lessons in line with your lesson preparation and our model for *Great Teaching at St James*.

- a. Model great teaching in your classroom using the strategies in our *Great Teaching at St James* model.
- b. Articulate and promote our *Great Teaching at St James* model so that all students thrive through its implementation.
- c. Engage with deliberate practice of our *Great Teaching at St James* model.

3. Regularly assess your students to improve progress.

- a. Prepare for assessment in the checking for understanding section of your lesson preparation.
- b. Utilise a range of formative assessment methods in class and practise these using the *Walk Thrus*.
- c. Engage with our cycle structure, ensuring all assessments are completed in line with the long-term plan and marked against the agreed mark scheme.
- d. Ensure all assessment marking and data entry is completed on time.
- e. Identify areas for development for all children and create personalised plans for KS4 students.

4. Ensure that your enactment of the curriculum enables all students to achieve excellent outcomes, especially children with SEND and those entitled to the Pupil Premium.

- a. Identify and remove (or overcome) the classroom barriers facing children with SEND and those entitled to the pupil premium.
- b. Have consistently high ambitions and aspirations for all children, especially those facing of adversity.
- c. Engage with the quality assurance of teaching and learning.
- d. Know your areas for development that will take your teaching to the next stage.
- e. Use *Walk Thrus* to deliberately practise your classroom strategies.

5. Contribute to shared planning.

- a. Collaborate with colleagues to evaluate resources and feedback incremental improvements.
- b. Plan sequences with colleagues as required.
- c. Attend trust network meetings, collaborating positively.

6. Engage with our CPD and coaching program so that you incrementally improve your teaching practice.

- a. Seek feedback from your coach and other colleagues.
- b. Engage with and complete your appraisal.
- c. Attend training sessions for staff that focus on effectively using the strategies in our *Great Teaching at St James* model.
- d. Identify your training needs and engage with a training and development program that meets these needs.
- e. Work with the Trust and with other organisations to partake external training opportunities to staff.
- f. Use your network to facilitate visits to other schools to identify best practice.
- g. Meet all Teacher Standards.

7. Consistently use our Lesson Expectations so that your classroom is disruption-free.

- a. Care personally for and challenge directly the students in your classroom.
- b. Consistently use the school's merits system.
- c. Consistently use the school's behaviour point system.
- d. Engage in restorative conversations when things go wrong.
- e. Maintain contact with families to praise and address behaviours.

8. Support your tutor group to be well prepared for learning.

- a. Care personally for and challenge directly the students in your tutor group.
- b. Monitor attendance and liaise with parents to keep attendance high.
- c. Read the canon texts with your group, using our whole-school reading strategies.
- d. Check uniform and log issues.
- e. Check equipment and resolve any issues.
- f. Check homework completion and quality.
- g. Celebrate students' successes, including by contacting home.



9. Contribute to our wider curriculum offer.

- a. Plan and deliver an Elective that is either creative, active or a service/skill.
- b. Promote careers during your lessons.
- c. Work with colleagues to create opportunities for students beyond the curriculum (including trips, visits, visitors and clubs)





10. Proactively safeguard all children and adults.

- a. Follow safeguarding procedures, including logging.
- b. Create trusting relationships with students where they feel confident to disclose concerns.
- c. Be an anti-racist.
- d. Be an ally to minority groups.
- e. Report any staff concerns to the headteacher.

11. Collaborate and network with other trust teachers to raise standards at St James and across the trust.

- a. Narrate the successes of our children and our staff.
- b. Be ambitious, kind and curious in your work with trust colleagues.
- c. Be generous in sharing great practice and humble in receiving the same from colleagues.
- d. Attend trust network meetings, collaborating positively.
- e. Carry out any other tasks deemed reasonable by the headteacher.

Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
Lesson preparation: Understanding the content 	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
Disruption-free classrooms: Maximising opportunities to learn 	<p>We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for ending lessons.</p>
Great Learning: Activating hard thinking 	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples.</p> <p>We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better.</p> <p>We use live modelling, often using a visualiser.</p> <p>We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.</p>
Adaptive teaching: Creating a supportive environment 	<p>Using whole-class feedback, we adapt our teaching.</p> <p>We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.</p>

Person Specification

Qualifications and Training	Essential/Desirable
Good honours degree	E
Qualified Teacher Status	E
Regular CPD, including evidence or recent leadership and management development	E
Evidence of further professional study, e.g. MA, MSc or NPQML/SL	D
Knowledge and Experience	
Experience as a terrific teacher	E
Experience of being coached	E
Knowledge of curriculum design and enactment, including the National Curriculum and Ofsted Curriculum Research Reviews	E
Knowledge of curriculum enactment	E
Thorough understanding of Teach Like a Champion by Doug Lemov and its effective implementation	E
Understanding of the statutory responsibilities for children with SEND	E
Up-to-date knowledge of the most effective strategies to support children with SEND and those entitled to pupil premium	E
Experience of being a great team player and leader	E
A track record of great outcomes	D
Experience of presenting CPD	D
Experience of teaching and/or leadership at more than one school	D
Experience of working in a Trust	D
Personal and Interpersonal Qualities	
Be a good human being	E
Work hard and be kind	E
Live the ethos of our four pillars	E
Have an enthusiasm, drive and love for the job but recognise that it is a job and you also need a life	E
Have a commitment to education as a tool for improving the life-chances of children	E
Have a high level of emotional intelligence and self-awareness	E
Be a passionate and innovate advocate for teaching and learning	E
Be an inspiring teacher with the energy and creativity to motivate a class	E
Be a significant presence	E
Have excellent communication skills, both in writing and in person	E
Have an ability to form and maintain positive relationships	E
Be a good motivator	E
Have an ability to prioritise between what is urgent and what is important	E
Be able to think and plan strategically	E
Be organised	E
Be committed to the ethos and values of the trust	E
Have a good sense of humour	D

The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships:

Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.



Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.



Recruitment Pack

Thank you for your interest!

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