



Part of
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Multi Academy Trust

Dinnington High School Teacher of History

Post Title: TEACHER OF History

This is an exciting opportunity for an enthusiastic, driven and qualified teacher of History.

The post is full time to start September 2024.

The closing date for applications is 9am Monday 26th February 2024.

The SUBJECT Department

Introduction

Thank you for your interest in our department. We are a strong, friendly team of experienced subject specialists. As a team, we work collaboratively, support each other daily and relationships between staff and students are excellent. We are committed to ensuring our lessons are engaging and knowledge rich, whilst helping students to develop as critical thinkers who are inspired to learn more about the past. We actively encourage our students to ask perceptive questions, weigh evidence and sift arguments in order to develop perspective and judgement. We believe that history helps our students to understand the complexities of people's lives, the process of change and the diverse nature of the society we live in today.

The whole humanities corridor is a positive and purposeful environment for all students and we all take pride in upholding this culture and ethos.

The prospective candidate will have excellent subject knowledge along with a strong pedagogical understanding of how students learn, retain subject knowledge and develop as historians. Likewise, a love of history, and an equal love of seeing students enthuse about our subject is essential.

Accommodation and Resources

Each member of the department has their own classroom in the main school building all with interactive whiteboards. We also have the use of a computer room along the same corridor, which is predominately used for KS5 as required. We have a shared humanities staffroom near our teaching rooms. This has computer access, a telephone, fridge and microwave, providing a good communal base for staff.

Curriculum and Assessment

We operate on a 5-period day at Dinnington, with each lesson being 60 minutes.

We are in the process of re-writing our KS3 curriculum and continue to refine our KS4 and KS5 lessons.

At **Key Stage 3** we aim to provide students with a holistic chronology of British, local and world history, from the prehistoric, to the modern world. Year 7 topics include a local history study, historical skills, invaders and settlers to Britain (pre-1066), Norman England, the Middle Ages and the Islamic Empire. Year 8 chronologically follows on with Tudor England, Stuart England/ Britain, Industrialisation, the expansion of the British Empire, concluding with Victorian Britain. Year 9 topics include World War One, the movement towards women's suffrage, the Holocaust and Britain post World War Two. Pupils are assessed through periodic knowledge tests and exam-based questions to ensure the development of substantive and disciplinary knowledge.

Key Stage 4 students follow the AQA exam board. Paper 1 topics are Germany: Democracy and Dictatorship, 1890-1945 and East Vs West, the Cold War from 1945-72. Paper 2 topics are 'Power and the People, 1215-2010 and Norman England. 1066-1100. Pupils are assessed through periodic knowledge tests and exam-based questions to ensure the development of substantive and disciplinary knowledge.

AQA is also the exam board of choice for our **Key Stage 5** students. History A Level is very popular. Topics studied are The Tudors, 1485-1603, France in Revolution 1774-1815. The NEA (non-exam assessment) focuses on the Civil Rights, 1865-1965. Pupils are assessed through periodic knowledge tests and exam-based questions to ensure the development of substantive and disciplinary knowledge.

We look forward to hearing from you and wish you the best of luck with your application!

If you have any queries, please do not hesitate to get in touch.

Job Description

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.

Planning Teaching & Classroom Management

- identifying clear teaching outcomes and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of engagement;
- setting appropriate and demanding expectations;
- setting clear learning goals, building on prior attainment;
- being aware of and making provision for students' differing needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of long-term plans;
- building positive relationships with students;
- implementing academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- using effective questioning, listening carefully to students, giving attention to errors and misconceptions
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- ensuring policies relating to student rewards and behaviour management are implemented to secure a well-ordered learning environment;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- contributing to the development of schemes of learning in the subject;
- liaising with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessing, Recording & Reporting

- assess how well learning outcomes have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures.

Pastoral Duties

- be a Form Tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with the Head of Year to ensure the implementation of the academy's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students.

Other Professional Responsibilities

- have a working knowledge of teachers' professional duties, teacher standards and legal liabilities;
- operate, at all times, within the stated policies and practices of the academy, in particular safeguarding responsibilities;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;

- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students;
- contribute to the corporate life of the academy through effective participation in meetings and systems necessary to coordinate the management of the academy;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools;
- take responsibility for own professional development and duties in relation to academy policies and practices including health & safety policies;
- liaise effectively with parents.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the leadership team to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the academy and the professional development of the staff.

Person Specification

	Criteria	How assessed *
Qualifications	Degree or equivalent in an appropriate subject	A/C
	Qualified Teacher Status	A/C
Experience	Teaching or teaching practice across a range of age and ability	A/I/R
	Use of a variety of teaching strategies and approaches	A/I
	Effective teaching and learning in the classroom	A/I/R
	Reflecting on and improving practice to increase student achievement	A/I/R
	Commitment to personal development and development of others	A/I
Knowledge	Up to date knowledge of the curriculum area	A/I/R
	Thorough knowledge of the role of literacy, numeracy & ICT	A/I
	Importance of teacher standards	A/I
	Strong understanding of national performance measures	A/I
	Principles that promote positive relationships and an excellent climate for learning	A/I
Skills & Abilities	Excellent classroom teacher or the ability to become one	A/I/R
	Ability to deliver engaging and motivating lessons	A/I/R
	Genuine passion and belief in the potential of every student	A/I
	Ability to develop learning resources and contribute to department schemes of work	A/I/R
	Effective and systematic behaviour management to promote positive relationships	A/I/R
	Good communication, planning and organisation skills	A/I
	Sensitive to the varying needs of young people and individuals	A/I/R

Personal Attributes	Enthusiasm, flair, energy and imagination	A/I
	Strong educational principles based on inclusion and equality	A/I
	Demonstrate resilience, motivation and commitment to raising standards	A/I
	High level of emotional intelligence, honesty and integrity	A/I/R
	Excellent communication skills	A/I
	Willingness to be involved in the full life of the academy including extra-curricular activities	A/I
	Good health and attendance record	R
	A commitment to the safeguarding and welfare of students	A/I/R

* A – Application form; R – Reference; I – Interview; C – Certificates

Dinnington High School's mission is to help all students to "Achieve Excellence" via quality first teaching, responsive pastoral care and decisive leadership.

We welcome contact to discuss this post, as well as visits to our school.

Completed applications should be returned either by post to: Dinnington High School, Doe Quarry Lane, Dinnington, Sheffield, S25 2NZ or by email to info@din.leap-mat.org.uk

The Learner Engagement and Achievement Partnership is committed to safeguarding and protecting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This post involves working with children and therefore if successful you will be required to apply for a disclosure of criminal records check at an enhanced level. Further information about the disclosure of criminal records can be found at <https://www.gov.uk/disclosure-barring-service-check>.

We undertake to make any "reasonable adjustments" to a job or workplace to counteract any disadvantages a disabled person may face.



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