



Teacher of Humanities

RECRUITMENT PACK
KINDNESS HONESTY RESPECT

WELCOME FROM THE PRINCIPAL

Thank you for your interest in the Teacher of Humanities vacancy at Uppingham Community College. This is a fantastic opportunity to join a successful, happy and aspirational school. At UCC we have an exceptionally talented group of professionals who work in a positive, collegiate manner to provide our students with an inspirational learning experience.

Our key values as a school community are Respect, Honesty and Kindness. Everything we do is based upon these simple core principles. We are committed to the highest standards of education and have invested in staff, facilities and resources to ensure all of our students acquire the knowledge and skills required to succeed in an ever-changing world.

We offer a broad and balanced curriculum which meets the needs of each individual and we continually focus on developing teaching and learning by focussing on educational research and investing in staff development. As teachers, leaders and as parents ourselves, we understand the importance of young people feeling safe and happy at school. We work tremendously hard to ensure the environment at UCC is welcoming, positive, safe and focussed on learning. We are relentlessly aspirational for our students and we want them to achieve the highest possible standards of academic excellence, alongside becoming amazing young adults.

As a school, we are very committed to developing our staff. I firmly believe that in order for our young people to flourish we must invest in the development of our staff so they can thrive professionally and provide an excellent education for our students. We are determined to provide a working environment for our staff in which workload is manageable, job satisfaction is high and where we are focussed on the aspects of school life that make the biggest difference in the lives of our young people.

We are a school that has excellent staff attendance and retention levels, consequently our staff turnover is very low and recruitment opportunities are quite rare. Therefore, this is an exciting opportunity to join a fantastic school, work within a great team and teach a superb group of young people.

Uppingham Community College is a wonderful place to learn and to work! I look forward to receiving your application.

Ben Solly
Principal



THRIVING AT UCC

UCC is a great place to work, develop and grow. Our vision as a school is simple:

"Everyone at UCC thrives in their learning, achievement and development"

This applies to everyone in our school community and therefore a central strategy for us is to provide the conditions in which our staff can thrive in all aspects of their role in school.

Considering this, we are serious about developing our staff and investing in their professional development. The approach we take is embodied by the following quote:

"Train your staff so they are able to leave, treat them so they want to stay".

UCC performance

The educational performance of UCC is very strong. Every year we achieve outcomes for our students that are significantly higher than the national averages. In 2018 and 2019, our Progress 8 scores classified us as 'Above Average', meaning that our students made very good progress in their education whilst at UCC.

We are also equally proud of our inclusive ethos. We are passionate about our core values and we are just as focussed on our students becoming respectful, honest and kind human beings as we are about the examination outcomes they achieve.

We are classified by Ofsted as a Good school. However, we are not motivated by the inspection framework, nor are we overly focussed on the accountability measures for schools. Instead, we work incredibly hard at building a strong team ethos, setting our expectations extremely high with our challenging curriculum, teaching students really well and caring for them in a compassionate manner. We believe if each of these areas are delivered to a consistently high standard then the outcomes our students achieve will be superb.

A young boy in a school uniform is sitting on a wooden bench, smiling and looking towards the camera. He is holding a small, round object in his hands. In the background, other students are visible, and a school building is in the distance. The entire image has a red tint.

NATIONAL RECOGNITION

Due to our exceptional delivery of the national Embedding Formative Assessment (EFA) programme, we were awarded Ambassador School status by the SSAT in 2019. This means other schools will learn from the way we develop the knowledge and skills of our teachers.

WORKLOAD & WELLBEING



UCC philosophy on workload and wellbeing:

We believe that our staff should only take on activities or tasks that lead to improved opportunities or outcomes for our students. As a school, we want to guard against taking on additional workload that deviates from this principle.

We want to create the conditions in which all staff can genuinely thrive; ensuring we have sensible working practices in school is fundamental to this. We believe that careful consideration of staff workload and wellbeing creates high levels of discretionary effort, which is crucial to our success.

