



Anchored in Christ

The appointment of **Teacher of History**

Required for September 2025 or possibly earlier





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We hope that the enclosed application pack, along with the Academy's website, gives you all of the information that you need to help you apply for a post here. Chelsea Academy is a great place to work and visitors often comment on the excellent behaviour of our students, the friendliness of our staff and the fantastic Academy building. Our aim is simple; to provide the best quality education for all the students that attend the Academy, to produce happy and employable young people and to remain one of the best schools in London. If you would like to join us on this journey, then we would love to hear from you. We want all our staff, including the successful applicant to be part of this adventure and to contribute to an outstanding Quality of Education.

Our most recent Ofsted inspection in September 2023, saw us being judged strongly good in all areas. We have also been recently awarded a glowing J1 for our SIAMS inspection. Both inspections evidence our excellent quality of education and commitment to ensure all students flourish academically, spiritually and pastorally. Recent outcomes at GCSE and A Level demonstrate strong progress for all students with the Academy's GCSE results this summer being the highest the Academy has ever achieved. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

Chelsea Academy has a strong community of collaboration and support for all our staff. We are a friendly and thriving environment to work and grow both personally and professionally. Our staff are friendly and supportive. We want all of our teachers to be excellent practitioners, passionate and inspired by their subject, and so offer unrivalled professional development and support. This includes an early closure for students every Wednesday to allow for meetings and CPD (including opportunities to visit other schools) and a thriving in-house approach to coaching and supporting staff at the Academy. Through the Chelsea Academy Way for Learning and a focus on our four Chelsea Absolutes, we have a simple, flexible and consistent way of developing outstanding teaching. Most of our senior and middle leaders started as teachers with us and have developed into highly talented practitioners. We offer internal and external training including a broad range of opportunities through the NPQ programme through NPQML & NPQSL - your professional development is important to us. Academy staff have access to a wide range of benefits. These include a late start or early finish one day a week for teaching staff, the Cycle Scheme, a private healthcare package, 24 hour GP service, physiotherapy and a confidential well-being support line as well as a chromebook laptop and free lunch.

We are a diverse inner city science specialist academy based just off the King's Road in Chelsea and are co-sponsored by both the London Diocesan Board for Schools and the Royal Borough of Kensington and Chelsea. Chelsea Academy combines traditional educational values and high academic and behaviour standards with an innovative approach to learning and teaching. The Academy's specialism is the sciences, and as such we have strong links with local organisations such as Imperial College, The Science Museum and Chelsea Physic Garden. As a Church of England sponsored academy we welcome staff, students and



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parents/carers from all faiths but expect all employees to have regard for our Christian values that are demonstrated through the taught and non-taught curriculum.

The Academy is seeking to appoint an outstanding highly motivated, innovative and well-qualified **Teacher of History** to join our outstanding team. The History department is outstanding in every sense with results far exceeding the national averages for progress and attainment at both GCSE and A Level. The successful candidate will collaborate in the planning and delivery of an inspiring curriculum to ensure it remains one of the highest performing departments in the Academy.

In particular, candidates should have:

- A passion for History teaching and the ability to inspire and enthuse students of all aptitudes.
- Strong subject knowledge across Key Stages 3, 4 and 5 (AS/A Level).
- A willingness to teach outside of History including other Humanities subjects and English at KS3. All curriculum areas have pre planned, central resources
- An excellent track record teaching at GCSE and AS/A2 level, where possible, demonstrated through exemplary examination results.
- The capacity to contribute to the development of the Academy's Christian ethos.
- High expectations of students in terms of learning, achievement and behaviour.
- Enthusiasm for developing innovative approaches to learning, teaching and student participation.
- A clear understanding of the latest curriculum and pedagogical developments in History.
- A passion and commitment to further enhance the profile of the subject through the Academy's extensive Extended Curriculum.

Applications from ECTs are welcome. The Academy offers an excellent and highly successful ECT induction programme as part of the Early Careers Framework, including weekly seminars and a supportive coaching culture - we are a great place to start your career.

We offer:

- Exceptional professional development and career progression including opportunities across both curriculum and pastoral areas
- Positive working relationships at all levels (*Investors in People Gold, June 2020*)
- An ambitious, dynamic and supportive Leadership Team
- Opportunity to gain experience through our partnerships with local schools and networks including PiXL
- Private Medical Care Support Packages
- Rigorous focus on staff wellbeing
- Cycle Scheme
- Access to School Advisory Services for wellbeing
- Daily Staff lunch
- Travel card loan scheme
- Use of Academy gym facilities



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How to apply

Please use "Quick Apply" from TES to submit your application for this post; we do not accept CVs. The deadline for applications is at the end of the day **on Monday 3rd February 2025. Interviews will be held throughout the duration of the advert.** It will assist the shortlisting process if applicants can address directly the criteria in the person specification in their supporting statements.

Chelsea Academy reserves the right to close the advert early if a suitable candidate is found.

If you have any further questions about this post then please feel free to contact Mariella Ardron, Principal or Anisha Yatally, HR Manager.

