



**Teacher of History
Recruitment Pack
Start Date: Easter or September 2025**





WELCOME

Thank you for your interest in this role.

Belper School and Sixth Form Centre is an exceptional place. We combine strong academic standards, a rich & inspirational curriculum, and a caring & supportive ethos to provide the best education we can for our wonderful students. We also like to think we are a great place to work, and Ofsted agreed. (*“Staff are happy and proud to work at the school. Leaders are considerate of staff’s workload and well-being”* OFSTED, 2022)

The school has been proud to serve the thriving community of Belper and surrounding villages for over 50 years. Belper in Derbyshire is on the edge of the Peak District with good road and rail links to other parts of the country. It is situated in the Derwent Valley World Heritage Site and has previously won the Best High Street and Market Town in the UK award. Belper has a creative and inclusive community and hosts an annual arts festival and a very popular Pride event.

Our vision is encapsulated in the phrase **“Create Your Future. Be who you are and become who you aspire to be”** and this vision guides our educational direction. We want to provide our students with the qualifications, knowledge, and skills they need to have happy and successful lives. We know that our students leave Belper well prepared to thrive as adults and we are proud of what our alumni achieve; from international athletes, to space engineers, from creative professionals, to self-employed entrepreneurs and much, much more. To provide the best education we can, we understand how important it is to recruit, retain and invest in our staff. We see our school as one community of families, students, teaching staff, support staff, leadership staff, and governors all working together.

We prioritise staff wellbeing and understand how this links to our staff retention remaining high. The Senior Leadership Team are always visible in school, working hard to bring out the best in our staff. We have a strong and committed governing body who take their roles and responsibilities seriously.

Belper School and Sixth Form Centre is a lively and successful school of just under 1200 students including 150 Sixth Formers. It has been a Foundation School since 1998 and is now in the early stages of applying to join the Embark Federation.

At Belper School we believe passionately in an inclusive approach to education and in promoting the personal development of every student. We have a distinctive ethos, which marks us out from many other schools. While we value academic achievement and strong exam results, we also believe it is our duty to create responsible citizens for the future. Self-respect and respect for others are central to that belief.

We keep the students at the school central to the decisions we make. Our students kind and visitors often comment on the very positive feel of the school. Their conduct in lessons and around the site is excellent. (*“Lessons are calm and orderly”* OFSTED, 2022) Belper is a school where teachers can truly focus on teaching.

ABOUT OUR SCHOOL

Belper School & Sixth Form Centre is a popular and high achieving foundation school at the heart of the picturesque Derbyshire town of Belper. We have 1200 students on roll with 150 in the sixth form and employ over 170 staff.

- Belper School is a non-uniform school and students address teachers by their first names. This is an important part of our ethos.
- We are a very friendly school with a positive atmosphere, and we work hard to ensure that every child feels valued and respected. *“There are positive relationships between staff and pupils. Pupils are happy at school.”* (OFSTED, 2022).
- The foundation of our school is our caring and supportive highly inclusive ethos. *“Belper School and Sixth Form Centre is an inclusive school ... Pupils can ‘be who they are’ and have their own identity”* (OFSTED, 2019).
- Our students are exceptionally understanding. *“Pupils are kind and considerate. They accept others’ differences”* (OFSTED, 2019).
- We provide a very broad and inspirational personal development and enrichment curriculum *“Leaders have developed a well thought out programme for pupils’ personal development. ... Pupils value the range of activities that the school offers”* (OFSTED, 2022).
- We have a wide range of academic courses *“Curriculum plans in the sixth form are well developed and the work that teachers set is demanding”* (OFSTED, 2022).
- Our pupils mostly achieve strong examination results although a small minority have struggled since Covid with their attendance due to health concerns. The school was ranked in the top 10 schools in Derbyshire at KS4 for EM5+ in 2023. *“Leaders have high expectations of all students in the sixth form. Students say that teachers want the best for them.”* (OFSTED, 2022).
- Improving teaching and learning is central to our mission to be the best school we can possibly be. *“Leaders have a sharp focus on improving the curriculum. In most subjects, curriculum plans are ambitious and well thought out.”* (OFSTED, 2022).
- We see ourselves as being at the centre of the local community and have strong links with other local schools and organisations. We also strive to maintain excellent relationships with the families of our students.
- Well over 80% of the pupils from our main feeder schools typically choose to come to us in Year 7 and we are usually oversubscribed which facilitates the building of very strong links with Key Stage 2.

HUMANITIES FACULTY AND HISTORY DEPARTMENT

The Humanities Faculty has a record of examination success and dynamic, teaching. We support an all-ability philosophy and the Humanities subjects are consistently amongst the most popular option choices for students at both GCSE and 'A' level.

We are currently implementing and developing our curriculum so that it is more representative, diverse, decolonised and local. We are looking for a candidate who is enthusiastic and willing to implement these changes.

Belper School is committed to providing a high-quality educational experience which develops in students the aspiration, knowledge, skills and understanding they require to create happy and successful futures for themselves. We summarise this vision in the phrase ***"Create your future. Be who you are and become who you aspire to be."***

Our ethos is built on respect, inclusivity and responsibility, nurturing students to be individuals within a family approach. Central to this ethos is a focus on relationships which demonstrate mutual respect and equality.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

THE ROLE

We are seeking to appoint an enthusiastic and dedicated teacher who is able to share in the teaching of History up to A-level. The ability to teach across all key stages will be essential for the successful candidate. The successful candidate will be well-organised, conscientious and dynamic. Personal initiative is a quality we also value and respect; support will be given to any ideas, projects or initiatives you would wish to develop.

