



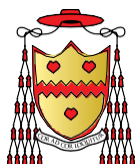
THE SAINT JOHN HENRY NEWMAN  
CATHOLIC SCHOOL



APPLICATION PACK 2023

Teacher of History





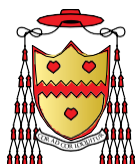
Our School was formed in 1987 from the amalgamation of St Angela's Catholic School for girls and St Michael's Catholic School for boys. We serve the North Hertfordshire Catholic community but our catchment area extends to Bedfordshire, East Hertfordshire and parts of Cambridgeshire. Originally, a 6-form entry School, the intake was increased to 210 in 1999 and increased to 8 form entry in September 2015. There is a high retention rate into the Sixth Form and many students apply to join our Sixth Form from other establishments. Consequently, the School has grown in size from 830 in 1993 to approximately 1550 in September 2019, with 350 students in the Sixth Form. The School became an academy as part of the Diocese of Westminster Academy Trust in 2012 and has benefitted from considerable investment in its buildings as a result, including a new £3.5 million Sports and Performing block (The Pavilion). A major refurbishment of the school estate is currently being undertaken with the provision of two new blocks. This will include new teaching accommodation, a dedicated sixth form suite, a greater number of computer rooms and improvements to the Library, Dining and Hall facilities. Two existing blocks and some temporary accommodation are being demolished and the final phase of the works includes relandscaping the school site. The first of the new facilities will be available in September 2022 and the work will be completed in 2024.



Our Mission Statement emphasises the practical nature of our religious character. We seek to offer a living Christian experience as a community in which each pupil is valued as an individual and is encouraged to achieve success in school life. Our Chapel is a central part of school life but it is in the day-to-day operation of school life that the School sees its aims being fulfilled. We want pupils and students to enjoy the experience of being part of the Saint John Henry Newman Catholic School community, to gain in self-confidence and to become young adults instilled with a sense of personal responsibility, social commitment and, hopefully, an awareness of their own distinctive spirituality. We want them to be equipped to change their world.

The pupil population is almost 100% Catholic and the School is heavily oversubscribed for places. Although not all staff are Catholic (teaching staff 40% are Catholics), all maintain and support the distinctive Catholic nature of the School and support the Headteacher in implementing the School Mission Statement. There is presently the equivalent of 93 full time members of teaching staff and there is a generous complement of support, technical, clerical and maintenance staff. Governors have for many years invested much of their revenue income to allow for relatively small teaching groups and relatively low contact ratios for teaching staff.





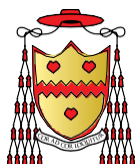
In years 7 to 9 pupils follow a broad and balanced curriculum based on the National Curriculum. Pupils in Year 10 and 11 follow a core curriculum of English, Maths, Science and RE with three subject choices. At Key Stage 4 we encourage students to follow the EBAC where this is appropriate, but we offer a wide range of GCSEs and the creative subjects (Art, Drama, Dance and Music) are very popular option. We offer a range of vocational courses for pupils for whom this is appropriate. Our current provision offers vocational courses in iMedia, Child Development, Catering and Sport. We have a large sixth form of approximately 400 students and there is a very wide range of A-level provision. Advanced Vocational courses are also offered in Art and Design, Production Arts, Digital Music Production, Music Performance. Applied Science, Sport and Health and Social Care. There are currently 306 pupils on the SEN register, of whom 27 have an Educational Healthcare Plan.

The School has an excellent academic reputation. In 2021/22 the students achieved: 89% GCSE English and Maths at 9-4, 38% of all GCSE grades achieved were 9-7, 68% A Level at A\*, A and B. At A-level the pass rate for the last three years has been over 99%.

The pass rate for Vocational courses has consistently been 100%. We are, however, conscious that we have the capacity to improve further and we are determined to do this on behalf of our pupils and students. Exam results, important though they are for opening doors for pupils in the future, do not determine success and happiness. Therefore, we have a strong enrichment and wellbeing programme that encompasses every pupils and student and a comprehensive career curriculum. We have been awarded with the Kitemark for emotional health and wellbeing for our work supporting students, their families and staff.

The number of pupils entitled to free school meals is relatively low (3.5%) with 10% of pupils receiving Pupil Premium. The ethnic composition of the School's population reflects the community which it serves. It is predominately white British (57%) but with significant proportions of ethnic minorities reflecting the Church's world wide mission and the growing number of new migrants employed primarily in health care and scientific research. Attendance is above the national average with very low unauthorised absence figures.





A Diocesan Section 48 inspection in November 2019 concluded that we are an "Outstanding Catholic School".

