

King Edward VI School
Bury St Edmunds

Inspiring young people in Bury St Edmunds since 1550



Teacher of History
Applicant Information Pack
March 2024



Curiosity | Care | Courage | Creativity

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Required for September 2024

Teacher of History

Permanent

MPR/UPR

Full time

Are you passionate about teaching and learning in our History department? Do you have the skills and aptitudes necessary to help students fulfil their potential in this area? We are looking for an ambitious, reflective and talented person who can help us to develop the quality of teaching at King Edward VI School and ensure an even better learning experience for our students.

King Edward VI CEVC School is a successful, oversubscribed 11-16 school with 1200 students on roll. We are situated in the historic town of Bury St Edmunds ('the jewel in the crown of Suffolk'), surrounded by beautiful countryside – just over an hour by train to London, and with good links to the A14.

We are seeking to appoint a person who:

- is passionate about History and is able to inspire our students with a similar love for the subject
- is committed to comprehensive education, and to improving outcomes for young people
- can work effectively as part of a team, and make a positive contribution to our ethos and values

Closing Date: 9 am Monday 15 April 2024

Interviews: Friday 19 April 2024

If you have any questions about the post, do not hesitate to get in touch with Sarah Trueman, HR & Training Manager slt@king-ed.suffolk.sch.uk

We welcome candidates from a diverse range of backgrounds and are fully committed to equality of opportunity.

Thank you for your interest in King Edward VI School.

King Edward VI School

Thank you for your interest in King Edward VI School. I would like to take the opportunity to explain why this is such a great school.

King Edward VI School has been focused on providing world class education for nearly 500 years and mixes a strong history of academic excellence with a deep commitment to helping every child achieve.

At King Edward VI School we believe that teachers need the freedom and support to plan innovative and exciting lessons for our students. We are passionate about removing the barriers to great teaching and ensuring every teacher has the resources needed to deliver high quality lessons.



Embedded deep within the community of Bury St Edmunds we have long standing links within the area which create educational opportunities way above what is normally possible. We are proudly part of a local partnership which provides high quality education for children from 3-18 years, working closely with many local primary schools as well as Abbeygate Sixth Form and West Suffolk Colleges.

With amazing sports facilities, including access to a floodlit athletics arena and cutting-edge performing arts provision we provide our students with great opportunities. For us, at King Edward VI, learning is not just about passing examinations but experiencing a rich education beyond the classroom. We believe this is critical for developing the character, emotional intelligence and life skills which will ensure our students are set up for success throughout their lives.

Part of our core mission comes from our Church of England foundation which is committed to ensuring that standards in the school are exemplary, while teaching our students the values of integrity and respect. Kindness, compassion and empathy are central to our vision for nurturing young people whilst giving them the guidance, discipline and spiritual growth to succeed in whatever future life adventures await them.

If you would like an informal discussion and/or a visit to the school please contact Sarah Trueman, HR Manager slt@king-ed.suffolk.sch.uk

Mr Deri O'Regan

History at King Edward VI School

History is very well-regarded subject among leadership and students at King Edward VI School. The History Department at King Edward VI School consists of 4 members of staff at present.

The subject is compulsory for all students up to and including year 9. We are currently re-designing our KS3 curriculum to broaden its scope and increase the rigour of lessons. This work is being carried out collaboratively and sustainably over the course of a 3 year period. Improvements to year 7 are currently underway with a view to implement changes in the next academic year. Following this, our attention will shift to year 8. Staff are encouraged to use methods which ensure their focus is on curriculum design and its impact on student learning. This means we use regular formative assessment to inform teaching with a limited amount of marking of summative assessments.

After year 9, History becomes optional but remains a popular choice. Next year, over 100 students have opted to study history at GCSE. We deliver the Edexcel syllabus and cover the following units: Anglo-Saxon & Norman England, Medicine Through Time, Superpower Relations and The USA 1954-75: conflict at home and abroad.

The teaching takes place on our own floor within a block connected to the main building. On this floor, there are 5 adjacent classrooms which are timetabled almost exclusively for History. These rooms are furnished with their own resource cupboard, desktop computer, visualiser and an interactive whiteboard. The department office may also be found on this floor.

The department runs a hugely successful club called the ‘Mary Wollstonecraft Society’ which has written for the local paper and has even run its own educational visit to the Fitz-William Museum, Cambridge. This society is dedicated to telling the stories of inspirational women in history. We offer very popular trips to the Battlefields in Belgium and there are plans for future trips to Berlin. We have recently established a local history link with West Stow Anglo-Saxon Village and use loaned artefacts from their collection in the delivery of the new year 7 curriculum.