Below are a number of strategies we employ to enable everyone at UCC to thrive:

The school day:

- Staff meetings minimised
- Five-minute movement time between lessons to provide teachers with opportunities to set up lessons or take a comfort break
- Finish time of 3:10pm gives staff more time in the afternoon

Teaching and learning

- Centralised detentions to protect break, lunch and after school time for teachers
- Embedded Curriculum Time to enable teachers to collaborate on learning resources and curriculum planning
- GO 4 Schools used to centralise markbooks, data analysis and seating plans
- Behaviour For Learning system that supports teachers in delivering the curriculum without disruption
- Feedback for Learning policy – teachers are trusted to decide how and when to provide feedback to maximise learning
- Only 3 data capture points per year

WORKLOAD & WELLBEING



Teaching and Learning continued...

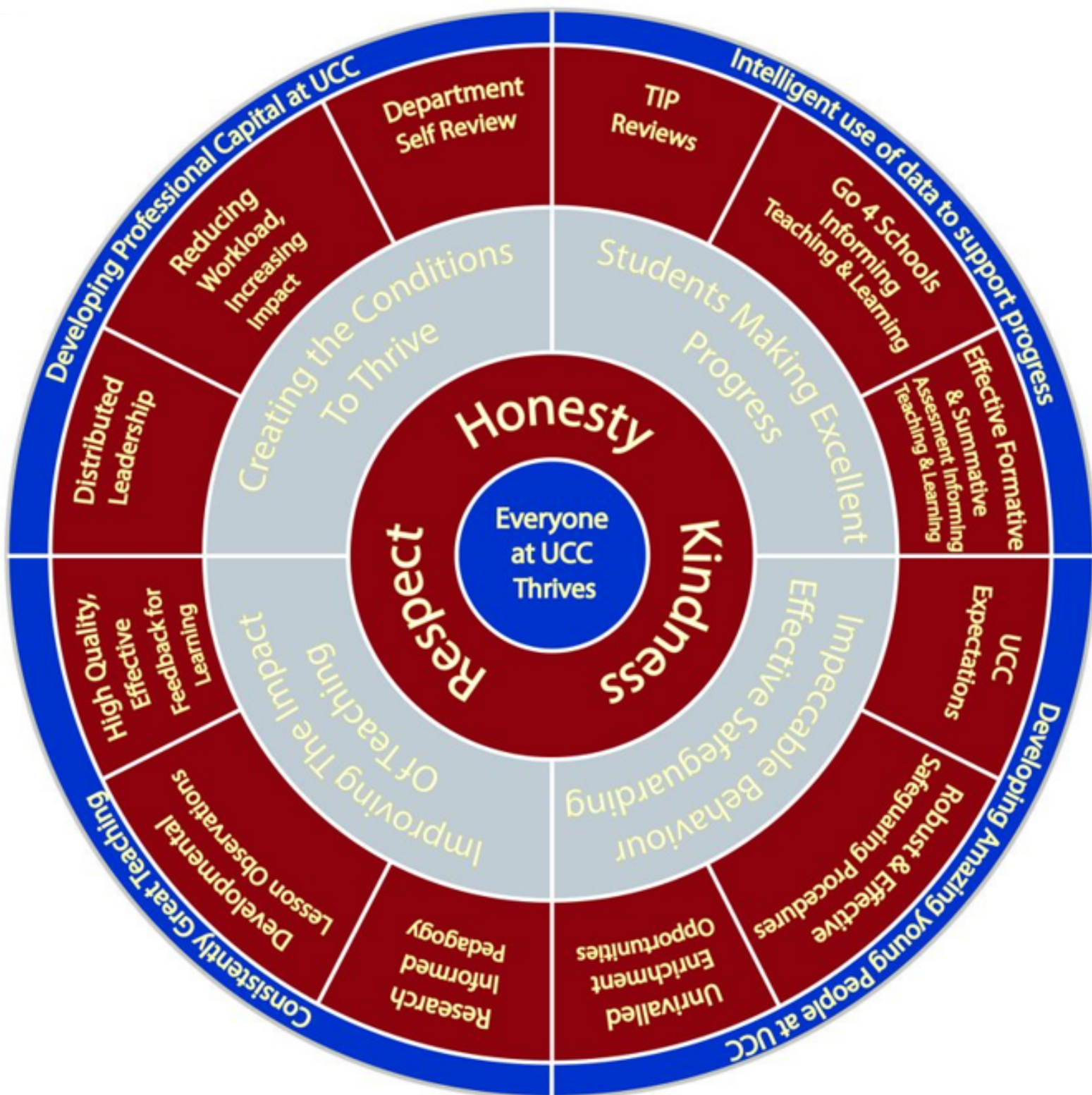
- No lengthy written reports – centralised learning targets created in departments
- No judgements on individual teachers
- Developmental Lesson Observations are completed twice a year and adopt a coaching approach to becoming incrementally more effective
- No written lesson plans of any kind are required
- Teachers are not used for cover

