Sir Graham Balfour
Multi-Academy Trust

Teacher of History

with some lower school Religious Education or Geography

Full time, Temporary post (maternity cover)
Application Pack
From September 2022 to approximately July 2023





Matthew Mason
Headteacher

Dear Applicant

Thank you for requesting details of the post of full-time temporary teacher of History, with some lower school Geography or RE teaching as well. This post has arisen to cover a maternity leave. I very much hope that after reading the enclosed information, you wish to apply.

We are situated on the northern outskirts of the town of Stafford and draw nearly two-thirds of our students from the surrounding suburban area and the remainder from a rural area extending towards the Shropshire border. Students come from all sections of society and cover the entire ability range making the school a true comprehensive.

The successful candidate will join a school committed to continuous improvement and to providing a vibrant educational experience. We welcome change and view new initiatives as opportunities to further our aims. We share good practice systematically and use a highly structured CPD programme to continually develop staff.

We are looking for forward thinking, inspirational individuals prepared to play a full and active role in our further development. Should you wish to join our team, I very much look forward to receiving your application.

The school is committed to ensuring all staff and students have access to equal opportunities.

Please be aware that all appointments will be subject to an enhanced DBS clearance and as part of our stringent safeguarding procedures the interview process will include an assessment of a candidate's suitability to work with children.

Yours sincerely

Matthew Mason
Headteacher

Welcome to Sir Graham Balfour School which OFSTED in May 2019 found to be a 'Good' school. I hope you find the information it contains useful and informative.

Our vision is summed up in our mission statement –
'Learning, Working and Succeeding Together'

For us, the 'together' is absolutely critical; collaboration, cooperation and teamwork are essential for developing the skills, knowledge and confidence necessary for academic and personal excellence. As well as the drive to achieve academically, the ability to self-regulate, to communicate clearly with others, to know and be proud of who you are, to be compassionate to others and to be ambitious for yourself and others are equally important.

We passionately believe that the circumstances of birth or upbringing should not be the key determining factors to success in life and we are relentless in our ambition for ALL children to achieve as well as possible at Sir Graham Balfour School, regardless of their sexual orientation, socio-economic, ethnic, religious or gender status.







Sir Graham Balfour School

Our Values

Our aim as a school, working alongside parents and our community, is to help students to become outstanding and effective citizens; to make responsible, appropriate and healthy choices in all things. Staff and parents will not always be there, at the point where critical decisions need to be made. This is why we are committed to **values based learning**; *rules* prescribe a set of appropriate/inappropriate behaviours (e.g. don't run in the corridors) which are specific to given contexts, whereas *values* provide a set of aspirational guidelines within which children must choose the right behaviour or action for the vast array of contexts they will be faced with in life (e.g. how do I need to move around the school if I am taking responsibility for myself and others?).

These are the values which we believe will help our students to become excellent citizens of Stafford and beyond:

- Commitment to excellence
- Responsibility for ourselves and others
- Care for the local and wider Community
- Respect, Kindness and Compassion for ourselves and others
- Ambition for ourselves and others
- Perseverance and resilience
- Pride in working hard and the success it brings

Our values drive and shape every aspect of school life, taking the place of school rules. They seek to reinforce the development of the whole person, in addition to the academic. They are values which will, if routinely exemplified and embedded, give our young people all the skills and characteristics necessary to become outstanding citizens of the future.







Sir Graham Balfour School

Employee Benefits





SGB MAT is a member of the Education Broker Wellbeing Package enabling staff and their immediate family to access the following services:

- Family Issues
- Family Matters
- Drugs & Alcohol
- Stress
- Gambling
- Financial
- Relationships
- Legal
- Domestic Abuse
- Insurance Claims
- Consumer Issues
- Debt
- Childcare
- Work
- Housing and many more



SGB MAT is part of the Government Childcare Voucher and Tax Free Childcare schemes enabling staff to make tax efficient child care payments to their nurseries.

