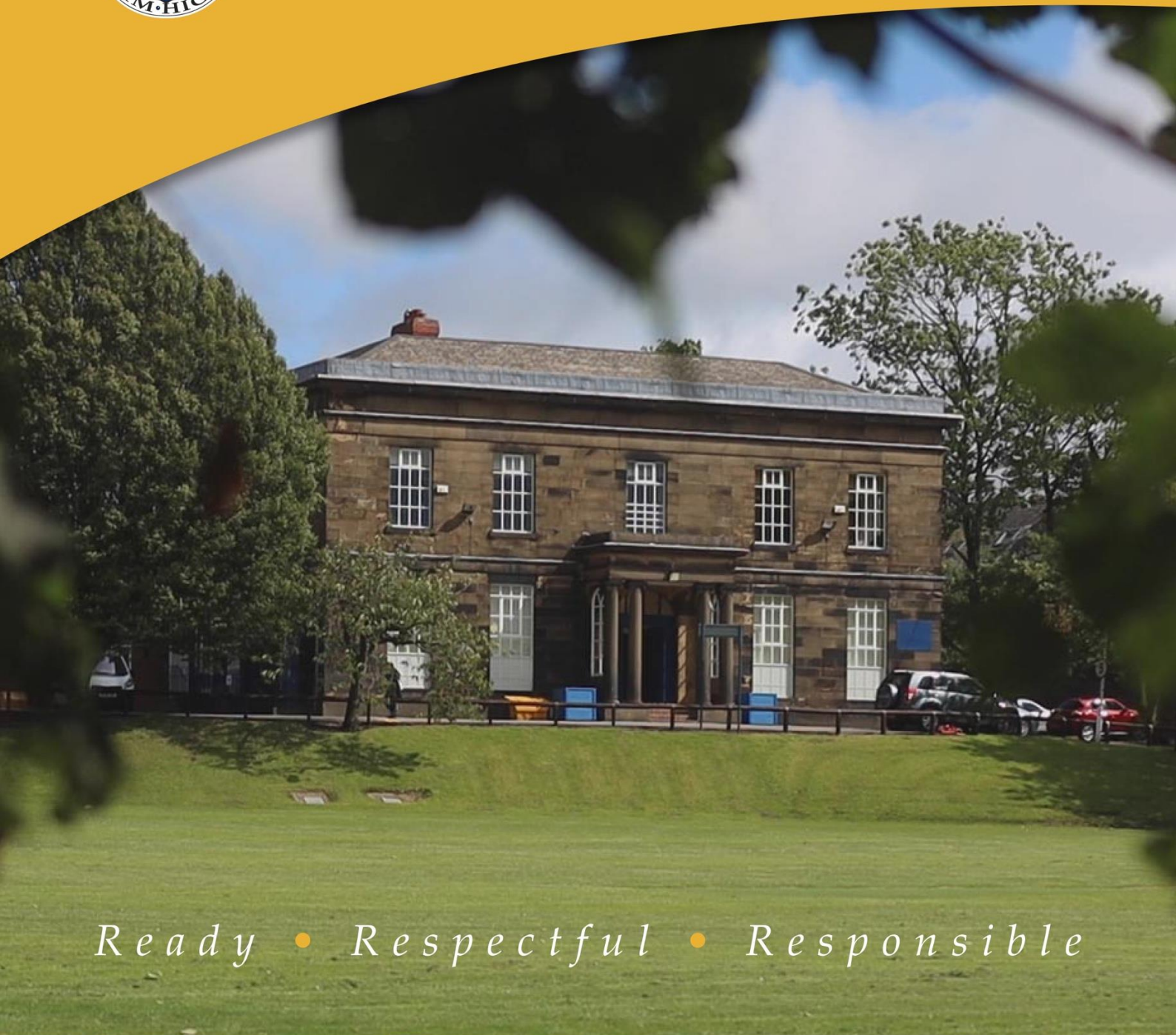




West Hill School

Aiming High Since 1927



Ready • Respectful • Responsible





Teacher of History: Part-time Considered Required from 1st September 2025

Would you like to teach in a school that has a strong ethos of respect, responsibility and readiness to learn? Where pupils have a thirst for knowledge and a love of challenge?