The department has a long relationship with the Faculty of Education at Cambridge mentoring its History trainees. KEVIS has also supported the department’s desire to engage with the History teaching community and has sent colleagues to many annual conferences over the years. Just recently 3 members of the team got to attend the amazing Ark Soane History Conference ‘Stories in Time’.

The team’s specialisms and areas of interest lie in ancient, medieval and modern history. We believe in the transformative power of stories and want our students bursting with ideas. Thank you for your interest.



Our Vision

To be a vibrant learning community nurturing courage, care, curiosity and creativity in every young person, so that they flourish in the world with hope and self-belief.

Great Learning

Exciting learning experiences
Inspirational and research-based teaching
Deep and rich curriculum

Strong Character Development

Impeccable behaviour
Specialist in 11-16 personal development
Celebrating diversity

King Edward Learning Community

Exciting Futures

Cutting edge careers advice
World class post-16 pathways
Skills for life

Safe and welcoming

Inviting for all students
Great place to work and learn
Strong community

Everything we do is supported and guided by our Church of England ethos and values

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Teacher of History

1. INTRODUCTION

1.1 NAME OF POST HOLDER:

1.2 **Post Title:** Teacher of History

1.3 **Key Responsibility:** To plan and teach lessons that provide a rich, enjoyable and challenging learning experience for students and to assess their progress .

1.4 **Post Purpose:** Under the reasonable direction of the Headteacher, to 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 / form tutor.
- 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.

1.5 **Reporting to:** Subject Leader and, as a Tutor, to the Head of Year

1.6 **Responsible for:** The provision of a full learning experience and support for students

1.7 **Liaising with:** Headteacher, Leadership Team, Heads of Year and support staff

1.8 **Working Time:** Full time

1.9 **Salary/Grade:** MPR/UPR

2. TEACHING:

- To undertake a designated programme of teaching designed to challenge and interest students of all abilities
- 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 ensure that ICT, literacy, numeracy, work-related learning and other whole school themes are reflected in the teaching/ learning experience of students
- 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

3. 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 teaching team's development plan and its implementation
- To fully plan and prepare courses and lessons

4. CURRICULUM PROVISION:

- To assist the Subject Leader in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives

5. 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 aims

6. PROFESSIONAL DEVELOPMENT:

- To take part in the school's staff development programme within and beyond your subject by participating in arrangements for further training and professional development, including a defined number of lesson observations each year
- To participate in whole-school training, making links with teaching styles and approaches in other subjects
- 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

7. STANDARDS:

- To use targets and data to provide students with challenging but attainable targets in their work.
- To review and record student progress regularly
- To promote actively the school's corporate policies, including the dress code

8. MANAGEMENT OF INFORMATION:

- To maintain appropriate records and information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning

9. COMMUNICATION & LIAISON:

- To follow agreed policies for communications in the school
- 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 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
- To abide by the school's absence management policy, giving due notice of absence where possible and setting high quality cover work

10. RESOURCES:

- To assist the Subject Leader 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

11. PASTORAL SYSTEM:

- To be a Tutor to an assigned group of students
- To promote the general progress and well-being of individual students and of the tutor group as a whole
- To liaise with Head of Year regarding the well-being and progress of students in your care
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To write reports, deal with progress checks and attend target-setting/reviews days as form tutor

12. SCHOOL ETHOS:

- 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 apply the school's house style on behaviour management so that effective learning can take place
- To undertake a duty around school in which you actively supervise students
- To comply with the school's health and safety policy and undertake risk assessments as appropriate

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

13. SIGNATURES:

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.

Signed _____
(Subject/Course Leader)

Signed _____
(Headteacher)

