

Briefing Pack for Applicants Teacher of Geography & History (Maternity cover)



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Teacher of Geography and History

Pay scale: Teachers Pay Range MPR/UPR

Contract: Part time, 20.8 hours per week (0.64fte), Temporary (maternity cover)

Start date: 1st September 2023

Suitable for ECTs: Yes

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

We are seeking to appoint a committed and reflective practitioner to teach KS3 History and Geography and KS4 Geography. The opportunity to teach A Level Geography may be available to a suitably qualified and experienced candidate. The successful candidate will work with the Geography and History Subject Leaders to maximise success for all students. The departments are well resourced, with enthusiastic and experienced teams. Uptake of the subjects at KS4 and KS5 are excellent, and all staff are passionate about their subject and work hard to improve the outcomes for all students.

Closing date: Noon Monday 5th June 2023

Interview date: Wednesday 14th June 2023

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs.sheffield.sch.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the southwest of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2022, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,



Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: About the Subjects

Geography at High Storrs

At High Storrs we have a highly experienced and successful Geography Department consisting of eight motivated, organised and knowledgeable teachers. Our students enjoy lessons and make good progress, benefiting from an engaging, challenging and well-sequenced curriculum. GCSE and A Level results are consistently very strong, with really high student uptake at both KS4 and KS5.

Key Stage 3

Students have two lessons of Geography per week in Year 7 and Year 8 and they are taught in mixed ability groups. The Key Stage 3 curriculum is spiralled and introduces key concepts and skills ranging from the local to global knowledge and understanding. Students are introduced to concepts, case studies and skills that both engage them and prepare them for Key Stage 4.

Key Stage 4

In Years 9 to 11, students are taught again in mixed ability groups and have two (Y9/11) and three (Y10) Geography lessons per week. Year 9 acts as a bridge year between Key Stage 3 and GCSE, and students study units on ecosystems, globalisation and hazards which are intended to embed the skills required for success at GCSE as well as exposing students to a rich range of stimulating, thought-provoking and high-quality schemes of learning.

We follow the AQA GCSE Geography course. In 2022, 155 students were entered for GCSE Geography exams, with 90% of students achieved grade 4 or above, 82% achieved grade 5 or above, and over 50% achieved at least grade 7.

Key Stage 5

A- Level Geography is a very popular course in our Sixth Form, taught by dedicated, passionate and highly knowledgeable subject specialists. We follow the Eduqas specification. Generally, around fifty students take Geography in each academic year (Y12 and Y13), having five lessons a week shared between two teachers. As at all levels, students benefit from a wide range of super-curricular and extracurricular enrichment, including a residential field trip. In 2022, 71% of students achieved grades A*-B, and 38% achieved A*-A.

History at High Storrs

History is an exciting, forward looking and successful subject area at High Storrs School. This is reflected in the popularity of the subject in the school and especially in the take up rates for GCSE and A Level. It is taught by a close-knit team of five enthusiastic and experienced teachers, who share a passion for teaching and learning and a love for their subject who keep up with regular developments via professional bodies including the Historical Association. The subject area is widely regarded as a friendly, co-operative and supportive department, who work closely with students and their parents towards achieving the best possible results. The subject is based in a suite of rooms overlooking the Peak District in a single area of the school.

The distinct identity of the History department is shaped by the emphasis given to high expectations for all students and to outstanding teaching and learning. Our aim is to fire the imagination of our students through the study of the diverse lives people have lived, the dilemmas they have faced and the choices they have made. We believe that history is both a rigorous academic discipline, which equips students with invaluable learning tools and also one that is accessible to students of all abilities. Furthermore, it is our aim, through the study of past societies, to nurture respect for difference, appreciation of diversity and a sense of identity in the present. We hope that their study of history can give our students both pride in where they have come from, confidence in who they are and a sense of direction about where they are going.