Equal Opportunities and Safer Recruitment

Chelsea Academy is an inclusive employer. We welcome applications from suitable candidates no matter their gender, race, religion, sexual orientation, or disability, however, we do expect all our staff to note and follow our Christian ethos which is outlined on our website. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy successful references, an enhanced police / Security Disclosure and Barring Service (DBS) check and right to work in the UK prior to starting employment with the Academy.

As part of our recruitment process we will also carry out an online search for information that is publicly available online. This will include social media accounts you may hold. This will only be carried out on shortlisted candidates and before the interview. This processing of data will be conducted under the legal basis of Article 6(e) public task in line with the guidance laid out in paragraph 221 of Keeping Children Safe in Education (KCSIE) 2024. Any data collected during this search will be retained in line with our retention schedule which is available on request.

If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully

Mariella Ardron
Principal

HISTORY CURRICULUM OVERVIEW

The History department at Chelsea Academy has a strong mission to help students understand the people, places, cultures, learning, beliefs and power dynamics which have shaped our complex world through both action and accident.

Our team of five teachers has a high profile in the school among staff and students alike for the standards we set, and progress we achieve. Our teaching develops students' analytical skills to be able to understand why events happen. This enables students to make clear, logical judgements about past and contemporary events and also to respond well to events in their own lives. History also teaches students to demand a wide context of the circumstances in which things occur, to see that while trends may be present, no one two situations can ever be the same. This reduces the tendency for them to jump to conclusion and helps to break down prejudices that can creep into thought.

At key stage 4 and 5, results are outstanding and ever improving. Prior to progress measures being disrupted by the pandemic, we were in the top 6% nationally at A Level and top 20% at GCSE level. Students are assessed through the Edexcel exam board at A Level, studying for three papers: Russia, 1917-91; Mao's China; and Lancastrian, Yorkists and Henry VII. Students are also assessed through the Edexcel exam board for GCSE, studying Medicine Through Time; Early Elizabethan England; the Cold War; and Weimar & Nazi Germany.

In Key Stage 3, students gain knowledge of key moments and themes in British and World History. They understand how studying events and themes in History help illustrate positive and negative consequences of human characteristics and the relationships between group and individual actions. Students engage with and learn to apply complex concepts that help them to understand and evaluate chains of events, the value and limitations of evidence, and differing interpretations.

Chelsea Academy, Key Stage 3 History Curriculum

<u>Year 7: Who really ruled Who in the Medieval and Early Modern World c1000-1650?</u>		<u>Year 8: Subjugation and Liberation - How have rights been discovered, trampled and protected since c1600?</u>	
Autumn Term	<p><u>Medieval Islam – C11th to C14th</u> Enquiry Question: Which object tells us the most about the Medieval Islamic world? What do we need to do to be able to compare how much historical artefacts can tell us? Historical Skill: Significance</p> <p><u>The Norman Conquest of 1066</u> Enquiry Question: How did a Frenchman, William the Conqueror, become king of England in 1066? Historical Skill: Evaluating Interpretations</p>	Autumn Term	<p><u>Revolutionary France</u> Enquiry Question: Did the French really kill their King in the name of freedom, equality and brotherhood? Historical Skill: Source Utility</p> <p><u>The Industrial Revolution</u> Enquiry Question: How did Britain transform into the most advanced and powerful nation in the world? How much did its people benefit? Historical Skill: Significance</p>

<p>Spring Term</p>	<p><u>Development of Medieval Monarchy in the 12th and 13th centuries</u> Enquiry Question: Why did kings find it difficult to control their kingdom? Historical Skill: Source Utility <u>The Black Death and the Peasants Revolt 1348-1381</u> Enquiry Question: Why do these two events <i>reveal</i> so much about England at the time? How did they lead to big changes that <i>affected</i> so many people over a long period of <i>time</i>? Historical Skill: Significance</p>	<p>Spring Term</p>	<p><u>Colonisation and Decolonisation</u> Enquiry Question: “A civilising mission” or greed: Why did Britain rule a quarter of the world? How did the people they ruled feel about it? Historical Skill: Evaluating Interpretations <u>Multicultural London, from the 1st^h to the 20th century</u> Enquiry Question: How has migration to London impacted the city and the migrants? Historical Skill: Source Utility</p>
<p>Summer Term</p>	<p><u>Revolutionary Britain? The English Reformation and Civil War</u> Enquiry Question: Who is right about how and why Britain changed forever? Historical Skill: Evaluating Interpretations <u>Medieval African Kingdoms and the Trans-Atlantic Slave Trade</u> Enquiry Question: Why did European Historians think Africa had no “civilised” History? Why did they change their mind? How were Africans enslaved and what role did they play in regaining freedom? Historical Skill: Significance</p>	<p>Summer Term</p>	<p><u>Civil Rights in the USA</u> Enquiry Question: What does it take to change a society? Historical Skill: Evaluating Interpretations <u>The Fight for Women’s Rights</u> Enquiry Question: What have been the most significant events in the fight for gender equality? Historical Skill: Significance</p>