Dated _____

Dated _____

Person Specification

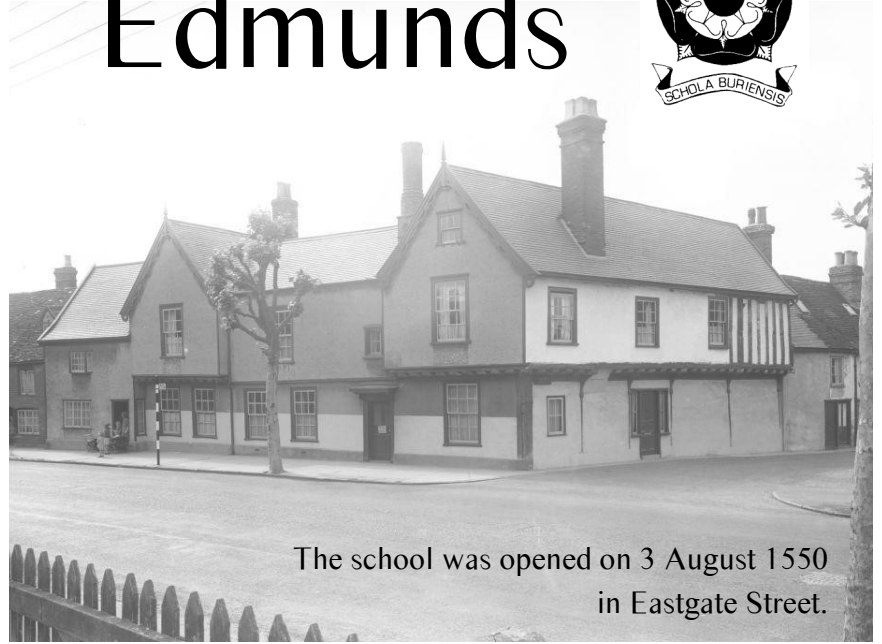
Selection Criteria	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good degree in History or a related discipline	✓	
Evidence of appropriate continued personal and professional development	✓	
Experience and Attributes		
Successful teaching experience (including ITT placement &/or as a fully qualified teacher	✓	
Evidence of highly successful teaching in the 11-16 age range	✓	
Secure knowledge of the characteristics of effective learning, teaching and assessment in History	✓	
A proven track record in improving results and ensuring students make excellent progress	✓	
The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour	✓	
The ability to motivate and inspire students and staff and to forge positive relationships with parents.	✓	
An excellent understanding of student assessment and target setting for individual improvement and how that analysis contributes to high standards	✓	
Personal Qualities		
Ability to help develop and to support a vision of high quality education based on the moral integrity of the school's core values.	✓	
Energy, drive and enthusiasm	✓	
Excellent interpersonal and communication skills	✓	
Ability to analyse information and use sound judgement in complex situations	✓	
Ability to support a team culture	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium	✓	
A sense of humour, cheerful demeanour and positive, can-do attitude	✓	
A capacity for hard work and willingness to "go the extra mile"	✓	

The School of Bury St Edmunds



It is believed there was a school in Bury St Edmunds from the 10th century. In 903 the body of King Edmund was laid in the priests' college, of which the school was a part. King Canute established a Benedictine Monastery in Bury, and paid from the royal purse for boys of promise, even freed sons of slaves, to attend school. In 1550 lands were given to provide funds for a "scole ther to be founded by the kinges Maiestie in the like manner as the school at Sherbourne"

King Edward VI School is, therefore, the second King Edward VI School in the country, and in 2000 it had been founded for 450 years.



The school was opened on 3 August 1550 in Eastgate Street.

The second home of the King Edward VI Grammar School (from 1665 to 1883) was in Northgate Street (now known as St Michael's Court). The niche above the front door once housed a bust of the Founder King with a Latin inscription beneath.



The third home of the King Edward VI Grammar School (from 1883 to 1972) was a new building at the Vinefields site which later became St James's Middle School and St James Court.

The School's home since 1973 has been on the Grove Road site formerly occupied by the two Silver Jubilee Secondary Schools. The amalgamation of the three schools took place in 1972. The bust of King Edward VI (a new one made for Queen Victoria's Diamond Jubilee in 1897) is now over the inner door to the Lower Hall.



Bury St Edmunds Jewel In The Crown Of Suffolk



Bury St Edmunds is a market and floral town with 1,000 years of history to explore, a ‘jewel in the crown of Suffolk’. It is a cultural, retail and entertainment centre offering independent and unique shops, award-winning restaurants, and outdoor arc shopping centre. The home of Saint Edmund, the original patron Saint of England, visit St Edmundsbury Cathedral and stand among the ruins of the Abbey of St Edmund in the stunning Abbey Gardens.

Other highlights include Theatre Royal (The 200 year old Regency playhouse), the world famous Greene King Brewery, Angel hotel, The Apex (live music venue) and the ancient market.

Suffolk is a magnificent county packed to the brim with stunning countryside, 45 miles of glorious coastline, plus a perfect blend of both quaint and contemporary Villages & Towns, as well as a fantastic range of boutique shops, restaurants, cafes, pubs, inns, hotels, B&Bs, culture, attractions and much, much more.



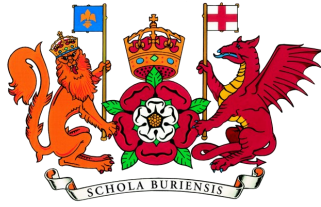
The weather here is generally better than the rest of the UK, with sunny Suffolk being one of the driest counties in the UK.

Being in the centre of East Anglia, Bury St Edmunds has good transport links. Cambridge to the west and Ipswich to the east both 30 minutes via the A14. London/Stanstead via the M11. Bury St Edmunds train station is served by frequent trains to and from London Kings Cross and London Liverpool Street.



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How to apply - completed applications to be sent to
vacancies@king-ed.suffolk.sch.uk

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