



FACULTY OF HUMANITIES

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| Jonathan Ferne | Head of Faculty | History |
| Stacey Bluett | Assistant Head of Faculty | Geography |
| Pippa Crouch | Teacher of Geography (part time) | Geography |
| Vacancy | Teacher of Geography | Geography |
| Vacancy | Teacher of History | History |
| Sarah Mabbott | Teacher of History (part time) | History |
| Cath Brace | Assistant Headteacher | Business Studies and History |
| Richard Clutterbuck | Deputy Headteacher (part time) | Business Studies |

The Humanities Faculty aims to promote inquisitive and questioning minds. Across the team, a variety of approaches are used to develop our pupils' understanding of the world in which they live and the processes which have shaped it.

The Humanities team is currently made up of nine teachers. Teamwork is encouraged and colleagues work collaboratively on curriculum development to assure the quality of pupils' learning. Staff in Humanities work as a committed and successful team; they share high expectations and a common sense of purpose. Above all they aim to inspire pupils and engage pupils in exciting learning and relevant experiences.

The faculty is located in a suite of seven specialist Humanities classrooms on the first floor of our main building. Each classroom is equipped with whiteboard technology, audio facilities, visualisers and a range of additional resources.

In Key Stage 3, History and Geography are taught as discrete subjects in mixed ability groups. Links are encouraged and highlighted to pupils. In Key Stage 4, Geography, History and Business Studies are taught as mixed ability groups within option groups. Pupils in Key Stage 4 can choose to follow either one, two or three Humanities subjects, and all are very popular at GCSE, with 16 GCSE classes running at present across Key Stage 4.

The Humanities Faculty strive to enable all our learners to thrive and to be happy, engaged learners. Our aim is to build on the culture of recognising and celebrating the effort that goes into learning and its consequential success. Furthermore, we aim to produce tolerant, informed individuals who pride themselves on reflecting British values both inside and outside of the classroom. Teaching and learning is currently taking place against a backdrop of a data/knowledge rich world – with pupils having access to practically any information they need, within seconds, at the touch of a button. However, there is the need to equip pupils with the skills they need to: extract, interpret, distil, understand, question, utilise and critique the vast information which they can access. Geography, History Business Studies are 'enabling' subjects, providing the link between the arts and the sciences and the opportunity to develop literacy, numeracy and other life skills.

Geography

Pupils in Key Stage 4 follow the OCR B GCSE course – Geography for Enquiring Minds. This course is divided into 8 topics covering a range of Human and Physical Geography including 'UK in the 21st Century', 'Changing Climate', 'Urban Futures' and 'Distinctive Landscapes'. Pupils are required to take part in two fieldwork experiences and we currently examine sustainability in an urban environment (Bristol) and coastal processes and change along the Jurassic coast.

In Key Stage 4 pupils study Geography for 5 hours a fortnight. In terms of assessment the course is based on three terminal exams which the pupils complete in May/June of Year 11. We feel that extracurricular opportunities are vital and to support the GCSE course we offer a range of additional learning opportunities including climate change conferences, documentary evenings and an overseas excursion. Previously we have taken groups to Iceland, Naples and Sicily.

Subject content in Key Stage 3

In Year 7 pupils study Geography three hours a fortnight. The first leg of their Geographical journey focuses in on 'Becoming a Geographer'. Pupils are challenged to develop key skills, including map skills, gain knowledge and develop a strong foundation to build on throughout Key Stage 3. After this, pupils will develop their understanding of tectonic processes and how these create hazards. They will gain an understanding of cause and consequence as part of their study and consider management strategies which could actively reduce risks.

In Year 8, Geography is all about the Tremendous Tropics. The initial focus is on Brazil as a country of contrasts and pupils develop an awareness of the Human Geography and processes including migration and urbanisation. Pupils then learn about the rainforests within Brazil, and elsewhere, building on their understanding of how humans and nature are interlinked. Pupils are encouraged to practice their enquiry and research skills and develop their own research questions as well as discussing topics and questions such as 'What evidence is there that deforestation is a positive thing?' and 'Should all further HEP projects be banned in Brazil?'

In Year 9 pupils 'Go Global'. Here pupils are given the opportunity to explore Global Development including a case study of how Ghana has developed over time. They also develop their understanding of climate including extreme weather events such as hurricanes and tornadoes. The final stage of the Geographical journey at Key Stage 3 is learning about global conflict. This topic covers a variety of current issues including gang conflicts, globalisation and ocean conflicts.