The 2018 Short OFSTED inspection concluded; 'We were immediately struck by the many smiling faces of pupils, who enjoy coming to school. When speaking to them, pupils universally highlighted how their teachers 'go above and beyond' to help them achieve well. Pupils display a real pride in their school. They talk enthusiastically about their strong relationships with staff and the sense of community where 'everyone goes out of their way to be friendly and make you feel welcome'.

Consistent with its aim of encouraging everyone to reach their full potential, the School places great emphasis on its pastoral care.

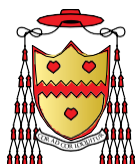
We operate at a very human level and recognise that it is our good and caring staff who sustain and develop our school. Our challenge is to maintain high quality provision, hopefully to continue to make changes to improve this, but above all, to honour the promise we make to every parent who chooses to send their child to our School - that each



child will be recognised and loved for who they are and that they will be offered excellent learning opportunities in a safe, caring and inspirational environment. We are looking to appoint individuals who will enjoy being part of this distinctive community and who will contribute to it by sharing their individual talents, character and commitment and, hopefully, sense of humour!

The Saint John Henry Newman School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to a satisfactory enhanced DBS check.





## Job Description for Subject Teacher of History

Postholder:	TBC
Salary Range:	TBC
TLR Allowance:	N/A
Date:	September 2023

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### 1 Introduction

You are accountable to the Governing Body through the line management structure shown in the Staff Handbook.

### 2 Part 1

You are required to maintain and develop the Catholic character of the School in accordance with the direction given by the Governors and expressed in the Mission Statement. You are required to support the Headteacher in implementing the Mission Statement and in maintaining the distinctive Catholic nature of the School.

### 3 Part 2

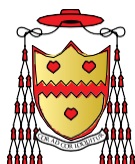
You are required to carry out the duties of a school teacher as set out in the current School Teacher Pay and Conditions of Service Document. This requires you to carry out such duties as the Headteacher may reasonably direct from time to time.

### 4 Part 3 – Job Purpose

- To contribute to the teaching of History under the direction of the Subject Leader
- To deliver the National Curriculum as outlined in KS3 and KS4 activity timetables provided by the Subject Leader
- To participate fully in the extra-curricular life of the school
- To be responsible for assisting in the development of schemes of work
- To carry out both Formative and Summative assessment procedures as outlined in the Department Handbook
- To effectively record assessments undertaken using the Department's central record systems
- To complete whole school data collection tasks as directed
- To contribute to monitoring and learning ideas during department inset and participate in practical training days focused on sharing good practice where appropriate.

### 5 Part 4 – Accountabilities

You are responsible to the Headteacher, the Leadership Team Member with responsibility for your Department and the Subject Leader.



You are required to:

- Undertake all reasonable precautions to safeguard the health and safety of students and staff at all times within the departmental area.
- Ensure that all students are treated fairly, consistently and with respect, that opportunities for reinforcing positive self-images are sought, that gender and race discrimination are actively discouraged.
- Encourage an environment and ethos which underpins and enhances students; learning and rewards students; achievements.
- Take active responsibility for formulating fair and consistent standards of discipline and follow up concerns according to the school's procedures.

## **6 Part 5 – Key Reasonability's and Duties**

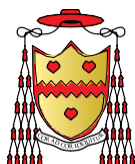
- To help in the organisation and supervision of departmental trips, visits and extra-curricular activities where appropriate
- In line with Department policy regularly liaise with parents on matters such as behaviour, participation levels and pupil achievement and anything relevant to the Department. Where necessary provide feedback through department concern and/or praise letters, telephone calls and/or messages through the pupil diary.
- Implement the Department's Rewards and Sanctions policy (as outlined in the Department handbook).
- Attend Parent Consultation Evenings.

## **7 Monitoring**

- To keep an accurate and up to date register for all classes taught
- Regularly mark pupils work in line with the School's marking policy. Monitor pupil progress and address underachievement using Departmental policies.
- To contribute to the development of self-evaluation procedures within the department.

