

ALDRIDGE
SCHOOL

Achieving Excellence Together



Application Pack

Teacher of History

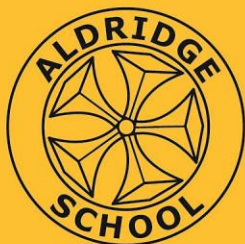
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THE MERCIAN | TRUST

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About Aldridge School



Thank you for taking the time to find out more about Aldridge School. This pack is intended to give you information about this role and our school's broader vision and ethos. Further background information is available in our Prospectus and Sixth Form Prospectus on our website.

We are a comprehensive school of over 1500 students situated near the centre of Aldridge village. We believe that it is our responsibility to work to meet the needs of every individual student, challenging them to achieve their best, supporting them to become responsible young adults and preparing them for their next steps into the world of work or further education.

Aldridge School is a good school (Ofsted 2022). It is a school which is proud of its traditions and successes which have been achieved through hard work and high expectations. In particular, we encourage our students to be **Respectful, Responsible, Resilient and Ready** to learn in order that they will be happy and successful at school and in the wider world beyond.

Aldridge School has a dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services. Our broad curriculum is designed to meet national expectations, be relevant and interesting, support our students in achieving the best possible standards in external examinations and to equip them with the skills they need to be successful in adult life.

At Aldridge School we have a popular and thriving Sixth Form. We are very proud of our students' success with over 80% securing places at some of the top Universities and on Higher Apprenticeships last year. We offer a very broad range of both academic and vocational courses at level 3, ensuring that Aldridge School Sixth Form is an option for a wide range of students.

We also enjoy strong links with surrounding primary schools, working with students in Years 5 and 6 including work in Science, Maths, English, Performing Arts and Enterprise. We are proud of our community and we work hard to promote this pride in all our partnerships, so that we can make sure that future students from these schools enjoy an easy, enjoyable transition to Aldridge School.

Students at Aldridge School are friendly, polite and respectful. Strong relationships between staff and students contribute significantly to ensuring that students are happy and feel safe.

If you would like to find out more, please contact us to arrange a visit to see our school at work. We look forward to meeting you.

Benefits of Working at Aldridge School



- Teachers are all provided with a laptop to support their teaching
- 21/25 periods of teaching per week maximum, less as an ECT
- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading (outstanding, good etc.)
- No need to write lesson plans of any kind
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations
- A clear system of sanctions which is applied consistently so staff don't have battles with students
- Senior Leadership are very visible
- Excellent pastoral support offered through Year Offices
- CPD tailored specifically to staff needs, based off their feedback
- Time for staff to put new things into action
- Non-hierarchical approach to professional development - there are things a senior leader can learn from an ECT and vice versa
- Regular Staff, Faculty and Pastoral briefings to support good communication
- Comprehensive support for ECTs with dedicated mentors and regular meetings
- Professional Growth is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally. We begin from the assumption that everyone will get the pay rise unless they haven't done all they can to improve student outcomes
- We are constantly streamlining all systems and processes so they take less time
- Open door Senior Leadership Team - no concern is ever too small
- Countless opportunities to get involved with the wider life of the school - Duke of Edinburgh, school performances, sports teams, music
- Contributions of staff recognised through 'Above and Beyond' draws each half term
- MAT 'Employer of Choice' opportunities such as Simply Health Healthcare plan, an electric car scheme and access to mylifestyle with a wide range of employee perks.



About the History Department

Aldridge School's History department is an experienced team of 8 subject specialists, teaching across all age and ability ranges. **The department teaches History and Ancient History**