The History Department at West Hill is committed to the school ethos of "Aiming High." The team is well established and stable. We share a strong commitment to securing progress and raising student aspirations, through forward thinking and innovative teaching.

We are seeking to appoint a committed and talented teacher of History. The successful applicant will have experience of teaching across the full range of age and ability of students and will have the necessary skills and passion to contribute to the continued success of the department.

The candidate will be an outstanding classroom practitioner, with the drive and capacity to thrive in this role. In return, we can offer you:

- A welcoming and collaborative staff;
- A comprehensive induction programme;
- Fully supported ECT programme;
- On-going investment into your career development through appropriate CPD;
- Smart working practices to help support work-life balance.

Applications are most welcome from both experienced teachers and ECTs.

To find out more about us please visit the school website www.westhillschool.co.uk Informal visits beforehand are welcome and should be arranged by contacting the school Reception Office on 0161-338-2193 or e-mail: admin@westhillschool.co.uk.

Applications should be emailed to recruitment@westhillschool.co.uk. Please ensure that applications are clearly marked for the post you are applying for.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. Shortlisted candidates may be subject to online searches as part of pre recruitment checks.

Closing Date for applications: Wednesday 14th May 2025 at 12.00 noon

Interviews to be held on Wednesday 21st May 2025.



Department information

At West Hill School our ambition for our learners is rooted in the school ethos of 'aiming high' and the belief in our 3Rs of Respect, Responsibility and a Readiness to learn. Our students are polite and caring with relationships at the core of what we do as a warm, strict approach.

The History Department's philosophy is based on high expectations and standards, and the desire to support all students to achieve their full potential. We endeavour to create an environment that encourages and rewards good behaviour and achievement for all; where students feel valued and secure, inspired and motivated.

History is a successful and popular department at West Hill School. Exam results are consistently above national average, and uptake of the subject at KS4 is very high. There are dedicated classrooms and History is taught for two hours a week to all students in Years 7, 8 and 9 and three hours a week in Years 10 and 11. The History Department is staffed by three members of staff including the Head of History and an Assistant Headteacher.

In Years 10 and 11 we teach Edexcel GCSE (9-1) History. Paper 1 is 'Medicine in Britain, c1250 – present', paper 2 is 'Early Elizabethan England, 1558-88' and 'Superpower Relations and the Cold War 1941-91, paper 3 is 'Weimar and Nazi Germany, 1918-39'.

Within lessons, students are taught in mixed-attainment groups and are challenged to be creative thinkers and reflective learners through a variety of engaging learning activities. Excellent literacy is a fundamental skill needed to achieve in History and therefore there is a strong element of literacy underpinning teaching and learning. Staff understand the importance of learning outside the classroom and the department is committed to increasing the outside learning opportunities offered such as a Year 7 visit to Conwy castle and The Thackery museum with Year 10.

Styles of teaching range from the formal delivery of lessons through to independent enquiry and group work. The study and evaluation of a range of sources such as documents, artefacts, pictures, photographs, films, music and oral accounts are central to our approach. We are committed to a whole school approach to formative assessments and continue to develop literacy within lessons. The History Department works hard to get the best out of students but we understand that examination success is just one aspect of our subject. We want students to be literate, knowledgeable, confident and passionate participants in social and cultural life. We value teachers who can effectively share their knowledge and passion for their subject, and we are particularly keen to develop our co-curricular provision and trips and experiences. Our current curriculum improvements have been on ensuring there are a range of enrichment opportunities through trips and visits, to bring our curriculum to life whilst also mapping and growing the challenge in our curriculum.

It is an exciting time for an enthusiastic and passionate practitioner to contribute to the development in an innovative and forward-thinking school. We believe in empowering staff and enabling them to deliver a world-class curriculum experience for our boys.