<p><u>Year 9: 20th C - Power? Prejudice? Technology? Ideology? What was responsible for a century of conflict?</u></p>	
<p>Autumn Term</p>	<p><u>The First World War</u> Enquiry Question: What made WW1 the Great War? What explains its scale, and diversity of experience? Historical Skill: Interpretations <u>Medicine on the Western Front</u> Enquiry Question: What made the war so deadly? How did this ultimately help save lives? Historical Skill: Source Utility</p>
<p>Spring Term</p>	<p><u>The Weimar Republic</u> Enquiry Question: How far can interwar Germany explain if the Second World War was inevitable? Historical Skill: Significance <u>The Growth of the Nazi Party</u> Enquiry Question: How far can the rise of the Nazi party explain if the Second World War was inevitable? Historical Skill: Source Utility</p>
<p>Summer Term</p>	<p><u>WW2 and the Holocaust</u> Enquiry Question: The conflict, the Holocaust, the atom bomb - why should we keep teaching about WW2?</p>



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Historical Skill: Interpretations

The Beginning of the Cold War Conflict

Enquiry Question: How did the most dangerous 'potential' conflict in history begin?

Historical Skill: Significance

Powerful Vocabulary: For homework at the start of each half term, key terms for that Scheme of Work are given to the students to research. They write the definitions into the Noun, Verb, Adjective/Adverb and Other Phrases sections in the back of their book. New vocabulary that comes up spontaneously during lessons is also recorded there. Students are awarded points for accurate use of new vocabulary, as well as SPAG in Half Termly Assessments.

Impactful Assessment: Students complete at least one piece of peer/self-assessed piece of work each half term, and one teacher-assessed end of unit assessment. Students must redraft at least one paragraph of their work in response to feedback.

Independent Learning: In addition to researching and learning the key terms, students complete one independent research project for each half-termly Scheme of Work.

Tom Browning
History Curriculum Leader



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CHELSEA ACADEMY TEACHER OF HISTORY

JOB DESCRIPTION

Reporting

Subject Teachers will report to their Curriculum Leader.

Job Purpose

- To teach, plan and mark work in the assigned subject area.
- To support and contribute towards the academy vision through professional working and management
- To help secure the success and ongoing development of the Academy, ensuring high standards of learning and achievement for all students within a specific Curriculum.
- To help establish and maintain productive relationships with parents and carers and others who support the Academy in various capacities.
- Together with the Leadership Team and Curriculum Leader, to establish and develop the Academy's values and distinctively Christian ethos within an inclusive, multi-faith community.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Principal.

Key Tasks will include the following:

1. To ensure high standards of learning and teaching and academic attainment and progress for all students within the Curriculum Area.
2. To follow an effective assessment system within the Curriculum Area.
3. To work with colleagues to develop innovative and engaging schemes of work, lesson plans and related learning resources that accelerate student progress.
4. To take a significant part in the development, delivery and the promotion of the Curriculum Area.
5. To assist in the management of the resources of the Curriculum within the limits of the delegated budget and in accordance with the Academy's financial procedures.
6. Along with Curriculum Leaders, to devise and implement quality assurance systems, including regular learning observations.
7. To contribute to the coordination and implementation of the Academy's extended curriculum.
8. To help develop systems that facilitate effective and inclusive support, mentoring and guidance for Academy students.
9. To undertake and support subject-specific staff training and professional development within the curriculum area.
10. To support the development of the use of ICT within the curriculum area.
11. To contribute to the academy development plan and self-evaluation processes as required.
12. To network with teachers in other schools in order to identify and build on best practice.



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Person Specification

Successful candidates are likely to be able to give evidence in support of all or most of the following:

Professional Skills and Experience

1. Possess a good degree and QTS.
2. Be an excellent teacher with the ability to inspire students in their learning.
3. Show evidence of continued educational professional development.
4. Have experience or be able to demonstrate an aptitude for working in a comprehensive, urban and multicultural environment.
5. Demonstrate success in raising attainment, achievement and standards of learning and teaching.
6. Have some understanding of wider school leadership issues.
7. Have the ability to make accurate judgements with regard to the quality of learning and teaching and student progress.
8. Have an enthusiasm for developing innovative approaches to learning, teaching, mentoring and guidance.
9. Have experience of working in a school with a distinctive Christian ethos or the ability to articulate how such an ethos could be developed and the capacity to contribute to this.

People, Relationships and Communications

1. Be personally committed to developing a distinctive and inclusive Christian ethos in the Academy.
2. Be able to relate to all students in a positive and constructive way and inspire them to achieve more than they think possible.
3. Have relentlessly high expectations of students in terms of learning, achievement and behaviour.
4. Have a commitment to developing opportunities for student voice, leadership and participation, both within and beyond the classroom.
5. Share the Academy's vision for effective one-to-one and small group coaching in the year group system
6. Have qualities which earn the trust and respect of students, staff, parents and governors.
7. Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion.
8. Possess outstanding written and verbal communication skills.
9. Have the ability to relate positively to parents and other stakeholders and engage them successfully in the life of the Academy.

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