



TEACHER OF HISTORY RECRUITMENT PACK



BELONG
BARKING
ASPIRE
ABBEY
SUCCEED
SCHOOL

GIVE
AND
EXPECT
THE
BEST



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Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Teacher of History.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel every day. All of us try to be our best everyday.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning while minimising workload and maximising impact.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

With the current restrictions in place this is not possible during the school day. However, we are able to accommodate a visit from 3pm after the school has closed. Visits will include a tour of both sites, commencing at Sandringham Road.

All interested applicants must complete the online Teachers application form on the TES website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Depending on the restrictions in place at the time, the process will either be on one site or through Microsoft Teams.

Key Dates

Closing Date for Applications	Thursday 26th January 2022 at 12:00pm
Interviews week commencing	Monday 31st January 2022

Please note all dates are subject to change.

To arrange your visit please email: jobs@barkingabbeysschool.co.uk

Completed applications should be sent to: jobs@barkingabbeysschool.co.uk



Advertisement

Teacher of History

Full Time

Commencing: 1st September 2022 - NQT Commencing: 1st July 2022

Salary Scale: £29,664 - £48,244 per annum (M1 to UPS3)
(depending on experience)

Open to NQT's and Experienced Teachers

Do you want to join a highly successful, popular, well-resourced and well led department?

Are you prepared to work hard with exceptional young people and staff committed to going the extra mile?

We are seeking to appoint an enthusiastic, well qualified, highly effective and inspirational Teacher of History who has the commitment to academic excellence and in helping every child succeed across the ability range and in all Key Stages. The teacher will be expected to teach Key Stage 3 and GCSE History, whilst the ability and willingness to teach A level would be preferable. There is the possibility of a TLR and responsibility for a Key Stage if the successful candidate has the required experience.

Barking Abbey History Department is an exceptionally successful department with a team of excellent teachers, who have driven History forward to be one of the most popular options at both Key Stage Four and Key Stage Five.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham. It has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements.

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Job Description

POST PURPOSE

- Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To be a qualified first aider and administer first aid where necessary.

TEACHING

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To support with the development of boys PE provision in particular.

OPERATIONAL/STRATEGIC PLANNING

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To assist the Head of Department, the Deputy Head Teaching and Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour for Learning Management systems so that effective learning can take place.

HEALTH AND WELL-BEING

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision, 'Ours' is a school where everyone gives and expects the best and everyone can say, "I belong" and to encourage and ensure staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety and safe-guarding policies and undertake risk assessments as appropriate.
- To fully participate in the schools extra-curricular provision.

Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Employees Signature		Date	
Head Teacher Signature		Date	

Person Specification

Experience and Qualifications	Essential/ Desirable	Demonstrated in Application	Demonstrated in Interview
Holds a DFES recognised teaching qualification.	E	✓	
Good Honours Degree.	E	✓	
Has undertaken post qualification study relevant to post.	D	✓	
Evidence of updating professional skills.	D	✓	
Relevant, recent experience of teaching in a 11-16 or 11-18 school.	E	✓	✓
Experience of working in a multi-cultural environment.	D	✓	✓
Experience of working in a split site school.	D	✓	✓
Successful experience of teaching students across a broad range of the attainment spectrum.	E	✓	✓
Evidence of expertise and success in raising student achievement and securing whole school improvement.	E	✓	✓

Professional Ability	Essential/ Desirable	Demonstrated in Application	Demonstrated in Interview
Demonstrates excellent subject knowledge and knowledge of general teaching pedagogy.	E	✓	✓
An understanding of the current national agenda developments.	E	✓	✓
Demonstrates an understanding of the effective planning and delivery of an academic curriculum with high expectations for all students.	E	✓	✓
Has a successful track record in using academic and pastoral data to raise achievement and improve student outcomes.	E	✓	✓
Knows how to ensure equality of opportunity for all students and staff and shows evidence of having done so.	E	✓	✓
Experience of leading successful improvements and managing change at department or whole school level.	D	✓	
Can set, maintain and actively promote high standards of student behaviour.	E	✓	✓
Has a commitment to safeguarding and promoting the welfare of children and young people	E	✓	✓

Personal Qualities	Essential/ Desirable	Demonstrated in Appli- cation	Demonstrated in Interview
Shows a strong commitment to equity in provision for students and a belief in the potential of every student.	E	✓	✓
Demonstrates the ability to enthuse, inspire and motivate students, staff and parents.	E	✓	✓
Willingness to take part in the wider life of the school.	E	✓	✓
Has excellent oral and written communication skills.	E	✓	
Has good inter-personal skills.	E		✓
An excellent health, attendance and punctuality record.	E	✓	
Has a high level of personal integrity and probity.	E	✓	✓
Excellent sense of humour and willingness to work hard.	E		✓



About the Department

As a department we have 5 pillars:

1. Belong

- A representative curriculum in which enables students to see themselves and understand others in our globalised world.
- Desire our students to gain cultural capital but also cultural confidence in their own identities and stories.
- To develop an understanding of how history informs our sense of identity and place in the world through studying a range of periods, perspectives and peoples.
- To develop a passion for history, a respect and understanding for all people and deeper understanding of the human spirit.
- To empower our students as they interact with both their intellect and identities.

2. Aspire

- To Introduce students to stories & knowledge that will create aspirations within them to reach their potential & make a difference in their communities.
- To aspire them unto great career paths through our history graduate network . This network is a team of successful graduates in various industries (medicine, finance consultancy, law, STEM). This is designed to show career progression from History GCSE and A level to degree and beyond.

3. Succeed

- To make progress academically by focusing on literacy & transferable analytical skills and critical thinking.
- To impart skills & knowledge that will enable students to succeed in wider world & chosen careers.

4. Academic rigour & integral to the discipline of history

- Our curriculum aims to supports the disciplinary knowledge of history. We aim for all our enquiries to be rooted in the use of sources & academic scholarship.

5. Self-development

- To develop a greater sense of self and the critical importance of historical literacy to navigate the present and the future.
- To be energised and empowered by our curriculum choices. History should nourish and develop intellect, cultural competence and the critical consciousness of students.
- Offering enrichment opportunities to build cultural capital & foster pupils exploration of their wider community beyond London as well as exposing them to the richness of local histories.

If your vision for history is aligned to ours then we want you.

Our Ethos and Values

BRAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING

ASPIRE
ABBEY

SUCCEED
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.



