

Teacher of History Job Pack



CRAMLINGTON LEARNING VILLAGE



Where everyone plays a part in the future of our students



“

Cramlington Learning Village is a great place to work - you are always busy but people still take time to look after one another.

”

WELCOME

A MESSAGE FROM OUR CO-HEADTEACHERS

Welcome to Cramlington Learning Village and thank you for your interest in applying for a role at this school. We believe CLV is a fantastic place to work where everyone is responsible for the safety, wellbeing, development and progress of our students.

We are a comprehensive secondary school with 2000 students, which although large in scale, feels like a smaller community school where every student feels known and cared for. We pride ourselves in our core principles - that 'we are a school built on respect, which develops resilient learners, expert readers, knowledge explorers and responsible citizens.'

These next few pages will tell you more about our ethos and school culture, and what it is like to work here, whatever the role in the organisation. We hope that, along with the specific information attached on the role and person specification, you find this document helpful in making an informed decision on whether Cramlington Learning Village is a place where you will enjoy working in and where you can make a positive difference to our students.

We look forward to meeting you and if there is anything we can do to give you more information, we are always happy to help.

Mr. Jon Bird and Ms. Kim Irving



WHY JOIN US?

- We believe this is a school which is built on positive relationships. Although we are a big school we like every single member of staff to feel known and valued
- The CPD offer for teaching staff and TA's is a real strength of the school and includes an annual teaching and learning conference across two training days
- There is a supportive induction process for every new member of staff
- We offer support for staff at every level through a clear line management structure
- We pride ourselves on our staff development, and will work with you to ensure you feel supported and challenged in your role
- The school is committed in promoting positive mental health and wellbeing across the staff - we have a staff wellbeing and mental health charter written 'by staff, for staff'



“ As a member of support staff I know I have a key part in helping the school be strong and successful - you always feel part of the team. ”

- The school supports the 'Cycle to Work' scheme
- Competitive salaries are offered in a variety of posts at different levels
- Where we can, we offer generous annual leave
- Free staff parking available
- We have partnered with CLASS insurance who provide Digital Health assessments, Online Mental health training, 24/7 Counselling and Physiotherapy consultations for all staff
- Strong pension schemes (Local Government Pension Scheme for Support Staff and Teachers Pension Scheme for Teachers).



NEXT STEPS

Included in the following pages you should find information on the advertised role, including the job description and the personal specification. The application form will give you an opportunity to share your details and qualifications with us, along with your employment history.

As a school that strives to recruit all our staff as safely as possible, we also include our safer recruitment policy and information on the safeguarding checks that will be undertaken.

If there is anything else which will be helpful to you, or if you need more information, please do not hesitate to contact our Office Manager via recruitment@cramlingtonlv.co.uk



**Highburn, Cramlington, Northumberland, NE23 6BN
Tel: (01670) 712311**

Registered in England and Wales Co No: 07730940

Co-headteachers: Mr J Bird/Ms K Irving
11-18 Secondary School of 2000 pupils including 280 in the Sixth Form

Post Title: Teacher of History
Salary: MPS/UPS
Contract: Temporary for one year

Required from September 2026, we are looking to appoint an outstanding teacher of History to join a strong Humanities Department. The successful applicant will join an experienced department with an excellent track record at GCSE and 'A' Level.

Cramlington Learning Village was graded Good in all categories in its last Ofsted Inspection.

Cramlington Learning Village is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure will be required for this post.

Please note: the postholder will be engaging in regulated activity, working mainly or wholly with children. This position is exempt from the Rehabilitation of Offenders Act 1974. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Shortlisted candidates should be aware that online searches may be done as part of pre-employment checks.

Further details and application forms are available via our website at www.cramlingtonlv.co.uk or by contacting recruitment@cramlingtonlv.co.uk, to whom completed application forms should be sent to arrive no later than **midday on Wednesday 13th May 2026**.

Job Description

Job Title:	Teacher of History
Reporting To:	Head of Department
Contract Type:	Temporary full time
Clients/ Liaison with:	Cohead/Deputies, teaching/support staff, LEA Representatives, external agencies and parents

Purpose:

- 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 and Learning Guide.
- 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 safeguard and promote the welfare of all children and young people at Cramlington Learning Village, and adhere to all safeguarding policies and procedures.