Training

- At least two training days are disaggregated each year
- Opportunities for choice in direction of training are maximised
- Opportunities to learn from colleagues within a supportive environment
- Personal Improvement Planning instead of Performance Management – no data targets, only strategies to become more effective teachers, leaders and team members
- Dedicated time to plan curriculum resources with colleagues is built into the calendar at regular intervals
- All staff have access to an external professional leadership coach

Other

- Meetings finish at 4:15pm latest
- Emails are not expected to be accessed or answered outside of working hours – this is reinforced through the school email signature
- UCC data manager produces data in user friendly formats to avoid leaders and teachers manipulating spreadsheets
- Office 365 used innovatively to enhance online collaboration and reduce the number of meetings
- 1265 directed time calculation is significantly under the maximum allocation
- One 20 minute duty per week for teachers
- Staff are given flexibility with part time requests, leave of absence and managing family/life commitments



UCC Vision: *Everyone at UCC thrives in their learning, achievement and development.*



OUR OFFER TO STAFF

TRAIN YOUR STAFF SO THEY ARE ABLE TO LEAVE, TREAT THEM SO THEY WANT TO STAY

Strategy	Description
Personal Improvement Planning (P.I.P.) instead of Performance Management	Every member of staff completes a P.I.P. during the academic year. This has replaced the Performance Management process, which schools have traditionally operated. Our P.I.P. empowers staff to take ownership of their professional development whilst encouraging them to become incrementally more effective. We do not use data driven targets relating to student performance, focussing more on the process (teaching and learning) than the product (outcomes).
Developing Professional Capital	Enhancing the professional capital of our staff is critical to our success. We invest in staff training to ensure they have up to date knowledge and skills to perform their roles superbly. We encourage collaboration through our internal training programme to ensure we harness our internal expertise and we use coaching to support our staff with making calm, objective and rational decisions so that we always keep the best interest of young people at the centre of it all. We ensure our staff have opportunities to take qualification that will develop their careers, examples of which include: -National Professional Qualification for Senior Leadership (NPQSL) -National Professional Qualification for Headship (NPQH) -National Professional Qualification for Leading Teacher Development (NPQLTD) -National Professional Qualification for Leading Teaching (NPQLT) -National Professional Qualification for Leading Behaviour and Culture (NPQLBC) -Masters Degree
Distributed Leadership	We operate a distributed leadership strategy across the school, which means that leaders have the authority and autonomy to lead their areas of responsibility as long as the strategies align with the whole school development plan.
Coaching	Coaching forms a fundamental component of our staff development programme. We employ a professional leadership coach who works with staff who <u>hold</u> leadership responsibilities in order to help them become reflective, resilient and effective practitioners. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged
Teacher Development Programme	Our TDP ensures that all teachers, regardless of their career stages, receive a challenging, supportive and developmental training programme. Our Aspirant Leaders Pathway(<u>ALP</u>) provides staff who are aspiring to, or are new to leadership roles. A coach is allocated to members on the ALP and we use Leadership Matters training materials to ensure the content of the programme has a strong evidence base. Our Middle Leaders Pathway (MLP) offers a similar structure for more experienced leaders, incorporating coaching and reflection throughout a personalised leadership programme.



OUR OFFER TO STAFF

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Strategy	Description
Early Career Teachers	We offer early career teachers a robust, supportive and bespoke training programme that will enable you to develop into an outstanding teacher.
Recently Qualified Teachers	Teacher retention in the UK is a major problem with many teachers leaving the profession within their first 5 years of teaching. At UCC our teacher retention is excellent and we continue to support RQTs throughout their first 5 years of teaching with a bespoke programme delivered by our experienced staff.
Flexible and Part Time Working	Flexible working arrangements are also promoted where possible, to enable our staff to manage <u>their</u> work life and family commitments.
Health and wellbeing strategies	<p>Having happy and healthy staff is key to a successful organisation. UCC is committed to:</p> <ul style="list-style-type: none">- <u>providing</u> employees with a safe, healthy and supportive environment in which to work.- <u>recognising</u> that the health and wellbeing of our employees is important.- <u>providing</u> a supportive workplace culture where individuals' healthy lifestyle choices are valued and encouraged. <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place.</p>
Equal opportunities	We are committed to ensuring equality of opportunity in line with the Equality Act 2010. UCC seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.
Comprehensive Induction	We want you to instantly feel part of the UCC family when you join us. It is important to us that every member of staff has the right start to working here. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of Team UCC.