History is taken by all KS3 students for two hours per week between Y7 and Y9. The vast majority of students opt to take History or geography at GCSE level. These GCSEs are taught over 2 years where we prepare them for the Pearson Edexcel specification consisting more specifically of Medicine Through Time, Early Elizabethan England, Spain and the New World or Superpower Relations and Weimar and Nazi Germany. Results are consistently strong and well above national averages. This reflects the enthusiasm of students for the subject, supported by the passion, energy and commitment of teachers. We're also proud of our diverse A level offer too, which attracts students from across the city and beyond. Our modern history A level consists of the units, Tsarist and Communist Russia and The Making of Modern Britain alongside an NEA option of Britain in India 1757-1857. Our early modern history A level includes the units Spain in the Age of Discovery, Wars of the Roses and Witchcraft in Europe, Scandinavia and USA as the NEA option. Our success at A level is reflected in the high numbers of students who opt to continue their study of History at degree level or who continue to nurture an interest in the subject beyond the classroom alongside above national average exam results.

Section 6: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teacher of Geography and History – maternity cover
GRADE/SALARY	Teachers Pay Range MPR/UPR
HOURS/WEEKS	20.8 hours per week
LOCATION	High Storrs School
RESPONSIBLE TO	Subject Leader
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	To deliver the Geography and History curricula at High Storrs School
RELEVANT QUALIFICATIONS	QTS and relevant degree

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Key Responsibilities:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/Form Tutor.
- To facilitate and encourage learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Staff Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the Performance Management Review process

Teaching & Learning

- The provision of a full learning experience and support for students.
- To teach groups of students in the school as determined by the curriculum needs of the school.
- To ensure the effective/efficient deployment of classroom support.
- To mark and assess work carried out by students and use the information to inform teaching and learning. To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. Planning and preparing activities which deliver appropriate challenge to students.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To report on student progress in line with the School Policy by maintaining appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To support the development of cross curricular initiatives with other colleagues and subjects
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.
- To communicate effectively with the parents of students as appropriate.
- To be a Form Tutor to an assigned group of students. To record the attendance of the tutorial group, monitor absences and punctuality and report concerns to Head of House/Assistant Headteacher where appropriate.
- To support pupils' progress by utilising data contained in the tracking system.
- Participate in meetings within the agreed 1265 time budget at a level commensurate with the post

- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- Any other reasonable duties commensurate with the post e.g. Preparing information for Quality Assurance and Inspection

Review

This Job Description will be reviewed on an annual basis as part of the Performance Management cycle. It may also be reviewed outside of this cycle at the request of either post holder or the Head teacher.

To support the Post holder in the fulfilment of the terms of this job description, High Storrs School undertakes to provide, within the limitations of available resources

- A full and appropriate induction programme
- Ongoing professional development opportunities, as identified within the context of the improvement plan and the performance management process.
- Personal and professional support as appropriate

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 7: Person Specification



Minerva Learning Trust Person Specification



Post title: Teacher of Geography and History (maternity cover)

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Qualified Teacher Status	AF
Relevant Degree	AF
KNOWLEDGE AND EXPERIENCE	
Excellent Subject Knowledge	AF/I/R
Evidence of teaching KS3 and GCSE Geography within current school or as a student during teaching practise.	AF/I
Experience of or potential to teach KS3 History.	AF/I
Experience of teaching across Key stages 3 and 4.	AF/I/R
Knowledge and awareness of good practice in identifying individuals needs and providing student support	AF/I/R
PROFESSIONAL DEVELOPMENT	
Relevant CPD related to developing excellent Geography/History teaching skills	AF/I
Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.	AF/I
SKILLS	
Excellent interpersonal skills	AF/I/AA
Excellent written, verbal and IT skills	AF/I/AA
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students	AF/I/AA
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students	AF/I/AA
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I/AA
Ability to assess student achievements against course objectives and provide outstanding feedback, which enables students to maximise their talents and abilities.	AF/I/AA
QUALITIES AND ATTRIBUTES	
High expectations of self and others	AF/I
Flexible approach to work	AF/I
Ability to demonstrate a positive team approach to work	AF/I

Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I/AA
Is a role model of best practice to young people and the school community	AF/I/AA
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
Understanding of and commitment to diversity and equality of opportunity in all working practices	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I/R
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 8: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs.sheffield.sch.uk by the closing date.