

Westcliff High School
for Boys

JOB DESCRIPTION

TEACHER OF HISTORY

INTRODUCTION

History is a popular subject within Westcliff High School for Boys (WHSB). Many Assemblies have strong connections to History and documents from the School's past are presented and highly visible all around the School. The History Department has traditionally been very strong, with a former colleague holding a Chief Examiner post with Edexcel. We have had consistently good results in GCSE and A Level History, and take-up of the subject as an option at GCSE and A Level is strong. History is one of the most popular subjects taken at both GCSE and A Level – half of Year 10 pupils and around one-quarter of A Level students study the subject.

The Department offers both a Junior History Society and a Senior History Society, with a range of visiting speakers from local and London Universities. Discussion sessions are often led by senior students themselves. The Department also offers a range of trips and visits with regular Saturday trips in our History Days Out programme, an annual World War 1 Battlefields Trip for Year 11 pupils and A Level visits to Germany. Our students have also served as Ambassadors with the Holocaust Educational Trust, visiting Auschwitz and attending lectures in London. We have an excellent record of helping students to secure places at the leading universities.

ACCOMMODATION AND FACILITIES

The History Department is well-equipped. We have textbooks for all our topics at both GCSE and A Level, and our Schemes of Work at all Years are accompanied by supporting presentations and resources for virtually every lesson. There are currently four full-time members of the History Department. Our classrooms are well equipped with projectors and whiteboards. All teachers at WHSB are also provided with a school laptop and we are making increasing use of Microsoft Teams and other online facilities in our teaching.

CURRICULUM

At A Level, the Department offers the Edexcel course 9H10. In Year 12, students undertake Option 1C, *Britain 1625-1701* and Option 2C.2, *Russia in Revolution*. In Year 13, students undertake Option 37.2, *Germany 1871-1990* and coursework, currently in *American Civil Rights*.

At GCSE, the Department offers the AQA GCSE course 8145. In Year 10, pupils undertake the *Migration* option, looking at themes in *British History from c790 to the Present Day*, together with a *Depth Study of Norman England*. In Year 11, pupils undertake Option AB, *Germany 1890-1945*: *Democracy and Dictatorship* and Option BC, *Conflict and Tension between East and West 1945-1972*.
In the Lower School, the Department is able to devise its own curriculum. We start with a History of WHSB in Year 7, with pupils going on to study an overview of the *Ancient, Mediaeval and Modern Worlds*. At Year 8, pupils study around the theme of *East and West*, while Year 9 pupils study *Conflict in the 20th Century*. There is considerable scope for input into the future development of this curriculum.
It is envisaged that the successful applicant will be able to teach all levels from Years 7 to 13.

EXAMINATION RESULTS

Results in all public examinations are good and those who choose to continue their studies of History, or History-related subjects at University, generally do so at established Universities, including the Universities of Oxford and Cambridge.

In Summer 2019, students at WHSB attained 100% A*-B at A Level with 57% at A*/A. At GCSE, pupils achieved 26% Grade 9, 62% Grades 8 and 9 and 78% Grades 7 to 9.

In Summer 2020, students at WHSB attained 97% A*-B at A Level with 71% at A*/A. At GCSE, pupils achieved 28% Grade 9, 58% Grades 8 and 9 and 79% Grades 7 to 9.

NATURE OF VACANCY

The Department is seeking to recruit an enthusiastic colleague who can help us build further on these results, assist in recruitment to GCSE and A Level and develop the extra-curricular provision of the Department, both participating in, and organising, trips, lectures and events.

This vacancy would suit a teacher new to the profession and, for a subject specialist, the School can provide structured training. Unqualified teachers at WHSB receive an experienced mentor, reduced timetable, regular observations with feedback and weekly induction meetings. It is possible, through WHSB, to train for a Post Graduate Certificate in Education (PGCE) (with Qualified Teacher Status) at the University of Buckingham. Newly-Qualified Teachers are supported through their Induction Year with a mentor and regular meetings. The School has a successful track record of helping candidates to enter the profession this way, including two current members of the History Department.

Equally, this role could also suit a more experienced teacher looking to develop their career further in a high-performing Academy Grammar School.

JOB DESCRIPTION

TEACHER OF HISTORY

Job Purpose:
The teacher is required to carry out the general professional duties of a school teacher under the reasonable direction of the Head of Department and Headmaster and to perform such particular duties that from time to time which may reasonably be assigned him/her by the Headmaster. Teachers on the Upper Pay Scale (UPS) will be expected to make broader contribution to the School as a normal part of their work.