A message from the Headteacher

Firstly, thank you for your expression of interest in our school. I hope, like my first visit to the school, you are struck by its heritage, its calm and warm welcome and the sense that our students live our values of Respect, Responsibility and Readiness. As the Headteacher from September 2023, I am impressed with the welcome that the staff, students and community have afforded me, one we hope you get to experience too.

As a school, we serve the needs of our local community and wish to remain integral in supporting the future planning of Stalybridge. We have a beautiful school site and our grounds could be mistaken for a grammar school, but as a Single Academy Trust we serve the needs of our students from Ashton, Dukinfield, Mossley and Stalybridge alongside smaller schools within the Peak District. We have maintained our strong connection with our past and the heritage of our site, alongside our looking and growing to the future. We are a homely community with many staff investing their lengthy teaching careers with us due to the respectful climate we maintain, alongside many staff living locally, invested in making our community the best it can be. We believe it is our duty to ensure teachers can teach in a calm and purposeful learning environment and our behaviour, and the student responsibility over their behaviour, is a strength. Not only this, but we heavily value our student leadership opportunities to bring learning to life. We believe in developing the character and resilience of our learners and remain passionate about our curriculum offer inside and outside the classroom.

Why West Hill? As a school community the needs of our students and bettering their life opportunities remain at the heart of what we do. We value our staff voice and staff opportunities to learn and grow in the same way we want to nurture our students. We trust our staff to 'do what makes sense' and our staff rise to this trust and respect. Our site has easy commutable links to the Peak District but also to other districts in Greater Manchester and the city centre itself (accessible via train or tram in around 20minutes). We are a community of staff that enjoy working together and welcome new members to our team and social events. We value an opportunity-based curriculum and wish to work to better our community and show our boys how they can too. We have supportive parents who send their boys here due to our strong reputation of excellence. As an 11-16 school with 170 students per year group, we are an ideal size to really get to know our boys and help them on their journey through school. Our passionate pastoral and teaching teams do this incredibly well and that is why we are consistently over-subscribed and forecast the same in September.

Even if you have not worked in a single-sex school before, come and see us, walk our building and get a sense for the greatness that exists here. This is a special place and I am incredibly proud to lead us forward in our next ventures together as a school and local community, I hope you join us in this. Kind regards,

Claire Cronin
Headteacher





Our vision

At West Hill, we have an uncompromised, aspirational vision that:

Everybody will experience a rich curriculum that expands beyond the classroom, empowering them to feel successful and make ambitious future choices.

Every lesson enables individual success through quality adaptive teaching and shared expectations.

Everybody matters and has a right to be safe, valued and treated with kindness.

Everybody will be supported to develop a healthy understanding of themselves and respect for others.

Everybody will be ready and take responsibility for their own learning, choosing thoughtful behaviours that show empathy for others.

Everybody in our West Hill family will collaborate and support each other to realise their aspirations and celebrate success.

This forms our West Hill Way.



Job Description

Teacher of History

Required from 1st September 2025

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|-------------------------|---|
| Purpose: | Under the reasonable direction of the Head teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and support a designated curriculum area as appropriate. Monitor and support the overall progress and development of pupils as a teacher/ Form Tutor Facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. Contribute to raising standards of pupil achievement. |
| Responsible to: | The Headteacher / SLT Link/ Head of Department |
| Responsible for: | No line management responsibility |

Teaching

- Set high standards and expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Ensure a high-quality learning experience for pupils which meets internal and external quality standards.
- Prepare and update subject materials.
- Manage behaviour effectively to ensure a good and safe learning environment.

Curriculum Provision

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.

Staffing

- Take responsibility for improving teaching through appropriate professional development.
- Maximise the impact of additional support, in line with school protocols.
- Work as a member of a designated team and contribute positively to effective working practices.



