



The Henry Box School
Founded 1660

RECRUITMENT PACK

Teacher of History

MPR/UPR

Full time or FTE 0.8

Closing date: 24th February 2025

Start Date: Easter or September 2025



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Introduction from the Headteacher

The Henry Box School is an exciting place to work and learn. We are committed to providing education that transforms lives and we are ambitious in our pursuit of excellence. We are the leading school in our 'home grown' Trust.

This is a hugely exciting time for our family of schools as we are presented with a rare opportunity to make a real difference to the lives and life chances of so many young people. Our vision is to enable individual schools to flourish whilst remaining integral to the communities they serve.

Our approach

To join The Henry Box School is to join a family – staff and pupils who have the courage to do things differently, if that's what it takes.





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Here we think deeply about how we can have the biggest impact on pupils. In a world where the algorithms of life give us more of the same, we believe education has the role to give children something different. We continually ask ourselves the following five questions:

- Are we securing equity?
- Is our leadership driving school improvement?
- Is our curriculum irresistible?
- Are we research informed?
- Are we deploying resources effectively?

All schools in our Trust have a culture of compassion underpinned by high expectations and understanding. We have three rules: ready, respectful and safe. We are a truly inclusive organization and passionately believe that every child has a right to mainstream education.

Our curriculum principles

We aim to ensure that all our children have access to a 'box set' knowledge curriculum that builds students' schemata. We work on the understanding that the best type of feedback is in the moment and/or in the next lesson; feedback must be a medical, not a Post-mortem.

We limit our interventions to the ones that are evidence based and enable our students to access the curriculum. Our curriculum is learnt, not experienced and we work hard to ensure a challenging curriculum is available for all. Our curriculum principles are clear: we aim to make sure our curriculum:

- is ambitious and designed to give **all** learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- extends beyond the academic by providing opportunities to develop and discover their interests and talents. Learners are supported to develop their character and help them to know how to keep physically and mentally healthy – including resilience, confidence and independence.
- prepares learners for life in modern Britain, equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values.
- all learners will develop their understanding and appreciation of diversity, celebrating what we have in common and promoting respect.
- is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Assessment is used to help learners to embed and use knowledge fluently, to check understanding and to inform teaching.
- has a rigorous approach to the teaching of reading, writing and oracy that develops learners' confidence and enjoyment of learning.
- provides a range of opportunities to ignite a passion for.



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Professional development

Our professional development is truly gold standard – we were awarded ‘Gold’ by the Teacher Development Trust in 2020.

We work hard to reduce bureaucracy and keep after school commitments and meetings to a minimum. Teachers in their second year of teaching are entitled to the OLEVI ‘Improving Teacher Programme’ and in their fourth year the ‘Outstanding Teacher Programme’, whilst leaders complete the ‘Outstanding Leadership of Education’ Programme.

In a nutshell, whatever your career stage, you will have access to high quality professional development and a sensible approach to appraisal, based on action research and supporting each other to be even better. All staff also have access to our professional development library which houses over one hundred and fifty titles.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

If you are interested in working in a forward-thinking organisation, then Henry Box could well be the place for you.

Wendy Hemmingsley
Headteacher



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The opportunity

Position: Teacher of History

Working Hours: Full time or FTE 0.8

Required: Easter or September 2025

We are seeking to appoint a well-qualified, energetic, creative and enthusiastic highly skilled Teacher of History to a permanent full-time vacancy at The Henry Box School. Part time hours may be considered for the right candidate.

We are a successful 11-18 comprehensive school, on a historic site in Witney. Applications are welcome from ECTs or experienced teachers. We are also open to applications from applicants wanting part time hours as we could make a number of part time appointments to make up the full-time role.

The post is at based at The Henry Box School but, if you're ambitious and career minded, opportunities will become available across the Trust for the right person.

We are looking for candidates who are committed to the development of both the subject and the department. The successful candidate should be able to inspire and motivate students as well as have the ability to work well as part of a lively and professional team.





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The Social Science Faculty

The History Team is within the Social Science Faculty and is a strong team of committed specialist teachers. The team is managed by the School Leader for Social Science.

Our Social Science Faculty consists of six subjects: History; Geography; Religion, Philosophy and Ethics (RPE); Sociology; Psychology. Our faculty ethos is centred on inspiring all our students to develop a deep knowledge, curiosity and passion about our world; past and present.

We have an ambitious and knowledge rich curriculum, which is challenging for all our students. We use high quality texts in all years, and we have a strong focus on improving literacy and organisational skills. We encourage our students to create beautiful work that they are proud of. We constantly share and continue to seek even better ways to do this. We explicitly teach effective learning strategies from year 7 upwards with regular low stakes quizzing work to develop a secure knowledge base. As a result, we have excellent exam results in years 11 and 13. We are very proud of the fact that we achieve this through a constant drive to improve the way we explain and model our subjects to all students regardless of their prior attainment. All classrooms have visualisers which we use to give whole class feedback and model excellent work.

Students behave well in our lessons as we have a strong emphasis on consistent routines and high expectations. We are always committed to raising standards further and creating a consistent approach to teaching and learning across the faculty.

Collaborative planning meetings and pedagogy focussed faculty meetings mean that new and more experienced staff support each other constantly in our work and we share ideas across our subjects.

History is an extremely popular and forward-thinking subject in our school. We are very proud of our own school history, which dates back to our founding in 1660. We have wonderful school archives and one of our present plans is to use our archives to create a golden thread of our school history to run throughout our key stage three curriculum. Oxford University Department of Education are working with us to develop these resources.