Vacancy Details





Temporary Teacher of History, with some lower school Religious Education or Geography

Full time, temporary post to cover maternity leave

Maternity Cover SGB Pay Scale £25,714 - £41,604
Required from September 2022 to approx end June 2023

We are seeking to appoint a dynamic teacher to join our very successful Humanities Faculty. The successful candidate will have a firm commitment to raising whole-school achievement; have a professional approach to staff development; high expectations; and a determination to succeed.

The faculty is at an exciting point in its development and enjoying considerable success in public exams at all levels. We are looking to appoint a forward thinking, able professional to join the Faculty in its continuing development.

At Sir Graham Balfour we offer:

- A friendly, well-motivated staff, who embrace willingly a culture of professional development.
- An ever growing reputation in the local community which has resulted in the school being consistently oversubscribed in an area where student rolls are falling.
- A very positive climate for learning.
- A first rate learning environment. We are housed in buildings completed in 2002 and financed via a PFI initiative.
- Innovative 14-19 collaboration and an increasing roll at KS5.
- A commitment to inclusive practice.

Vacancy Details





Please note:

- The school is committed to ensuring the safety and wellbeing of all students and as such all applicants will be submitted for an enhanced DBS check.
- Applications can only be accepted if submitted on the enclosed formal application form.
- Two references will be required, one of which must be from your most recent employer.
- We confirm our commitment to equality of opportunity in all areas of our work. All individuals will be treated in a fair and equal manner and in accordance with the law regardless of gender, marital status, race, religion, colour, age, disability or sexual orientation.

Visits to the school are strongly recommended and can be arranged by contacting Mrs Vicki McKeen (details below).

For an application pack, please access our website, www.sirgrahambalfour.co.uk or contact Mrs Vicki McKeen, Headteacher's PA, on vmckeen@sirgrahambalfour.staffs.sch.uk or telephone 01785 223490. The closing date for applications is: 1.30pm Friday 24th June 2022. Please return completed applications to vmckeen@sirgrahambalfour.staffs.sch.uk

Shortlisting for this post will take place by Monday 27th June 2022 and successful applicants will be contacted no later than 3.20pm on the same day. If you have not heard from us by this time, please assume you have not been successful on this occasion.

Interviews will take place week commencing Monday 27th June 2022; will include a tour around the school, meetings with the Humanities Faculty, delivery of a lesson and interviews for the short-listed candidates. Further details of the lesson will be sent out to the successful candidates.

Faculty Information






The Humanities Faculty at Sir Graham Balfour

The Humanities Faculty consists of four subject areas, Geography, History, Religion and World Studies and Business Studies. The faculty team is currently made up of 9 full time members of teaching staff, including The Head of Faculty and Lead Teachers of Humanities, in addition 3 members of Leadership Group also contribute to teaching within the faculty.

We pride ourselves on being forward thinking and innovative, taking on new initiatives and developing strategies to meet the needs of our students. Whilst the four individual subject areas of Geography, History, Religion and World Studies and Business Studies operate independently, with the freedom to develop resources and schemes of work as each team feels is appropriate for their subject, the faculty structure provides an overall consistency of approach across the four areas as well as mutual support amongst the faculty team. The faculty staff all operate in a flexible manner with all teachers contributing to the teaching in more than one subject area and the successful candidate will be expected to operate in a similar manner contributing to the teaching of Religion and World Studies and/or Geography in Key Stage 3.

The Faculty is based in a suite of 6 dedicated rooms, all of which have projectors. In addition the faculty has its own dedicated bank of 30 laptops and 16 iPads which are available for teachers to book to support learning and teaching.

Our teaching resources are readily available to all members of the Humanities faculty on the school's internet platform 'Office 365'. One of the many strengths of the faculty is the willingness of staff to work together, sharing resources, ideas and skills. We are a well-organised, friendly and supportive faculty which is highly regarded within the school.

