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| **Teacher of History**  **Job Description** |

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| **Job Purpose:** Teacher of History  Required from September 2021 |

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| **Responsible to:** Head of Department | | | | | |
| **Grade:** | MS | **Hours:** | Part time | **FTE** | 0.62 |

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| **Personal Qualities** |
| The Governors of The King’s School wish to appoint an enthusiastic, dynamic and talented teacher to join the History Department.  We at King’s refer to ourselves as the ‘King’s School Family’ comprising pupils, parents and staff. The atmosphere in the school is disciplined, but relaxed and happy. The King’s School is an excellent place to work. I hope you would like to join us and look forward to reading why in your application. |
| **Department** |
| The History Department is a very forward looking and an exceptionally successful part of the school with particularly high results at GCSE and A-Level. The department is innovative and all members of staff try to make their lessons engaging and thought provoking. This approach is facilitated by a variety of enquiry work embedded into curriculum. We use a range of techniques and have access to a wide range of shared resources.  The department has three specialised History rooms which are all located within one corridor and have direct access to a workroom devoted to History. All of the classrooms have an interactive white board and 4 network computers for individual research/study. The department has a wide range of textbooks for students at all Key Stages. |

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| **The Curriculum** |
| **Key Stage 3**  Students are taught in mixed ability groups (approximate class size of 30) at Key Stage 3, with each group in Years 7 and 8 receiving six 35 minutes periods per fortnight, Year 9 receive five 35 minute periods per fortnight. The emphasis at this Key Stage is to develop students’ enthusiasm about the subject through thinking skills activities, decision making and engaging tasks. Subject material is designed to be accessible and relevant to students of all abilities.  **Key Stage 4**  History is a very popular option at Key Stage 4. We currently run three groups in Years 10 and two groups in Year 11. GCSE students follow the OCR History A (J410) - Explaining the Modern World scheme of study, which consists of International Relations 1919-2014 with Depth Study USA 1919-48, Power and Democracy 1000-2014 and the English Reformation and Castles.  **Key Stage 5**  History is also popular at A-Level. We regularly attract 40 students over the two years, who follow the OCR ‘A’ H505 A-Level specification. In Year 12, pupils study Germany 1919-63 and Anglo-Saxon England and the Norman Conquest 1035-1107. In Year 13 pupils study American Civil Rights 1865-1992 and complete a coursework module on Nazi Germany. |

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| **Enrichment activities** |
| Fieldtrips are run for Year 7 and year 9, Year 10 to a castle (GCSE case study where possible) and a day trip to Parliament and Year 12 to Berlin (depending on numbers). We believe that these experiences contribute a great deal to students’ understanding and skill development. |

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| **Student Support and Progress** |
| * To be a Form Tutor to an assigned group of students if and when required. * To promote the general progress and well-being of individual students and the Tutor Group as a whole. * To liaise with the relevant pastoral leaders over any welfare and safeguarding issues. * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. * To 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. * To contribute to the Learning for Life and Enrichment Programme in the Sixth Form when required. * To apply the Behaviour Policy so that effective learning can take place. * To provide support to colleagues in all matters relating to teaching including classroom management and student behaviour. * To meet with students over whom there are concerns and contact home where necessary, in conjunction with the Pupil Support Officers (PSOs) and Academic Heads of Year (AHoY)s. * To establish target setting and progress reviews for students following A Level courses. |

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| **Support for the School** |
| * Be aware of and comply with policies and procedures relating to child protection, health, safety and security, reporting all concerns to an appropriate person. * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. * Contribute to the overall ethos/work/aims of the school. * Appreciate and support the role of other professionals * Attend relevant meetings as required. * Participate in training and other learning activities and performance development reviews as required. |

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| **Data Protection, Confidentiality and Information Security** |
| We are fully committed to data protection, confidentiality and information security. As a King’s (The Cathedral) School employee it shall be your responsibility to handle the personal data that you have access to in the course of your work, in accordance with data protection legislation and the common law duty of confidence. Your obligations are set out in the school’s Data Protection Policy. You will be responsible for ensuring you read, understand, and adhere to this policy. |

Enthusiasm, innovation and energy are vital for this post. If you have these and feel you can make a significant contribution to the life of this exciting, successful school, please apply using our application form which can be found on our website: [www.kings.peterborough.sch.uk](http://www.kings.peterborough.sch.uk) and include a letter of application addressed to Mr D Ayling, Headteacher, The King’s (The Cathedral) School, Park Road, Peterborough, PE1 2UE.