The History Curriculum

Key Stage 3

- Year 7 - We start our academic journey through a study of the Ancient Greeks and their impact on the ancient and the modern world, through ideas and concepts such as democracy, tyranny, and gender roles. We then look to build upon the chronology established at Primary school through a study of the Anglo-Saxons and the Normans – the broadly agreed beginning of the Medieval period – and then continue to cement students' narrative understanding of this often-under-appreciated time span. Students will begin by assessing the S.O.Cs of cause and consequence and significance through the study of Medieval kings, but also assess notions of Kingship, which will be addressed again in later points of KS3 study. Social History will be analysed through the study of Medieval life and will look to balance the more 'Big Man' theory of History that is central to units in the spring and summer term. Pupils will then continue to develop notions of the historical significance of autocratic Kingship, previously developed in Y7, through the study of Charles I. This will provide an interesting point of comparison for Y7s, in terms of Athenian democracy preceding the autocratic rule of Medieval/ Early Modern kingship.
- Year 8 starts with an investigation into Ancient Rome and provides an interesting comparison to the study of Ancient Greece at the start of Y7. The curriculum then develops chronologically to consider tumultuous and complicated periods of British/ World history, studying the Industrial Revolution and the Empire then the Slave trade in topic order to aid students in developing a deeper understanding of the consequence and impact of the I.R in facilitating the growth of Empire, as well as its role within the Slave Trade. The effect of the establishment and dismantling of the Slave trade touches on difficult topics but allow students to understand the importance of developing from our past. Our spiral curriculum will then allow pupils to contrast the Ancient Roman Empire with the Modern British Empire, pupils will assess S.O.C. such as change and continuity or cause and consequence to evaluate the similarities and differences of the two empires. Moving to then consider essential knowledge of 20th C History, our curriculum considers the significant action points of WW1, and its' causes and consequences, particularly in relation to the Inter-war years and build up to WW1. These topics again discuss the importance of the I.R in facilitating war, and the impact of imperial ambitions in Europe in leading to conflict.
- Year 9 starts with an interesting comparison to the Roman empire that Year 8 finished with and assesses the little-known history of the Ancient Middle East. Considering the significance of leading figures and the consequences of seismic social events, this unit revisits ideas of kingship, democracy, imperial expansion, and cultural diversity covered throughout KS3. It also allows our students to appreciate and understand the diversity of world History. Conceptual focus on autocratic leaders, democratic practise and human rights abuse will be developed further through the study of the inter-war years, once again developing ideas established in earlier years. Students understanding of key S.O.Cs such as cause and consequence, similarity, difference, and significance will be advanced as the curriculum follows chronologically the developments of the 20thC and culminates in the events of the Second World War. This topic will examine all the key moments of WW2 on the Home Front, In Europe and the Pacific. It focuses on the experience of soldiers of empire. A topic which once again discuss notions of leadership, democracy, imperial ambition, and warfare. Pupils will then begin an examination of the steps towards genocide in Nazi Germany and WW2. It takes a long view of the Holocaust with a focus on historic antisemitism and the culpability of ordinary Germans. Pupils will finish Year 9 by evaluating reasons for migration to and from Britain –push and pull factors, looking at why they migrated, how they were received and the impact of their arrival.
- **Key Stage 4 History:** We begin with the Norman Conquest of England in 1066. We assess the crisis of Kingship, the military success of William and his army, and analyse the methods he used to subdue a resentful England. The Normans are followed by an investigation into the development of crime and punishment since 1250. This unit looks to unpack the changes and continuities in the ways that humans have looked to define, control, and punish errant behaviour. The final unit in Y10 looks at the significance and development of Kenilworth Castle, as our 'History Around Us' site. We will investigate how the castle began as a military fortress, becoming a refugee for wayward nobles. In Y11 students start by studying the Making of America. This unit looks at how the US was created as the nation we know today, unpacking the significance of; mass expansion, the role of slavery and the cotton Kingdom, the near-genocidal treatment of the Native Americans and how lives were irreparably changed by the Civil War and the rise of big business. The final unit looks at the experiences of living under Nazi rule. This fascinating topic will investigate how exactly Hitler and his Nazi party came to power, the ways in which they convinced the German nation to follow their ideals and their treatment of opposition parties and the Jewish population/the Holocaust.
- **Key Stage 4 Ancient History:** The period study focuses on the growth and development of the mighty Persian Empire, led by kings such as Cyrus and Xerxes. As well as looking at how the Persians ruled their empire, we will also study Persian attempts to conquer Greece in the 5th century BC. Our depth study analyses the career of Alexander the Great and his brilliant military campaign against Persia in the 4th century BC. Our period study features the beginnings of Rome, including the legend of Romulus and Remus and the early Roman kings. We look at the development of the republic and its political institutions as well as the reasons for Roman military success and expansion as an empire. Our depth study focuses on the life and achievement of Cleopatra, one of the most powerful women in the ancient world.
- **Key Stage 5 History:** Units chosen for study must keep to the guidelines established by AQA, to ensure no repetition of learning and an adequate chronology studied. In keeping with this of creating a 'broad and coherent' course, we have decided that our students study, Tsarist and Communist Russia, 1855–1964, The Angevin Kings, and the British Empire 1857-1967 (for the NEA).
- **Key Stage 5 Ancient History OCR:** The compulsory unit for Y12 is the Greek and Non-Greek Interrelations,492-404BCE. Students are expected to build essential contextual knowledge on the likes of Herodotus, Thucydides, and Xenophon as their prescribed sources for this unit. Alongside this, Y12s study the Rise of the kingdom of Macedonia. The Compulsory unit for Y13 is the period study of the Julio-Claudian Emperors. This unit studies; Augustus, Tiberius, Gaius, Claudius, and Nero. The elective depth study for Y13 is Ruling Roman Britain. The topics in this depth study are all interrelated, and learners are encouraged to see the connections between different topics to deepen their understanding of the period.



What we can offer you

Getting the basics right

- We are proud to be a Living Wage employer.
- When appropriate to the role, we are very happy to offer the right candidates with specific recruitment and retention incentives.
- We follow the teacher and NJC pay scales, including the awarding of nationally agreed pay increases.
- We have a range of pioneering HR policies that we are particularly proud of – from our flexible working policy to our menopause policy. We always take an informed approach to ensuring our policies are fit for purpose and represent the most equitable deal for all parties.
- We are a committed apprenticeship employer. Many of our current apprentices are former students from our schools, growing our own talent from within.
- We have developed a newly-designed annual professional growth review underpinned by our cultural blueprint.
- We are very proud of our time-back scheme to thank staff who provide students with valuable enrichment opportunities such as regular clubs and educational visits.