Craig Wass
Head of Humanities

Faculty Information






History at Sir Graham Balfour

Our 7-year curriculum is focused on developing students skills as historians to not only be successful at GCSE and A Level History but also to develop the skills which makes Historians highly employable in a wide range of careers.

In Key Stage 3 students study either 3 or 4 History lessons a week, in Key Stage 4 the subject is a popular option with 3 or 4 option groups typically in a year group and a good record of successful results at GCSE level on the EDEXCEL GCSE specification. The department also offers A Level History, again through the EDEXCEL A Level specification and is a popular option with students with a good track record of positive results and students going on to study History related subjects at university.

There is a positive attitude to the subject from our students; our curriculum gives the students a chance to learn in a creative and expressive way. We believe that our team should have the freedom to teach lessons creatively and to suit the needs of the students in the class, but our curriculum provides the framework for content, skills and assessment. This gives our team the guidance we need to be successful in our classrooms.

The topics we teach in year 7 include Religion in the middle ages, Henry VIII, The English Civil War. In year 8 we teach The industrial Revolution, Health in Victorian England, The Titanic and Female Suffrage. Year 9 includes The Causes of World War I, Life in the Trenches, The Treaty of Versailles and Causes of World War Two

Craig Wass
Head of Humanities

Job Description





Post: Classroom Teacher

Core Purpose: To deliver a quality learning experience which promotes high standards of attainment and provides students with the opportunity to fulfil their potential and to carry out such duties as are reasonably assigned by the Headteacher

Responsible to: The Headteacher in all matters; the Head of Department/Faculty in curricular matters; the House Head in pastoral matters.

Key Expectations Teachers must:

- Make the education of their students their first concern and be accountable for achieving the highest possible standards in work and conduct.
- 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 the students.

PART ONE: TEACHING - A teacher must:

Set high expectations which inspire, motivate and challenge students by:

- establishing a stimulating learning environment for students, rooted in mutual respect.
- setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- demonstrating consistently the positive attitudes, values and behaviour which are expected of students.
- promoting and safeguarding the welfare of all students by following the policies and procedures of the school.

Promote good progress and outcomes by:

- being accountable for students' attainment, progress and outcomes.
- being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- guiding students to reflect on the progress they have made and their emerging needs.
- demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
- encouraging students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.
- demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.
- demonstrating an understanding of and taking responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well-structured lessons by:

- imparting knowledge and developing understanding through effective use of lesson time.
- promoting a love of learning and children's intellectual curiosity.
- setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflecting systematically on the effectiveness of lessons and approaches to teaching.
- contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students by:

- knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support students' education at different stages of development.
- having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment by:

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- making use of formative and summative assessment to secure students' progress.
- using relevant data to monitor progress, set targets, and plan subsequent lessons.
- giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy (B4L).
- having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

Fulfil wider professional responsibilities by:

- making a positive contribution to the wider life and ethos of the school.
- developing effective professional relationships with colleagues, engaging in a professional dialogue, knowing how and when to draw on advice and specialist support.
- deploying support staff effectively.
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- participating fully in faculty reviews.
- participating fully in Performance Management reviews.
- celebrating student success as per school policy and procedure.
- communicating effectively with parents with regard to students' achievements and well-being, reporting to parents and attending parents evenings as directed.

Operational Responsibilities:

- Adhere to and implement the school's Child Protection procedures.
- Mark and keep accurate class attendance registers
- Control and oversee the use and storage of educational resources provided for class usage.
- Attend all Tuesday after school meetings.
- Play a full and active role in staff professional development activities as directed.
- Undertake daily duties as agreed with the Headteacher.
- Support and uphold all school policies.
- Ensure any Health and Safety issues are brought to the attention of the Head of Department/Faculty.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

All teachers are 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 must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
    - treating students 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 students' 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, mutual respect, and tolerance of those with different faiths and beliefs.
    - ensuring that personal beliefs are not expressed in ways which exploit students' 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 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.

