



Teacher of History

Start Date: 1 January 2023

Contract: permanent (including INSET days)

Hours: 32.5 per week

Salary: £25,714 (MS1) - £41,604 (UPS3)

We have an opportunity for an enthusiastic and dedicated History teacher to join Backwell School on a permanent contract from 1 January 2023.

We are looking for someone who can:

- be an inspirational classroom teacher who is dedicated to provide high quality teaching and learning.
- drive students to raise standards to achieve at all levels; and
- demonstrate commitment to the values and core beliefs of Backwell School

The successful candidate will be able to teach History at all key stages and is suitable for ECTs and newly qualified teachers as well as those with experience. The ability to teach another subject would be beneficial.

You will join a strong and very committed History Department, which is based within the wider Humanities area at Backwell School. The department has a great team ethic, with a focus on collaborative planning and innovative approaches to teaching and learning. Ensuring that every student enjoys History and reaches their full potential in the subject is at the core what we strive to do. Experience of teaching Edexcel GCSE History and AQA 'A' Level History would be helpful, but not essential.

Backwell School, part of the Lighthouse Schools Partnership Multi-Academy Trust, is a large comprehensive school with over 1700 students of which 350 are in the Sixth Form. Judged by Ofsted as Good in January 2020 the school has an excellent reputation in the local area and is oversubscribed in regards to student applications. Our latest Ofsted report can be read [here](#).

Our Trust values excellence and collaboration and has a key focus on staff development will deliver exciting and effective learning to our children and young people. Backwell School offers its staff a vibrant and stimulating teaching environment and there is a broad range of professional support available for new members of staff both within the department and in the wider school. We also offer enrichment opportunities to students, supported by school staff including the A level History Trip to Berlin.

At Backwell School we prioritise staff wellbeing; planning time is generous with full time teachers teaching a maximum of 51 lessons out of 60. Our induction programme is highly regarded and new teacher can expect to be assigned a mentor in addition to professional development support.

All members of teaching staff are expected to act as tutors within the pastoral unit system. We have a 20 minute tutor period at the start of each school day which comprises of student wellbeing checks, administration and teaching of Personal Development (PSHE) materials as well as assemblies from the Heads of House and the School Leadership Team.

We also provide a fantastic benefits package to our employees including a contributory pension scheme, a broad employee assistance programme and benefits (offering discounts on shopping), cycle to work scheme, electric car scheme, fitness suite access and on-site parking.

Before making an application candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed on the job and person specification below.

The closing date for applications is Monday 10 October at 9.00am. Those who are successful following shortlisting, will be contacted regarding interview arrangements.

Backwell School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We are unable to accept CVs as an application submittal. Our school adopts Safer Recruitment practice and requires all our applicants to fill in a LSP Application Form via E-Teach.



Job Description: Teacher of History

RESPONSIBLE TO: Curriculum Leader of Humanities

JOB PURPOSE:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

DUTIES

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the school's appraisal process

Other

- To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher



Person Specification: Teacher of History

Before making an application candidates are asked to match their qualifications, experience, skills and abilities against the criteria listed below.

Attributes	Essential	Desirable	Evidence
Qualifications	Qualified teacher status. Honours degree or equivalent.		Application
Experience	Record of very good classroom practice	Working with young people.	Application References School Data
Training and Professional Development	Good knowledge of current educational thinking and developments. A balanced programme of relevant INSET Experience/knowledge of Ofsted Teaching Standards.	Experience of leading successful professional development activity.	Application References Interview

Attributes	Essential	Desirable	Evidence
Personal Qualities	<p>Enthusiastic, perceptive and fair.</p> <p>Knowledge and expertise in how people learn.</p> <p>Ability to both support and challenge students.</p> <p>A personal commitment to high quality and excellence that will match and extend the school's proven record.</p> <p>Punctual with the ability to meet deadlines</p> <p>Smart appearance at all times.</p>		<p>Application</p> <p>References</p> <p>Interview</p>
Other Skills	<p>Ability to help us build on the breadth of the educational experiences we offer both in and out of the classroom.</p> <p>Evidence of involvement in/commitment to extra-curricular activities.</p> <p>Involvement in school-based developments and initiatives.</p> <p>Ability to foster and maintain good relationships with the school stakeholders and community.</p> <p>Ability to work independently and as a team member.</p> <p>Respect for the professional expertise of others.</p> <p>Consultation and analytical skills.</p> <p>The ability to prioritise, plan and react.</p>		<p>Application</p> <p>References</p> <p>Interview</p>
Communication Skills	<p>Good communicator to a range of audiences</p> <p>The ability to contribute to the success of meetings.</p>		<p>Application</p> <p>References</p> <p>Interview</p>

REASONS TO WORK FOR

BACKWELL SCHOOL

We respect your professionalism

Subject areas are encouraged to develop and design a knowledge rich curriculum suitable for all pupils. Teachers teach in their specialist areas and are not required to submit lesson plans. Lesson observations do not carry a formal judgement. Departments are encouraged to share and centrally resources. We encourage an evidenced pedagogical approach rather than following educational fads.

Staff wellbeing is a priority

There is a maximum of 85% contact time with form-filling and data collection kept to a minimum. We have a sympathetic approach to staff absence and we follow a 'rarely cover' policy. Staff get involved in all aspects of school life including extra-curricular activities.

Staff say that they have strong and supportive working relationships with their colleagues. We have a dedicated staff room, affordable catering and a staff wellbeing/CPD bookshelf in our library.

High expectations for behaviour

We have a behaviour system that enforces high expectations for classroom behaviour. High profile SLT and our Behaviour Manager take the lead in following up any instances of poor behaviour and in running daily same-day detentions leaving teachers free to focus on their teaching in a positive learning environment.

Fantastic development opportunities

As a teaching school leading the NSTA (North Somerset Teaching Alliance), we offer a huge range of training programmes. As a member of the LSP (Lighthouse Schools Partnership) we have close links with a number of local secondary and primary schools. As a large school and sixth form there are many opportunities to develop your experience and for internal promotion.

Our students are great to work with

Visitors to Backwell invariably comment on the positive attitudes of the students: that they enjoy their time at school, have very good relationships with their teachers and are motivated to learn. This is reflected in high participation in a huge range of extra-curricular activities as well as in our examination results.