Signature of Postholder: \_\_\_\_\_

Date: \_\_\_\_\_



## Person Specification for Role

Essential	Desirable
<b>Qualifications</b> <ul style="list-style-type: none"><li>• Qualified Teacher Status (or will be gained this year)</li><li>• Good specialist subject knowledge through degree</li><li>• High standard of written and oral communication</li></ul>	<ul style="list-style-type: none"><li>• Evidence of recent relevant professional development</li></ul>
<b>Teaching and Learning</b> <ul style="list-style-type: none"><li>• Ability to teach History from KS3 through to KS4.</li><li>• Excellent classroom teacher, or potential to be one, with the ability to reflect on lessons and continually improve their own practice</li><li>• Ability to contribute to a culture of high expectations amongst students and staff within their curriculum area, both academic and in terms of behaviour and attitudes</li></ul>	<ul style="list-style-type: none"><li>• Ability to teach History and Government and Politics at KS5</li><li>• Experience as a Form Tutor</li><li>• Experience of contributing to curriculum planning and development, and the organisation of resources</li><li>• Good understanding of the recent and upcoming changes to the curriculum</li></ul>
<b>Personal</b> <ul style="list-style-type: none"><li>• Genuine passion and a belief in the potential of every pupil</li><li>• Resilience and determination</li><li>• Motivation to continually improve standards and achieve excellence</li><li>• Ability to communicate effectively and relate well to others</li><li>• Good team player who contributes positively to teams</li><li>• Effective time management and organisational skills</li><li>• Commitment to equality of opportunity and the safeguarding and welfare of all pupils</li><li>• Fully support for the School's aims, values and Catholic ethos</li><li>• Demonstrate excellent attendance, punctuality and professional appearance</li></ul>	



## Departmental Contextual Information

History is an extremely popular subject at The John Henry Newman School with large numbers opting to study the subject both at GCSE and A-level. The department also offers an A level in Government and Politics.

The History Department consists of five full time History teachers and three members of SLT who also contribute to the teaching of History. The Department is based in a suite of specialist rooms and has access to a wide range of textbook resources, including the *Think Through History* and the *Minds* books at Key Stage 3, books for every student to cover all units at KS4 and an extensive library of resources for KS5. All of the teaching rooms have interactive whiteboards.

The History Curriculum 7-13 is based around five unifying themes:

- People and Protest
- Society and Social Change
- Impact of Individuals
- Religious Development
- Britain and the Wider World

The Key Stage 3 scheme of work is continually being updated to come into line with changing curriculum requirements. The curriculum has been recently reformatted to fit with both the new Assessment Without Levels agenda and the reformed 9-1 GCSE. Currently in Years 7, 8 and 9, pupils have 3 hours of History over a ten-day cycle.

Year 7 are taught in mixed ability form groups. Pupils study History in depth and in breadth by focusing in on specific topics like the Norman Conquest and the Armada. They are largely taught in a chronological framework, from 1066 through to 1649 with lessons building on the core themes. Pupils are encouraged very much to develop their skills of judgment, for example a balloon debate on which monarch to save.

In Year 8 pupils are organised into sets according to ability. They are encouraged to look at issues in the world today and investigate their historical routes. In the first term they concentrate on the development of the franchise. The second term focuses on WWI and its impact, especially considering the rise of dictatorships. In the final term pupils consider how dictatorships shaped the 20<sup>th</sup> century and study an in-depth focus on the Holocaust

Year 9 begins with WWII and its impact. From January, pupils study migration through time. They have particular focussed studies on the experiences of Jews in Britain, Afro-Caribbean communities in Britain and Asian peoples in Britain. In the Summer term there is a focus on the social and political changes in Britain in the 1960s and 1970s.

A variety of approaches are used to make the subject as interesting and accessible as possible. Pupils are confident about expressing their ideas in class discussion and are able to work well in pairs and small groups. Pupils are encouraged to display their knowledge and understanding of the subject through extended writing activities, but they are also able to show their creative side too. For example, pupils have been engaged in projects to make Norman Castles or 20<sup>th</sup> century dioramas.

Over the last few years, the History Department has been leading the whole school's four-year programme of commemoration of the centenary of WWI, including an annual Remembrance Service attended by high-ranking members of all the armed forces.

Prior to COVID, the school annually took a group of pupils out to the battlefields of Ypres and





the Somme for a 4 day residential trip. This has always been hugely popular and pupils really respect the opportunity to honour the fallen of WWI. We hope to restart this trip when the pandemic situation improves.

Given a free choice, a large number of pupils opt to continue their study of History to GCSE level. We presently have six groups in year 11 plus five groups in years 10. Those who do so work hard and get outstanding results. The GCSE begins in the January of year 9. The Department currently follows Edexcel 9-1 History. The units which pupils study are:

- Medicine Through Time, c.1250 – present
- Superpower Relations and the Cold War, 1941-91
- Early Elizabethan England, 1558-1588
- Weimar and Nazi Germany, 1919-1939

History is a very popular subject at A level – two large (20+ students in each) teaching groups in each year is the norm- and the examination results have been consistently improving. The Department follows the OCR syllabus:

- In Year 12, students following the new OCR course study Y113 - Britain, 1930-1997, which contains the Enquiry Topic, Churchill, 1930-1951 and the Period Study, Britain, 1951-1997. They also follow the course Y219 – Russia, 1894-1941.
- In Year 13 they study Y306, Rebellion and Disorder under the Tudors, 1485-1603 and completed an independent study of approx. 3500 words.