| |
|---|
| Quality Assurance |
| <ul style="list-style-type: none">• Help to implement school quality assurance procedures and adhere to these.• 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.• Take part, as may be required, in the review, development and management of activities relating to whole school improvement. |
| Assessment |
| <ul style="list-style-type: none">• Make accurate and productive use of assessment.• Follow the School's Feedback and Marking policy.• Maintain appropriate records and provide relevant, accurate and up-to-date information for school systems.• Complete the relevant documentation to assist in the tracking of pupil progress.• Co-operate with other staff to ensure a sharing of information to the benefit of the school, department and pupils.• Undertake assessment of pupils as requested by external examination bodies. |
| Pastoral System |
| <ul style="list-style-type: none">• Undertake the responsibilities of a Form Tutor.• Promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.• Liaise with the Head of Year to ensure the implementation of the school's pastoral system.• Register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.• Communicate as appropriate, with the parents of pupils, after consultation with the appropriate staff. |
| School Ethos |
| <ul style="list-style-type: none">• Play a full part in the life of the school community, supporting its distinctive ethos and encouraging staff and students to follow this example. This may include contributing to co-curricular provision.• Contribute to the wellbeing and safety of all staff and pupils.• Model the high standards as determined by school protocols.• Fulfil wider professional responsibilities.• Be familiar, with and follow all school policies.• An expectation that all Teachers' Standards are met. |



Person Specification

Post: Main Scale Teacher - History

| | Essential | Desirable | Method of Assessment |
|---|-----------|-----------|--|
| Qualifications | | | |
| <ul style="list-style-type: none"> Qualified teacher status. | ✓ | | |
| <ul style="list-style-type: none"> NQT status | | | |
| <ul style="list-style-type: none"> First degree or equivalent | ✓ | | |
| <ul style="list-style-type: none"> Evidence of further professional development | | ✓ | |
| Experience | | | |
| <ul style="list-style-type: none"> A successful record of teaching in a secondary school | | ✓ | Letter of application |
| Philosophy | | | |
| <ul style="list-style-type: none"> Commitment to the aims of the school | ✓ | | Application form and letter of application |
| <ul style="list-style-type: none"> Commitment to continuous improvement and sharing of good practice | ✓ | | |
| Key Skills, attributes and personal qualities | | | |
| <ul style="list-style-type: none"> An excellent classroom practitioner | ✓ | | Lesson Observation Interview Reference |
| <ul style="list-style-type: none"> Communicate effectively and have good interpersonal skills | ✓ | | |
| <ul style="list-style-type: none"> Work collaboratively and effectively as a member of teams | ✓ | | |
| <ul style="list-style-type: none"> Use own initiative and work flexibly | ✓ | | |
| <ul style="list-style-type: none"> Able to form and maintain appropriate professional relationships and boundaries with staff and pupils | ✓ | | |
| <ul style="list-style-type: none"> A commitment to inclusive learning | ✓ | | |
| <ul style="list-style-type: none"> The ability to motivate and inspire pupils. | ✓ | | |
| <ul style="list-style-type: none"> Ability to plan and organise time effectively, work under pressure and meet deadlines while managing own workload | ✓ | | |
| <ul style="list-style-type: none"> Competent use of ICT skills to support learning and maintain electronic information systems e.g. SIMs | ✓ | | |



| Post: Main Scale Teacher - History | | | |
|--|-----------|-----------|--|
| <ul style="list-style-type: none"> Understand monitoring and evaluating systems in a secondary school setting | ✓ | | |
| <ul style="list-style-type: none"> Contribution to extra-curricular activities | | ✓ | |
| Professional Knowledge/Understanding | Essential | Desirable | |
| <ul style="list-style-type: none"> Knowledge of current educational issues including national policies relevant to the subject(s). | ✓ | | |
| <ul style="list-style-type: none"> Secure knowledge of the characteristics of effective learning, teaching and assessment | ✓ | | |
| <ul style="list-style-type: none"> A proven track record in improving results and ensuring students make ambitious levels of progress. | ✓ | | |
| <ul style="list-style-type: none"> The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour in line with the school's behaviour policy | ✓ | | |
| <ul style="list-style-type: none"> A clear understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards | ✓ | | |
| <ul style="list-style-type: none"> An expectation that all Teachers' Standards are met | ✓ | | |

For information:

Category (E) – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

Category (D) – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

ECT applicants might not have had the opportunity to demonstrate all of the above. They should, however, detail in any application opportunities they have had to apply any of above to their teaching or placements