We also have a lively extracurricular programme, including an A level seminar group, The Young Quills Programme and a series of talks from outside speakers. We are very proud to have been awarded a 'Gold History Quality Mark' from the Historical Association. We are the only school in Oxfordshire to have achieved this and one of only forty-one secondary schools in the country as a whole.



Teaching arrangements and Curriculum

Key Stage 3

History and geography are taught in mixed ability groups for three hours a fortnight and RPE for two hours a fortnight. In history students study the history of the United Kingdom from 1066 to 2001. As they make their journey through time, we focus on three key questions. We revisit these questions throughout each year and look for answers to them as we study each time period.

1. How were people in the past ruled?
2. How did they live?
3. What did they believe?

Key Stage 4

History, Geography, Religious Studies, and Child Development and Care are all very popular options at KS4. Students have five hours per fortnight for each subject and we have an open option system. In addition, all students study a non-examination course in Religion, Philosophy and Ethics. This has been designed by the Religious Studies teachers within our faculty. All groups are mixed ability.

History students take the AQA exam board and currently study the following modules:

Unit 1		Unit 2	
Understanding the Modern World		Shaping the Nation	
America 1920-1973: Opportunity and inequality	Conflict and tension between East and West from 1945-1972	Britain: Health and the people: c1000 to the present day	Elizabethan England, c1568–1603

We presently have three GCSE groups in both years 10 and 11.

Key Stage 5

History, Geography, Religious Studies, Sociology and Psychology are all popular options at A level and we get some outstanding results.

KS5 History students also study AQA to help with progression from GCSE to A Level. The units studied are as follows and all students sit the full A level. History is an increasingly popular choice for our students at both GCSE and A level.

<u>Component 1: Breadth Study</u>	<u>Component 2: Depth Study</u>	<u>Component 3: Historical Investigation</u>
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Tsarist and Communist Russia: 1855-1964	The Making of Modern Britain 1951-2007	A topic chosen by the student

Health & Safety

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

Selection Criteria

Essential

- Qualified Teacher Status
- Ability to teach KS3 and KS4
- Effective behaviour management
- Ability to work as part of a team
- Knowledge of planning, assessment and record-keeping
- Commitment to further training and development
- Conscientious, enthusiastic and positive
- The ability to relate well to students, staff and parents
- Willingness and ability to be an effective tutor, including a willingness to teach PSHE

Desirable

- Ability to teach KS5
- Ability to teach Media Studies
- Willingness to contribute to extra-curricular activities
- Evidence of improving practice by identifying and meeting CPD needs



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Job Description: Teacher (MPR and UPR)

Post Title: Teacher of History

Purpose: To raise standards of attainment and achievement of learners

Reporting to: Faculty Leader and Assistant Faculty Leader where appropriate

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Liaising with: School Leaders, Faculty Leaders, House Leaders and relevant staff with cross-school responsibilities, relevant support staff

Working Time: Part 0.8 FTE

Disclosure Level: Enhanced

Salary: MPR/UPR

Teaching

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard subject content, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired



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- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others



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- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition, for UPR (STPCD)

- The teacher is **highly competent** in all elements of the relevant standards
- The teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**

General Responsibilities

- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies; including taking responsibility for raising concerns with an appropriate manager

Additional duties

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example
- To promote and lead extra-curricular activities in line with the traditions and expectations of the school within the context of a life work balance

Other Specific Duties

- Undertake the role of Form Tutor
- Share in supervisory duties according to the school's published rotas
- Keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeonhole daily
- Participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- Continue personal development as agreed
- Engage actively in the appraisal process
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers
- 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.
- Undertake any other duty as specified by STPCD not mentioned in the above



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For all staff

You have specific responsibilities under Health & Safety /Safeguarding to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Co-operate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety, or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

Working with Children and Safeguarding

The MILL Academy is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates are required to have enhanced DBS clearance and will need to undertake the DBS check with our organisation. Other relevant pre-employment checks will also be carried out including references from present and previous employers, a confidential health check and internet/social media checks.

What we can offer you:

- ✓ A hard working and committed team of colleagues
- ✓ Beautiful, historic school location, with a good range of shops, bars and cafes within a short walk
- ✓ Competitive salary with upper pay scales above the usual national levels
- ✓ Regular programmes of professional development to Teacher Development Trust Gold Standard
- ✓ Support for and commitment to your future training and development needs
- ✓ On-site free car parking
- ✓ Cycle to work salary sacrifice scheme
- ✓ Annual free flu vaccination
- ✓ 24/7 employee assistance wellbeing scheme
- ✓ We pay above the national salary from Main Scale 4



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The Application Process

We are seeking to appoint the best possible candidate and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

Applicants should download and complete the teaching staff application form from our website or complete our online application form on our TES recruitment site. You should also submit an accompanying letter of application, addressed to the Headteacher, that is no more than two sides of A4. Applications should be returned to jobs@millacademy.co.uk please or via the TES online portal.

Visits to the school prior to interview are also encouraged and warmly welcomed and can be arranged with the HR Team. If you have any queries about this role, please do not hesitate to contact the HR Team on 01993 848166 or email jobs@millacademy.co.uk.

The closing date for applications is **0900 Monday 24th February 2025**. Shortlisting will take during that week and candidates will only be notified if they are successful in being called for interview. Applications may be considered as soon as they are received, and the Trust reserves the right to withdraw the vacancy at an earlier date if a suitable applicant is found.

If you decide you want to be part of our dynamic team, we look forward to hearing from you and to receiving your completed application form.