Whilst it is anticipated that the vast majority of students will continue to study for the full A Level, students are able to take these units as an AS exam either at the end of year 12 or year 13. The Department has always run a long-standing, bi-annual trip to Moscow and St Petersburg which is always extremely popular.

A level Government and Politics is another flourishing area of study within the Department and is increasingly popular with the students. There are presently two large teaching groups for years 12 and 13. Results are very pleasing.

- Students in year 12 are studying the AQA A Level
- The y13 class are the final year studying Edexcel Politics, where they follow the America route.

There has been a yearly trip to Parliament and 10 Downing Street for students following this course and the Department has very good relationships with local politicians and dignitaries and we often have guest speakers.

In recent years, the Department has been developing strong links with other schools, both in the local area and nationally and is taking a lead in developing understanding and resources for the new exam courses.



## Benefits of working at The Saint John Henry Newman School

### Superb working conditions

- Excellent transport links – close to the A1 and 30 miles to central London. Stevenage to London is just over 20 minutes on the train.
- Stevenage is an area with more affordable housing, than other areas of Hertfordshire. Staff also choose to live in the beautiful villages and market towns of North Hertfordshire.
- Secure free car parking for all members of staff
- Excellent staff facilities including free tea and coffee and microwaves and fridges in the staffrooms
- Staff association which provides gifts, flowers and cards for leavers and staff with significant life events
- Social activities e.g. Friday after school football, staff choir, staff book group, running club, Christmas party, informal nights out, staff pantomime
- Child care voucher scheme
- Flu vaccinations for all staff
- Excellent teaching facilities with the new and refurbished buildings
- Supportive of flexible working
- Ensuring equality and diversity is a priority
- Governors focused on Staff wellbeing

### A thriving community where you can enjoy teaching

- Oversubscribed school with close link with the community and supportive parents
- Exemplary student behaviour which is always commented on by visitors
- Extensive range of extracurricular activities and enrichment – much of which takes place within the school day so there is no expectation to give up free time
- All teachers are issued with a laptop



- Workload is constantly being reviewed e.g. email protocols to reduce number of emails, assessment policy to reduce time spent marking
- Generous non-contact time
- Very large sixth form so many opportunities to teach this age group
- Lessons are taught by subject specialists
- Many opportunities to work with students and participate and support in local, national and international fundraising and awareness opportunities

### A serious commitment to professional development

- New staff induction programme – September-November
- Performance Management that is focused on developing teacher's careers in the areas that they wish
- Bespoke professional development opportunities – Masters, NPQs, Educator Led Development Programme, exam board training, in school opportunities to develop teaching and leadership, ECT and ECT + 1 programme
- Whole school CPD focuses on teaching and learning and there are many opportunities for staff to become involved in the design and facilitating of INSET



## Application

School visits are welcomed and encouraged by prior arrangement. To arrange this, please contact Mason Emoli, Office Manager [emolim@jhn.herts.sch.uk](mailto:emolim@jhn.herts.sch.uk) or by phone 01438 314643.

Application is by the CES application form. Please send completed forms to [hr@jhn.herts.sch.uk](mailto:hr@jhn.herts.sch.uk)

**Closing Date: Insert date**

**Interview Dates are to be confirmed once shortlisting has been completed.**





# MISSION STATEMENT

Our mission is to be:

*A Living, Christian Experience*



## INSPIRED BY

- love of the Creator
- faith in Jesus Christ
- hope from the Holy Spirit.

## IN SERVICE TO

- the needs of our students
- the parents and guardians of Our students
- the educational mission of the Catholic Church

## WE BELIEVE

- in the goodness and beauty of God's creation
- in the goodness, dignity and worth of each person
- that everyone has a unique spiritual identity which they are called to fulfil
- in loving one another and yourself for the person that you are
- that all have rights, roles and responsibilities for which they are accountable
- in discovering and nurturing our God-given gifts
- in celebrating the personal development of each individual
- that the quality of teaching and learning is of fundamental importance
- in developing informed minds. capable of making informed and considered decisions
- that everyone thrives in a secure, safe and structured environment
- in forgiveness and being forgiven
- in celebrating and living our faith, and reaching out to others

and that learning is a life-long journey through which each person should aspire to make the world a better place.