History

In History at Key Stage 3 we begin by building key skills before covering a wide range of events from the Battle of Hastings and the Norman Conquest to the US Civil Rights movement in the 1960s. Through the key stage pupils will complete a number of depth and overview studies of local, national and international History through creative enquiry based learning. We aim to reflect the broad History of the British Isles and the wider world through our varied modules of study. By the end of Key Stage 3, pupils will have the ability to describe, explain, evaluate and analyse in detail and be able to transfer these skills and their knowledge to a wide variety of settings. In Key Stage 4, GCSE Historians follow the AQA specification investigating four key modules: Britain, Health and the People 1000CE-Present Day, Elizabethan England 1568-1603, Germany: Democracy and Dictatorship, 1890-1945 and Conflict and Tension between East and West 1945-1972. The pupils are assessed through two, two hour terminal exams. The Key Stage 4 course builds on the knowledge and skills developed in Key Stage 3 across the Humanities Faculty.

Business Studies

Business Studies is taught at Key Stage 4 and is intrinsically linked to the skills and understanding developed in both Geography and History at Key Stage 3. Pupils will apply their transferable skills to the Business world as they study the Edexcel Business Studies GCSE. The course is divided into two themes with theme one focusing on key business concepts and starts up before theme two investigates how to grow a successful business. The pupils are assessed through two, ninety minute terminal exams.

Business Studies - <https://www.deerparkschool.net/business>

Geography – <https://www.deerparkschool.net/geography>

History - <https://www.deerparkschool.net/history>

Jonathan Ferne
Head of Humanities
March 2021



Outline job description: All subject teachers (MPS-UPS3)

All Teachers (Main Scale)

Purpose

1. To set high expectations which inspire, motive and challenge pupils;
2. To promote good progress and outcomes by pupils;
3. To demonstrate good subject and curriculum knowledge;
4. To plan and teach well-structured lessons;
5. To adapt teaching to respond to the strengths and needs of all pupils;
6. To make accurate and productive use of assessment;
7. To manage behaviour effectively to ensure a good and safe learning environment;
8. To fulfil wider professional responsibilities.

All teachers are expected

- To meet the Teachers' Standards (summarised above) at all times;
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Handbook (Ofsted 2019) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of education is judged to be 'outstanding'

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;
- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able pupils, those with SEN and those eligible for the pupil premium;
- Be aware of pupils' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all pupils can make good progress;

- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip pupils with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare pupils for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for pupils;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all pupils;
- Follow the faculty's and school's pupil behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire pupils in line with the school's policy;
- Be accountable for pupils' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to pupils on their progress and next steps;
- Assess pupils' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for pupils by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure pupils' wellbeing, and maintain high levels of punctuality, attendance and uniform;
- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage pupils to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of pupils and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;
- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Teachers on Upper Pay Spine (UPS)

In addition to the Main Scale specification above, teachers who have progressed to the Upper Pay Spine in line with those set out in the School Teachers' Pay and Conditions Document and The Corinium Education Trust's Career Stage Expectations will be expected to undertake additional responsibilities. The scope of these increase in line with UPS progression.

For UPS1 and 2 teachers

- Are 'highly competent in all elements of the relevant standards and their achievements and contributions to an educational setting or settings are substantial and sustained.' (STPCD);
- Contribute to key developments within the faculty, across the school or The Corinium Education Trust;
- Develop resources for use by other staff;
- Model best practice consistently and teach demonstration lessons as required;
- Engage in research-led CPD and actively pursue ways to improve working practices and pupil outcomes across the school and The Corinium Education Trust;
- Provide guidance, support and mentoring for identified pupils as a part of the school's commitment to raising the achievement of key groups of learners and whole school intervention programmes.

For UPS 3 teachers

- Lead on specific areas related to the school's core priorities and strategic objectives, such as disadvantaged pupils, as agreed with the Head of Faculty, Head of School or Headteacher;
- Support, coach or mentor identified staff as agreed by the Head of Faculty, Head of School or Headteacher;
- Contribute to the planning and delivery of the school's and The Corinium Education Trust's training and continuing professional development programme, for example leading or facilitating workshops.

Note

The school asserts its right to ownership and use of all intellectual property generated by staff during the course of their employment, or generated by staff outside the course of their employment where school resources have been used.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has recently expanded through the development of The Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from NQT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.