This job description is to be carried out in accordance with the current School Teacher's Pay and Conditions document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the conditions of service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent they are incorporated in the postholder's individual contract of employment.

Person Specification





ATTRIBUTES	ESSENTIAL	HOW TESTED	DESIRABLE	HOW TESTED
QUALIFICATIONS/TRAINING				
Education	Qualified Teacher Status. A first degree or equivalent.	AF		
Professional Development	Evidence of participation in INSET, especially with regard to Teaching and Learning.	AF	Participation in work with other schools/agencies.	AF
EXPERIENCE				
Teaching	Evidence of classroom teaching experience.	AF/L		
Resources	Understanding of managing teaching resources.	AF/I		
Students	Understanding of the importance of strong student voice in refining Teaching and Learning.	AF/I	Experience of refining practice, based upon student voice feedback.	I
Parents	Experience of first hand dealings with parents.	I		
KNOWLEDGE AND UNDERSTANDING				
National Framework	Knowledge and understanding of safeguarding procedures. Knowledge of recent Education Acts and other relevant legislation Understanding of conduct and importance of appraisal.	AF/I AF/I I	Knowledge of the current OFSTED evaluation framework. Awareness of current developments in education and the implications of these for SGB.	AF/I AF/I

Teaching and Learning	Knowledge and understanding of strategies that facilitate effective, sustained learning. Knowledge and understanding of how data can be used to support improvements in student attainment. Knowledge and understanding of how to share and disseminate good practice with regard to Teaching and Learning.	AF/I/ AF/I AF/I	Understanding of how to promote SMSC, including British values, in lessons.	AF/I/L
Pastoral	Commitment to inclusive practice. Commitment to creating a positive 'climate for learning'. Commitment to all aspects of safeguarding	AF/I AF/I/L AF/I/L		
Standards	Understand characteristics of an effective school. Awareness of a range of strategies to raise pupil achievement. Awareness of strategies to manage behaviour. Understanding of how to set targets and monitor against them.	AF/I AF/I/L AF/I/L AF/I		
Public Exams	Knowledge and understanding of the requirements of GCSE specifications	AF/I	Knowledge and understanding of the requirements for A level.	
Parents and Community	Understanding the role which can be played by parents, and the community in raising standards.	AF/I	Experience of working directly with parents to raise standards and involvement with the local community.	AF
SKILLS				
Leadership	Able to motivate pupils and staff. Ability to set high standards and provide a focus for improvement	I/AF/R I/AF/R	Personal impact and presence.	I
Relationships	Able to establish and develop good relationships with all involved in the school and the wider community.	I/R/L		

Interpersonal / Communication Skills	Ability to communicate effectively in writing and orally. Flexible and approachable. Resilient under pressure. Able to deal sensitively with people and resolve conflicts. Sense of humour	AF/I AF/I AF/I I I/L	Positive and energetic approach to work.	I

ATTITUDES

Educational Philosophy	A commitment to raising achievement through partnership with parents and the wider community. A determination to deliver the aims of the school. A determination to progress school improvement and a desire to fulfil each child's potential.	AF/I I I	An understanding of the way schools can promote values and a moral code.	AF/I
Staff Development	Committed to the continuous professional development of faculty staff.	I	A knowledge of and commitment to Investors in People standards.	AF/I
Equal Opportunities	Commitment to equality of opportunity. Commitment to race and gender equality and social inclusion.	I/L I/L	Understanding the need to promote positive role models.	I

KEY:

AF	Application Form
I	Interview
R	References
L	Lesson observation

Commitment to Safeguarding









Sir Graham Balfour School recognises its legal duty under S175 of the Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all students. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

Our Safeguarding Policy aims to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday.

The Policy has regard to the statutory guidance 'Working Together to Safeguard Children' 2015 and 'Keeping Children Safe in Education' 2016 (KCSIE). The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with this Policy, and all our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs).