



LEARNING TRUST

Standing Together, Learning Together



Candidate Information Pack Teacher of History

Closing Date Tuesday 21st May 2024 at 9.00 a.m.
Interviews to be held Friday 24th May 2024



Golborne Community
Primary School



SOUTHLANDS
HIGH SCHOOL
Endeavour for Excellence



Standish Community
High School

be Outstanding!



Chief Executive Officer: Neil Moore

It is with great pleasure that I introduce you to the Mosaic Learning Trust and I hope this information will enable you to decide on your suitability to join our journey and become part of our growing team. As a Trust, we are determined to challenge our students inside and outside the classroom to strive for individual excellence and to achieve the highest academic standards. Our Trust is committed to supporting every student so they can develop to their full academic potential whilst experiencing a wide and exciting range of opportunities to equip them with the skillset for a successful future as rounded, mature and confident members of modern society.

I am very proud of the Trust, its students, staff and Trustees. Education at Mosaic provides much more than exam excellence. It aims to develop and nurture our children to take their place as caring and confident young people in the outside world. Our staff have opportunities to engage in high quality Continuous Professional Development and all staff have access to our supportive, well-being packages. We would like to invest in the long-term career of an exceptional candidate and would welcome visits from prospective applicants.

Who we are:

The Mosaic Learning Trust was established in 2017. The ambition for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments

At **Standish Community High School**, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.

At **Golborne Community Primary School**, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

What are the Benefits of Working for the Mosaic Learning Trust?

At the Mosaic Learning Trust, we understand that investing in our staff is the best investment for our students and offer a wide range of strategies to help our teachers and support staff to be highly effective in their roles. The Trust offers: -

Salary

We offer competitive salaries for teaching staff in line with the School Teachers Pay and Conditions Document. We also offer competitive salaries to school support staff on an incremental salary scheme, paid according to agreed pay grades using national spinal column points. Support staff receive an increment on 1st April each year, or when they have completed six months of service if appointed between October 1st and March 31st, until they reach the top of the band within their pay scale.

Pension

The Trust offers access to a substantial contributory pension scheme in line with the Teachers Pensions and Local Authorities.

Generous Holidays

Full year support staff have a statutory right to 28 days paid holiday a year including bank holidays, the Trusts' minimum entitlement for support staff is 35 days (including bank holidays) increasing to 40 days (including bank holidays) after 5 years' continuous local government service.

Wellbeing

We are committed to supporting the physical and mental wellbeing of our staff. We offer occupational health services, Schools Advisory Service (SAS) – wellbeing services, an employee assistance program, free flu vaccinations, eye care, discounted local gym memberships and we are a part of the cycle to work scheme.

Trust 'Inset Days'

The Trust offer additional Inset Days to give staff non-contact time for additional training, CPD, preparations, department time, leadership time etc.

Learning and Development

Learning and Development is essential to the success of the Trust and will help us meet our objectives and address the challenges we face over the coming years. This is an on-going process and one which should therefore be continuous throughout the year. There are many opportunities in the course of day-to-day work for learning and development to take place and service-specific training is provided appropriate to the needs of the job.

We also have an e-learning portal, through the National College which provides employees with access to a range of online courses and resources at a time that suits them, designed to help them enhance their professional development and refresh their learning, with new courses being added regularly.



May 2024

Dear Applicant,

Teacher of History - Full Time 1.0 FTE

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Job Description
- ❖ Person Specification
- ❖ Application Process

Standish Community High School are advertising for a permanent full time Teacher of History to commence employment 1st September 2024.

We are looking to appoint enthusiastic, self-motivated and highly organised people to contribute to the outstanding support, care and guidance that the school offers its pupils. Applications are sought from people with energy, commitment and a determination to succeed. This post is open to both experienced teachers and those new to the profession.

This full-time role will be based at Standish Community High School, however as we are part of Mosaic Learning Trust, there may be occasions when you will be required to work at other schools within the Trust.

You can apply through Teacher Vacancies [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](https://www.findajobinteaching.gov.uk). You can also apply by filling in a School application form found on the School Website. Late applications will not be considered. Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk

Applications will be considered as soon as they are received, and the closing date will be Tuesday 21st May at 9.00 a.m. Interviews are scheduled to take place Friday 24th May 2024. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list check through the Disclosure and Barring Service (DBS), medical clearance, references, and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Miss R Atherton
Trust H.R. Manager



Standish Community High School

May 2024

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to permanent position of Teacher of History at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1300 students. In our most recent Section 8 Ofsted Inspection carried out in October 2021, we retained the judgement of “good”. However, we continue to work relentlessly to achieve “outstanding” (<https://files.ofsted.gov.uk/v1/file/50173438>)

Our attainment figures place us amongst the top non-selective state-funded schools in England. This accolade has contributed to our designation as a Leading-Edge school by the Secondary Schools and Academies Trust (SSAT). Standish Community High School has been placed in the top 10% of non-selective schools nationally for attainment and we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication, and professionalism of our staff. We were delighted that our successes have continued in 2023 with our outstanding GCSE results.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focused on and determined to unleash the potential in all students irrespective of background or ability.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Headteacher at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker
Headteacher

DEPARTMENT INFORMATION

Humanities

Thank you for considering the Teacher of History post at Standish Community High School. Humanities is taught as 3 discrete subjects: History, Geography and Religious Education. The Humanities faculty consists of 12 subject specialists, who are passionate about providing the best teaching and learning experiences to improve the life chances of the students in the school. The faculty, housed in the new building, takes pride in its positive and welcoming approach and all its staff members work tirelessly to give students a memorable experience every lesson.

Humanities subjects receive a generous curriculum allowance in both Key Stages.

Per fortnight	Year 7	Year 8	Year 9	Y10 Option	Y11 Option
Geography	4	4	4	5	5
History	4	4	4	5	5
RE	2	2	2	2	2

We are looking for an outstanding classroom practitioner with high expectations and a passion for developing their students' potential. Experienced teachers and those new to the profession are encouraged to apply. The Humanities department places a significant emphasis on student progress, and it has high aspirations for all. We are looking for a teacher that will play a significant role in the continuing success of the department.

The successful candidate will:

- Commit to high standards in the classroom and contribute to shared department resources
- Be a reflective practitioner with a passion for continuous professional development
- Contribute to the team ethos in the department and the wider faculty
- Strive to develop youngsters who will have the skills to achieve academic success and also love Humanities subjects beyond the confines of the classroom
- Have strong subject knowledge
- Teach across the range of Humanities subjects. Experience of teaching a second Humanities subject in addition to your specialism is preferable but not essential.
- Be in sympathy with our strong school ethos

Candidates who are able to innovate, engage students with their passion for the subject and take part in the overall life of the school, are strongly encouraged to apply. We will offer:

- A well established and comprehensive mentor programme
- Strong links with other local schools for partnership working and support
- A strong community spirit
- An opportunity to work with a staffing body that is very supportive towards each other, with a great camaraderie in the faculty and in the school
- Excellent CPD opportunities

I would be delighted to support the appointment of a teacher who can engage and inspire students through innovative teaching and a love for their subject. I am extremely proud of our department.

Kind Regards

Mr Neil Brien
Head of Department for Humanities

JOB DESCRIPTION

INTRODUCTION	
Post Title:	Teacher of History (1.0 FTE)
Status:	Permanent
Job Overview:	<p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and support a designated curriculum area as appropriate</p> <p>Monitor and support the overall progress and development of students as a teacher / Form Tutor</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student potential.</p> <p>Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth</p>
Line Management:	Reporting to – Head of Department / SLT Link No line manager responsibly
Liaising with:	Headteacher, Senior Leadership Team, Governing Body, teachers and support staff, LA representatives, external agencies, and parents / carers.
Working time:	Full-time (1.0 FTE) as specified within the STPCD
Salary /Grade:	Classroom Teachers' Pay Scale
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190-day teaching year.
2. TEACHING	
2.1	To carry out duties in accordance with the Teachers Standards.
2.2	Work positively to the implementation of Teaching and Learning developments in line with the school SSIP and current Teaching & Learning foci.
2.3	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.
2.4	Assess, record and report on the attendance, progress, development and attainment of students and keep such records as are required.
2.5	Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
2.6	Ensure that Literacy and Numeracy are promoted and reflected in the teaching / learning experience of students.
2.7	Undertake a designated programme of teaching.

- 2.8 Ensure a high-quality learning experience for students which meets internal and external quality standards and ensures all students make progress.
- 2.9 Prepare and update subject materials.
- 2.10 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.11 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.12 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.13 Mark, grade and give written / verbal and diagnostic feedback in line with the school policy.
- 2.14 As part of your contractual obligations you may be required to teach identified classes in our partner primary and high schools as part of our outreach work. This may be done either here at Standish or in those schools.

3. STRATEGIC / OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.
- 3.5 Support and assist any non-specialist teaching staff in the effective planning, delivery, and element of the subject.