Additional benefits

All staff employed by The Mercian Trust are now able to access a fantastic range of additional employee benefits.

These include:

- Discounts on everyday purchases via EdenRed
- A comprehensive free of charge health plan via Simplyhealth
- A salary sacrifice electric car scheme via Tusker
- A cycle to work scheme via Halfords

A sector-leading CPD offer

- We offer a truly comprehensive training programme featuring exclusive Mercian Trust content from the world's leading education professionals.
- You can be assured of getting the very best mentoring and support for all external professional qualifications and programmes such as ECT and NPQs.
- We are proud of our package of goals-focussed training for non-student facing associate staff.
- Our Digital Champions support all staff to maximise the benefits of our multi-million pound digital infrastructure and to transform the way we teach, we learn, we lead and we operate.
- We hold an annual staff development conference for all staff that is packed with content, valuable resources, and networking opportunities.
- Staff can join our wide range of Professional Learning Communities, led by Trust Lead Professionals to develop collaborative practice across our schools and wider sector.
- All staff are invited to have articles published in our half-termly education journal, The Education Exchange, and to be supported to write and speak for external audiences via our excellent links with leading publications and training organisations.

Job Description



Post: Teacher
Responsible to: Head of History
Salary: MPS

The post-holder will be expected to undertake duties in-line with the professional teacher standards for qualified teachers.

1 Set High expectations which inspire, motive and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

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



6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and wellbeing

Personal and Professional Conduct

A teacher is 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 uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating pupils 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 pupils' wellbeing, 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 and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' 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 in which they teach, 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.

Person Specification



Qualification Criteria

- Qualified to degree level or above
- Possesses QTS status or equivalent

Experience

- Evidence of successful practice as a teacher in a secondary school
- Experience of continually improving teaching practice to increase student achievement and progress
- Evidence of continually improving the teaching and learning of their subject through assisting with schemes of learning and extra-curricular/enrichment activities

Knowledge

- Up to date knowledge in the curriculum area (Inc. A Level/GCSE specifications)
- Understanding of the teaching strategies needed to establish high aspirations with regards to results and behaviour
- Evidence of working with educational research to facilitate learning
- Knowledge of the current legal requirements, national and school policies and guidance on the safeguarding and promotion of the well-being of children and young people

Leadership

- An ability to lead by example
- Effective team worker and leader
- Possesses high expectations for accountability and consistency
- Motivation to continually improve standards and inspire excellence
- Possesses an empathy and the ability to listen
- Commitment to the safeguarding and welfare of all students

Teaching and Learning

- Effective and adaptable ICT skills
- Numerate so that data analysis can be facilitated
- Effective communication skills
- Possesses energy, enthusiasm, resilience and perseverance
- A commitment to educational research in order to facilitate learning
- Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice
- Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards
- Thinks strategically about classroom practice and tailoring lessons to student's needs
- Understands and interprets complex student data to drive lesson planning, achievement and progress
- Excellent planning and organisational skills
- The ability to produce correspondence/documents, appropriate for a specific audience and in well-written English, ensuring the tone is appropriate to the purpose

How to Apply



Salary

MPS

Closing Date

20th September 9am

Start Date

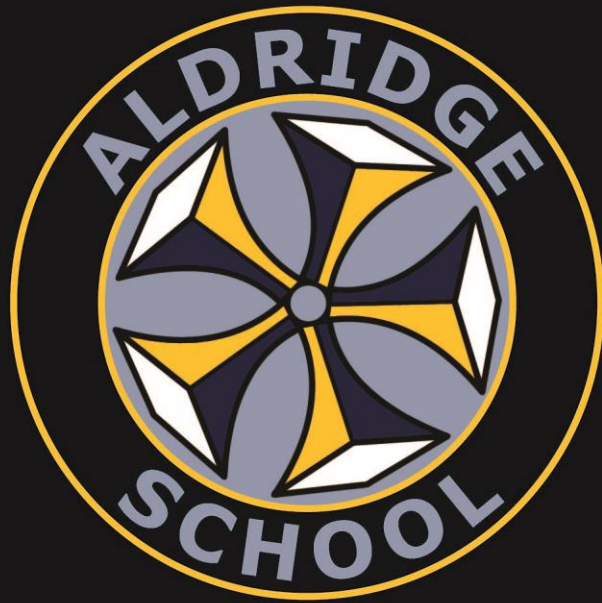
January 2025

Visits to School

For further information, please contact the school either by email info@aldridgeschool.org or by telephoning Mrs Knight on 01922 743988 ex 2224

Applying

Apply through Mercian Trust portal



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