Main Duties and Responsibilities

Operational/Strategic Planning

- To collaborate in the development of unitised lesson plans reflecting the whole school ethos of developing expert readers, knowledge explorers, responsible citizens, resilient learners.
- To contribute to the department and department's development plan and its implementation,

Curriculum Development

- To assist in the process of curriculum development through the contribution of resources and development of teaching activities.

Staffing

(Staff Development, Recruitment/Deployment of Staff)

- 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 Appraisal 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.

Monitoring and Evaluation

- To help to implement school monitoring and evaluation 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 e.g. quality assurance activities.
- To review methods of teaching and schemes of work.

Information Management

- To maintain appropriate records and to provide relevant accurate and up to date information for the school review process.
- 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

- To communicate effectively with the parents / guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or agencies outside the school.
- To follow agreed policies for communications in the school.

Marketing and Liaison

- To take part in marketing and liaison activities such as Parents Evenings, Settling in Days and liaison events with feeder 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 identify resource needs and to contribute to the efficient/effective use of physical resources.

Pastoral System

- To proactively adhere to the school's safeguarding policies.
- To be a Learning Guide to an assigned group of students.
- To promote the general progress and well being of individual students and of the Home Group as a whole.
- To liaise with a Learning Manager 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 Individual Learning Plans, 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 contribute to PSHE and citizenship and enterprise according to school policy.
- To apply the behaviour management policy so that effective learning can take place.

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 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 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.

Other Specific Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To continue personal development as agreed.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To carry out his/her duties with full regard to the school's Child Protection, Equality and other relevant policies in terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.
- To comply with health and safety policy and systems, report any incidents/accidents/hazards and take a proactive approach to health and safety matters to protect both yourself and others.
- To comply with all school policies.

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

Person Specification

Key to assessment methods: (A) application form, (L) letter, (I) interview, (O) Lesson Observation, (R) references, (P) presentation, (C) recruitment checks

	Essential	Desirable
<p>Knowledge & Qualifications</p> <p>Assessed By: A,L,I</p>	<ul style="list-style-type: none"> ● Recent successful teaching or teaching practice of Humanities-related subjects at KS3 and teaching History at KS4 	<ul style="list-style-type: none"> ● Experience of teaching History at A level
<p>Experience</p> <p>Assessed By: A,L,I</p>	<ul style="list-style-type: none"> ● Recent successful teaching or teaching practice in History at secondary phase ● Experience as Learning Guide / Home group tutor ● Experience teaching mixed ability across the age range 	<ul style="list-style-type: none"> ● Experience of successfully adapting curriculum and lesson activities to meet the needs of diverse range of learners
<p>Skills & Competencies</p> <p>Assessed By: A, I,O,R</p>	<ul style="list-style-type: none"> ● Ability and willingness to teach History to GCSE with the possibility of 'A' level ● A good knowledge of the National Curriculum in Humanities-related subjects ● A knowledge and understanding of Assessment for Learning ● An excellent communicator 	<ul style="list-style-type: none"> ● Awareness of metacognition strategies ● Understanding of disciplinary literacy demands of the History curriculum: oracy and reading within History, with a commitment to improving students' vocabulary and engagement with complex texts
<p>Disposition</p> <p>Assessed By: A, I, O, R</p>	<ul style="list-style-type: none"> ● High expectations of oneself and of students ● A commitment to and interest in the wellbeing, support and achievement of students ● A sense of excitement about teaching and working with young people ● A belief in teamwork and co-operation with adults and students ● A willingness to challenge oneself to seek continuous improvement ● To be positive about the need for innovation and change ● Flexibility, imagination, resilience, reliability and integrity ● A positive attitude to school ● Self awareness ● To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures. 	<ul style="list-style-type: none"> ● A demonstrable passion for History beyond the classroom, including engagement with current historiography, public history, or wider reading ● A commitment to fostering historical curiosity and a love of learning through enrichment ● A reflective approach to teaching History, informed by evidence and research (e.g. curriculum design, cognitive science, or subject pedagogy) ● A willingness to contribute to curriculum development, ensuring coherence, rigour and ambition across Key Stages ● A commitment to inclusion and equity, particularly in ensuring that disadvantaged and SEND students can access and succeed in History ● An interest in promoting diverse perspectives within the curriculum,

		including underrepresented voices and global histories
Interests A,L,I	<ul style="list-style-type: none">• The potential to offer something extra to the school and its students	<ul style="list-style-type: none">• Experience of running after school activities.





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