4. CURRICULUM PROVISION

- 4.1 Assist the Head of Department, the Senior Leadership Team, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 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 mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective / efficient deployment of classroom support.
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE	
7.1	Help to implement school quality procedures and to adhere to those.
7.2	Contribute to the process of monitoring and evaluation of the curriculum area / department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek / implement modification and improvement where required.
7.3	Review from time-to-time methods of teaching and programmes of work.
7.4	Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
8. MANAGEMENT INFORMATION	
8.1	Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
8.2	Complete the relevant documentation to assist in the tracking of students.
8.3	Track student progress and use information to inform teaching and learning.
9. COMMUNICATION AND LIASON	
9.1	Communicate effectively with the parents / carers of students as appropriate.
9.2	Where appropriate, communicate and co-operate with persons or bodies outside the school.
9.3	Follow agreed policies for communications in the school.
9.4	Take part in liaison activities such as parent's evenings and liaison events with partner schools.
9.5	Contribute to the development of effective subject links with external agencies.
10. MANAGEMENT OF RESOURCES	
10.1	Contribute to the process of the ordering and allocation of equipment and materials.
10.2	Assist the Head of Department to identify resource needs and to contribute to the efficient / effective use of physical resources.
10.3	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	
11.1	Be a Form Tutor to an assigned group of students.
11.2	Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
11.3	Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
11.4	Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
11.5	Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
11.6	Contribute to the preparation of action plans and progress files and other reports.

- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents / carers of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy.
- 11.10 Apply and implement all aspects of the behaviour for learning policy so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school’s corporate policies.
- 12.4 Comply with the school’s health and safety policy and undertake risk assessments as appropriate.

SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

Signed
(Teacher of History)

Signed
(Headteacher)

Dated
(Teacher of History)

Dated
(Headteacher)

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



PERSON SPECIFICATION

Teacher of History

	Essential	Desirable
Experience		
Experience of successfully planning lessons and following schemes of work	Y	
Experience of supporting the Head of Department in delivering Development Plans to enhance performance		Y
Experience of creating intervention strategies to improve student performance		Y
Ability to deal successfully with students, parents and carers to resolve issues		Y
Experience of using tracking systems to enhance student performance	Y	
Prior experience of successful teaching in the relevant curriculum area		Y
Training & Qualifications		
Qualified Teacher Status	Y	
Graduate level qualification in appropriate discipline	Y	
Knowledge & Understanding		
Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post		
Understanding of curriculum requirements and requirements for assessment, record and reporting of student's attainment and progress	Y	
Be fully aware of the Ofsted standards for teaching and able to deliver lessons appropriately	Y	
Be accountable to the Teachers standards	Y	
An understanding of current educational issues in relation to the post	Y	
Ability to write reports providing quality information to students and parents/carers		Y
Secure knowledge of Safeguarding policies and procedures	Y	
Personal Skills, Abilities and Competencies		
Applicants should be able to provide evidence that they have the necessary skills and abilities required		
High levels of communication skills both oral and written	Y	
Be empathetic in dealing with students, parents and carers	Y	
High levels of inter-personal skills	Y	
Ability to work under pressure and to strict deadlines	Y	
Ability to use ICT to support teaching and learning	Y	
Able to work as part of a team	Y	
Ability to work unsupervised and under own initiative as required	Y	
Ability to manage own workload	Y	
Willingness to work flexibly across the day, week and year	Y	
Ability to find solutions to immediate, medium, and long-term problems		Y
Personal Qualities		
Integrity, professionalism and diplomacy	Y	
Tact and a sense of humour	Y	
A personal and friendly nature	Y	
Application		
Accurate completion of application form	Y	
Supporting Statement which addresses person specification, evidence in letter and application	Y	
High standards in spelling and writing	Y	
Legal Issues		
Legally entitled to work in the UK	Y	
Enhanced DBS Clearance	Y	
Valid UK Driving Licence, access to a vehicle with business insurance		Y

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Amy Unsworth, who will arrange a suitable time: 01257 478731.

Application process:

To apply, please use the Teaching Vacancies or School application form.

Advertising date: 14th May 2024
Closing date: 21st May 2024 at 9.00 a.m.
Short listing: 21st May 2024
Interview date: 24th May 2024

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Standish Community High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures ([link to policies](#)). Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.standishchs.wigan.sch.uk

When completing your Teaching Vacancies or school application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies are included. You should refer to the job description and person specification to guide your application. Your supporting statement should be no more than 2000 words. Please note that late applications will not be considered.