HUMANITIES AT UCC



The Humanities Department at Uppingham Community College aims to enable all students to develop an awareness and understanding of the changing world and nations in which we live. We are particularly concerned with developing the geographical, historical, spiritual, economic, social, moral and political awareness of our students. The subjects aim to enrich the appreciation of cultural and religious diversity and encourage students to work co-operatively, respecting each other, adults and their environment.

Humanities staff are committed to teaching across these subject boundaries where this is of benefit to students in Years 7 and 8, as part of a Humanities course. As students progress through the school the specialism of staff in the different subjects become increasingly important in helping students understand the strands within Humanities and prepare them for GCSE. In Years 9, 10 and 11 students follow separate subject courses taught by specialist staff.

We are committed to innovative and reflective teaching based on thorough planning, adequate resource provision, and the sharing of expertise so that we can constantly seek to improve the quality of education for our students.

Humanities Curriculum

The Department is responsible for teaching the revised National Curriculum Programmes of Study in Geography and History; The Religious Education course is shaped around the Critical Religious Education (CRE) programme and follows the Agreed Syllabus for Rutland. At KS4, students can opt to study Citizenship Studies.

In Years 7 and 8 all students follow a Humanities course, which is timetabled for eight one-hour lessons a fortnight (15% of total curriculum time). The course consists of 10 units in each year – four/five Geography, three History and three RE. Each class normally has two Humanities teachers, although this can vary, depending on timetabling constraints. Subject units are of variable length.

In Year 9, students receive eight one-hour Humanities lessons per fortnight. Three hours are timetabled for History and Geography and two hours for Religious Education. Students follow separate Geography, History and RE courses usually taught by specialist staff. All students are taught in mixed ability groups.

GCSE Humanities options are extremely popular with students – there is an open-option approach to KS4 options; and in most years there are 5 History, 5 Geography, 2 Citizenship and 1 RE GCSE group. Each group usually contains 15-25 students. There are also a significant number of students who take two, three or even all four Humanities subjects. Students receive five one-hour GCSE lessons per fortnight.

HUMANITIES AT UCC



Geography

The Geography course follows the Key Stage 3 National Curriculum. The structure is as follows:

Year 7: It's your Planet; Map work/British Isles; Glaciers; Rivers; Africa.

Year 8: Population; Coasts; International Development; Asia and South-west China.

Year 9: Restless Planet; Globalisation; Ecosystems; Middle East.

Geographical skills are taught within the geographical themes. These include identifying geographical questions; using geographical vocabulary; fieldwork techniques; using and interpreting atlases and maps; selecting and using secondary sources and using ICT appropriately.

KS4: At GCSE students study the OCR Geography Specification A.

History

The History course follows the Key Stage 3 National Curriculum. The structure is as follows:

Year 7: Norman Conquest; Impact of 1066; Medieval Life/Castles; Church and State.

Year 8: Civil War and Cromwell; Expansion, Trade and Industry; Slave Trade.

Year 9: WWI; Democracy and Dictatorship; WWII and post-war Britain.

KS4: At GCSE students study the OCR History Specification A.

Religious Studies

The Religious Education course is shaped around the Critical Religious Education (CRE) programme and follows the Agreed Syllabus for Rutland. The structure is as follows:

Year 7: Introduction to RE; Judaism; Christianity; Life of Jesus.

Year 8: Buddhism; Sikhism, Hinduism.

Year 9: How do we make moral decisions? (Ethics); Critical Thinking and Citizenship through RE (Philosophy); Religion and Science (Philosophy).

KS4: At GCSE students study the Edexcel Religious Studies (Christianity and Islam).

Citizenship

KS4: At GCSE students study OCR Citizenship Studies.

The Humanities Department facilities include a suite of seven classrooms all with high quality Interactive Whiteboards and DVD provision. There is also a designated Humanities laptop bank and access to other ICT rooms.