

**History**

The History Department currently consists of four full-time history teachers. History is a thriving subject at The Nobel School with uptake consistently high at GCSE and A level. We consistently have 5 groups in Years 10 and 11, in addition to a class in both Year 12 and 1 in Year 13. Examination results in history have been consistently good at GCSE and A level in recent years.

At Key Stage Three, students study the National Curriculum in mixed-ability form groups. At KS4, students follow the Edexcel syllabus in mixed ability classes. At KS5, students also follow the Edexcel syllabus.

Here at Nobel, we have many enthusiastic History students, and this passion is displayed both inside and outside the classroom. In lessons we encourage all students to engage with ideas through both written work and discussion. We also have an incredibly popular extracurricular History club run by members of the department for Key Stage Three students which encourages students to explore topics outside of the curriculum.

**Support**

The school and the faculty have an excellent reputation for supporting teaching and learning. We are the School Direct Lead School for the Stevenage Schools’ Partnership and we train teachers from many different organisations including the University of Hertfordshire and University of Bedfordshire. We are also a strategic partner within the North Herts Teaching Alliance. The department is very experienced and have developed a successful approach to delivering the curriculum over the last few years. We also continue to have a focus on further professional development within the department both furthering of understanding of History as a discipline and improving our ability to deliver History in the classroom.



**Being an NQT at Nobel School**

As you embark on your teaching career as an NQT, you will have a comprehensive induction programme of monitoring and support personalised to meet your professional development needs and to help you meet the requirements for satisfactory completion of the induction period.

**All NQTs can expect:**

* Support and guidance from a subject mentor.
* Weekly timetabled mentor meetings.
* Regular observation and prompt and constructive feedback.
* Half termly professional reviews of progress with the professional mentor (member of Senior Team).
* Observations of experienced teachers.
* Student shadowing opportunities.
* Opportunities to participate in the Local Authority subject days; including a residential experience. This will allow you to meet and network with other NQTs in your subject area.
* A full range of CPD activities including a programme of NQT twilights.
* Termly assessments in line with County guidance.

At the start of the induction, all NQTs are issued with an induction booklet which outlines the Teachers’ Standards and contains templates to record all mentor meetings, professional tutor meetings, evaluations of CPD and a Standards tracker. This enables a central record to be used as a source of evidence against the Teachers’ Standards.

Nobel has a strong history of successful NQT induction. You can be assured that you will receive the very best experience on offer.

**Person Specification: Full time teacher of history**

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| **Essential** | **Desirable** |
| Skills and Experience | |
| Education to degree level in history or other relevant degree area plus teaching qualification |  |
| Evidence of successful initial experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Potential expertise in the teaching of history at all levels | Evidence of readiness to learn new skills and be adaptable |
| Willingness to participate in extra-curricular activity | Experience of extra-curricular involvement |
| Good knowledge and understanding of the National Curriculum in history | Experience of the formal assessment of students’ work |
| Excellent oral and written communication skills | Good/excellent ICT skills |
| Personal Qualities | |
| Commitment to teamwork and collaboration |  |
| Ability to establish good relationships with students, parents and staff |  |
| Dependability and sound organisational skills with the ability to meet deadlines | Good time management |
| Enthusiasm and good sense of humour | Perseverance |
| Flexibility |  |

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**Job Description**

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| Job title | Teacher |
| Publication date | January 2017 |
| Postholder’s signature |  |
| Authorising officer’s signature |  |
| Reviewer |  |
| Review date | October 2022 |
| Status | Generic |
| Salary | MPS |

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
| --- | --- |
| **Line Management** | * Responsible to: Headteacher; Director of Faculty; Director of Learning; Assistant Director of Learning; as appropriate. |
| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources. * Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies. * Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time. * Ensure the effective and efficient deployment of classroom support. * Ensure students are fully prepared for external examinations. |
| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline * Undertake student supervisory duties and cover for absent colleagues in line with school procedures * Maintain discipline in accordance with the school Behaviour for Learning Policy. * Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework. * Make every reasonable effort to ensure the Home School Agreement is adhered to. * Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable. |
| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking. * Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress. * Meet tracking and reporting deadlines. * Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress. * Ensure effective assessment of students for external examinations, as required. |
| **Reporting/**  **Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents. * Communicate as appropriate with parents of students and external bodies concerned with student welfare. * Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required. |
| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning. * Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and Hours systems. * Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy; * Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required. * Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening. |
| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements. * Review own professional development and identify training needs. * Take part in lesson observations to share good practice and as part of the school’s self-evaluation. * Act on advice and feedback given and be open to support to improve own performance. |
| **Other** | * Attend assemblies * Take registers for classes. * Provide suitable cover work in good time for planned absences. * Establish effective working relationships and set a good example through personal and professional conduct. * Any other duties requested by line manager, HOF or Headteacher/SLT link. * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example. * To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate. |
| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy. |