Duties and Responsibilities:
The following responsibilities are included in the professional duties which the teacher is required to perform:

General Duties:

- to support and promote the School's general purposes, ethos and Learner Profile;
- to be familiar with and respect and follow the School's Policies and Procedures;
- to maintain a good understanding of whole School Evaluation and Development Planning;
- to act as a role model to pupils through always being punctual and well prepared and to maintain appropriate professional relationships and an atmosphere conducive to learning;
- to attend School and Year Assemblies and to carry out a share of supervision duties in accordance with published rotas;
- to contribute actively to the maintenance of the School as an orderly community by upholding the provisions of the School's Rules and the Pupils' Code of Conduct;
- to maintain good order and discipline among the pupils, safeguarding their welfare both on School premises and when engaged in authorized activities elsewhere;
- to participate in staff and other meetings relating to the School's curricular, pastoral or administrative arrangements;
- to assist with covering or taking other classes as and when required (e.g. staff illness) and being available for examination invigilation;
- to communicate and co-operate on educational issues with persons or bodies outside the School as appropriate;
- to contribute to the extra-curricular life of the School as appropriate and attend and support School and House events wherever possible.

Teaching:

- to ensure that lessons are planned in appropriate detail (considering pupils' prior attainment) and are prepared and delivered in accordance with the Learner Profile, departmental Schemes of Work and regulatory standards, reinforcing the need for high expectations which inspire, motivate and challenge pupils;
- to take account of pupils' educational needs (differentiating where appropriate), to teach in a manner appropriate to a Grammar School (as outlined in the School's *Guide to Outstanding Teaching)*, including the setting and marking of work, to be carried out by the pupils in School and elsewhere (homework), according to agreed schedules;
- to assess, record and report on the development, progress and attainment of pupils in accordance with the School's policy, in order to ensure pupils fulfil their potential. This record of assessment should be available to the Head of Department or Directors of Studies on request;

- to regularly mark pupils' work, giving appropriate feedback and keeping records of marks;
- to provide mark lists, grading lists, written reports, internal comments or references relating to individual pupils as the School may require;
- to communicate with Head of Department and Form Tutor regarding the progress of individual pupils, as necessary;
- to attend Parent Evenings to discuss the progress of pupils and use such occasions to offer constructive advice on what pupils need to do to improve their progress;
- to participate, within the guidelines laid down by the Head of Department, in the evaluation and development of appropriate methods of teaching, syllabuses and materials, writing Schemes of Work as reasonably requested and contributing to the development of departmental policy;
- to assist with displays and publishing of pupils' work;
- to utilise ICT as an effective tool to aid teaching and other classroom resources as appropriate;
- to assist with departmental voluntary activities, societies, trips and initiatives.

Pastoral Care:
Teachers will act as Form Tutors under the direction of a Progress Leader and Head of School/Director of Sixth Form and they will*:*

- be 'in loco parentis', responsible for the welfare of pupils in the Form and the first point of contact for those seeking help or guidance or wishing to express concern;
- take an interest in the personal circumstances and development of each pupil in the designated Form Group, in his/her happiness and security, and to be available for advice or consultation with parents as well as provide comments on Reports, and to handle correspondence;
- promote the academic progress and well-being of individual pupils and any Form Group, class or group, ensuring consistent feedback is given, which guides pupils. Discussing Reports and supporting self-evaluation activities with the designated Form Group;
- providing tutees with guidance and advice on educational, careers and social matters, monitoring their welfare and making relevant records and reports (including reference and personal profiles) in accordance with the School's policies. If necessary, directing pupils to sources of more expert advice on specific questions;
- ensure that the Form Group's Pupil Planners are kept up to date and to ensure they are used effectively by pupils including as a means of parent(s)/School communication;
- promote the Learner Profile and high standards of behaviour, attendance, punctuality and attitudes to work.
- ensure that pupils' dress and appearance conform to the requirements set out in the Code of Conduct;
- encourage pupils to develop their interests and talents through participation in extra-curricular activities and the broader life of the School;
- discharge effectively a range of Form administrative duties.

Personnel and Continuing Professional Development:

- to attend and participate in Staff INSET and training courses and events, as requested;
- to contribute, as requested, to the selection, appointment and professional development of staff, including the induction of new teachers;
- teachers on the Upper Pay Scale will be expected to make a greater contribution to the School's Appraisal and CPD arrangements as part of their normal working arrangements.

CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written Statement of Conditions of Employment (the Contract of Employment).
- The postholder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- To uphold the School's policy in respect of child protection and safeguarding matters.
- The postholder shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification at any time after consultation with the postholder.
- All staff members are required to participate in the School's Appraisal Scheme.

The above is an indication of the requirements of the post and is not meant to be inclusive or exhaustive. Any role that needs reasonably to be undertaken should also be undertaken whether or not included in the above.

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. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Designated Safeguarding Lead. It is an offence for persons who have been barred from working with children to apply for this position.

This non-contractual job description is not necessarily a comprehensive definition of the post and it may be subject to modification or amendment at any time after consultation with the holder of the post.



Westcliff High School for Boys

Headmaster: Mr MA Skelly M.A.

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