The ability to teach a second subject at A level such as Economics, Sociology, Politics or Psychology would be an advantage although it is not essential.

This position would be suitable for an experienced teacher or an Early Career Teacher for whom there would be ample opportunity to develop professional skills within our highly supportive Induction, CPD and Early Career Framework Teacher programmes.

If teaching in this sort of environment appeals to you, please follow the instructions on how to apply. Should you have any questions please do not hesitate to contact the school.

APPLICATION PROCESS

Role Type: Permanent, (Full time teaching post)

Start Date: Easter or September 2025

Application closing date: Midnight, Wednesday 12 February 2025

Please read the person specification for the post and if you think that you meet the requirements and the post offers the challenge and opportunity you are seeking, we would be delighted to hear from you. Applications can be made via <https://teaching-vacancies.service.gov.uk/> or via the Derbyshire County Council jobs page <https://jobs.derbyshire.gov.uk/>

You must detail your experience and reasons for applying by using the following headings in your application.

- Reasons for applying for this role
- How would help us implement a more representative, diverse decolonised and local curriculum
- In what way does the school's ethos match your views on education?

The supporting statement should be no more than 1500 words (excluding headings)

Please note applications which do not include the above headings with answers may not be considered for shortlisting. Shortlisting will take place after the closing date with interviews and observed lessons provisionally scheduled to take place Wednesday 26 February 2025. Shortlisted candidates will be contacted by email by 3pm on Friday 14 February 2025.

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PERSON SPECIFICATION TEACHER OF HISTORY

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • A degree – 2.2 or above in a History related subject • Qualified Teacher Status, with specialism(s) related to the subject (History). • Ability to teach across the full 11-18 age and ability range. 	<ul style="list-style-type: none"> • Further professional qualifications. • Appropriate in-service training / CPD according to experience
PREVIOUS EXPERIENCE	<ul style="list-style-type: none"> • A track record of success in teaching and learning across Key Stages 3 to 5 • Involvement in the monitoring of progress and attainment at student and class level. • Experience in developing teaching and learning in an inclusive environment. 	<ul style="list-style-type: none"> • Involvement in curriculum initiatives and extra curricular developments.
TEACHING PROFESSIONAL COMPETENCY	<ul style="list-style-type: none"> • Ability to teach a range of Humanities subjects across KS3 • Ability to teach GCSE History to GCSE • Ability to teach History to A level • Ability to articulate characteristics of effective teaching and learning with evidence of good practice. • Good classroom management technique. • Knowledge and understanding of effective assessment and its contribution to learning and progression. • Able to use student data to raise standards. • Knowledge of strategies related to key issues in education eg gender issues, equal opportunities, SEND. • Ability to contribute to Schemes of work / Lesson Plans. 	<ul style="list-style-type: none"> • Ability to teach, Sociology, Psychology or Economics to A level • Involvement in extended curricular provision
TEACHING PROFESSIONAL COMPETENCY	<ul style="list-style-type: none"> • Excellent communication skills. • Good ICT skills and an awareness of its potential. • Knowledge of e-learning • Knowledge and understanding of 	

	ESSENTIAL	DESIRABLE
	<p>current Teaching and Learning issues</p> <ul style="list-style-type: none"> Express a vision for subject development 	
PERSONAL QUALITIES	<ul style="list-style-type: none"> Commitment to an ethos of high standards, personal fulfilment, and academic success. A capacity to inspire through a love of teaching. Strong sense of initiative and determination Ability to remain calm under pressure. Ability to be a team player. A commitment to the safeguarding and welfare of children. Commitment to the school's equal opportunities policy. Strong educational values which are in line with the school ethos 	<ul style="list-style-type: none"> Involved in educational developments beyond what is required. Self-confidence, personal impact, and presence. Eager to acquire further skills and career enhancement.

Evidence for these attributes will be taken from the application details, references and interview

ROLE DESCRIPTION TEACHER OF HISTORY

Job title: Teacher of History (Humanities)

Contract type: Permanent (Full time)

Reporting to: Responsible to Head of Humanities/ Head of Year

MAIN PURPOSE

The key responsibilities of this role are:

- Teaching.
- Joint resourcing of the Faculty
- Tutoring a group of students within a Year system and contributing to the Personal and Social Education programme.
- Carrying out assessment procedures required by the school and external bodies.
- Consulting with colleagues both formally and informally.
- Fulfilling administrative tasks efficiently and punctually.
- To promote the best possible education for **all** learners

DUTIES AND RESPONSIBILITIES

- a) Have a secure knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements.
- b) Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. Set appropriate and demanding targets for learning, building on prior attainment.
- c) Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.
- d) Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- e) Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- f) Assess how well learning objectives have been achieved and use this to inform future teaching. Mark and monitor students' class and homework providing constructive oral and written feedback and setting targets for students' progress.
- g) Pastoral care of a tutor group.
- h) Registration of students in accordance with legal and school requirements.
- i) Reporting regularly and occasionally as circumstances may require.
- j) The care and best use of pastoral areas.
- k) Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- l) Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- m) Taking responsibility for their own professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- n) Establish effective working relationships with colleagues and associate Staff

ADDITIONAL RESPONSIBILITIES:

Additional responsibilities will be negotiated with the post-holder annually as part of his/her Appraisal Review, commensurate with his/her level of experience.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.