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## Candidate Pack

Humanities Teacher—Geography  
Permanent Variable Post 0.4—0.8

September 2024

Main Pay Scale/UPR

The successful candidate will receive a one-off recruitment and retention allowance of £1400 to £2880 (depending on contract) which will be paid on completion of 12 months' service with the school

Closing date: Friday 7th June—9am

Interviews

Week Commencing Monday 10th  
June

## Head teacher's Welcome

Dear Candidate,

Thank you for taking the time to find out more about Aylestone School and expressing an interest in this position. This pack is intended to give you more information about this role and our school's vision and ethos. It is an exciting time at Aylestone School as we build upon the strengths identified in our most recent Ofsted report and now is the time for us to add capacity to our collaborative, resourceful and innovative teaching team.

Aylestone School is located in the picturesque Cathedral City of Hereford, adjacent to the Herefordshire Colleges' campus for Further Education, and 10 minutes walk from the City railway station.

Aylestone is a caring school. Students and staff members matter, consequently, a happy and friendly, atmosphere has been developed combined with a sense of purpose and unity in striving to be the best that we can. We would thoroughly recommend any potential candidates visit the school to experience this for themselves, you will not be disappointed.

If you have the vision and passion to contribute to expanding our school, then we look forward to receiving your application.

Simon Robertson

Head teacher



***“Leaders have high aspirations for all pupils. They want pupils to leave school as confident, calm and caring people who have achieved well”***

Ofsted 2021



## About the School

Based on a beautiful site, Aylestone School is a mixed 11-16 comprehensive school federated with two of our feeder primary schools, Broadlands and Withington. All three schools are led by one Executive Headteacher.

Aylestone is a thriving, collaborative and caring school with high aspirations for all students. We pride ourselves on being able to offer something different in the city. We are a smaller school, but big enough to offer the breadth of choice and opportunities that other schools do. We know **all** our children and have a school ethos based on mutual respect. Put simply, we are a happy, caring school, small enough to know each student, but also big enough to offer extensive choice and opportunities .

Our core belief is that children are treated as individuals, with personalised targets and support, and a real voice in their own education. Our federation of schools is committed to providing excellence in education.

Our aim is for children to leave for the next stage of their education with the confidence and aptitude to make their own valuable contribution to their community, for staff to recognise their own contribution to this development of children and parents to genuinely be able to support their son or daughter's education. We believe that everyone should have the opportunity to develop a love of life-long learning and through a strong sense of team and community we can achieve excellence together.

We are immensely proud of all of our students and their achievements through their time with us. We place a strong emphasis on the holistic development of each child as a valued individual. We provide a positive, challenging and exciting learning environment in which children flourish. We pride ourselves on relationships in the school. Children & staff are welcoming & friendly. We offer a broad and balanced curriculum and are immensely proud of successes in many areas. Our extra-curricular offer is wide and varied and many students are involved in charitable work and community projects both within school and the wider community.

The School was inspected in December of 2021 and graded 'good' for personal development, recognising the excellent work staff do. This grading continues the positive progress for Aylestone, which has seen the school repeatedly praised for improvements made following Ofsted monitoring inspections over the past two years. We are very pleased the school has been graded as good for personal development and that the improvements being made here continue to be acknowledged. Whilst overall grading for the school has remained as 'Requires Improvement', we were already aware of and actively tackling the improvement areas raised in the report.

The inspectors made many very positive comments, including:

- *"Leaders have high aspirations for all pupils. They want pupils to leave school as confident, calm and caring people who have achieved well"*
- *"pupils enjoy coming to school and know that their teachers want them to do well"*
- *"Pupils feel well-supported in lessons and many access a range of clubs and activities, which helps develop their skills and interests"*
- *"Pupils feel safe at school. They appreciate that staff look after them well. The site is calm during social times"*
- *"The personal, social and health education curriculum is well-planned and sequenced. As a result, pupil's personal development is well catered for"*
- *"Pupils receive high-quality careers advice to help them make wise and ambitious decisions about their future"*



## **About the Role**

An exciting opportunity exists to recruit a dynamic, creative permanent teacher of Humanities with the experience and ability to teach Geography to GCSE level. We are looking for an energetic, enthusiastic and inspiring practitioner with a real passion for all areas of Humanities especially Geography. The successful applicant will have a record of delivering consistently good to outstanding lessons.

The successful candidate will be working in the Humanities faculty, supported by the Head of Humanities. The faculty has a strong commitment to active, resource based enquiry. We offer you an exciting opportunity to work with, and enhance, a forward-thinking, highly successful and motivated team.

The Humanities Faculty is key to the provision of a broad, balanced and challenging educational experience for our students. The successful candidate will be able to generate positive attitudes from students and team members. They would be expected to deliver engaging and motivating lessons, setting high standards and expectations for all students, across the range of Humanities subjects at KS3 but essentially with the ability to offer specialist teaching at GCSE in Geography.

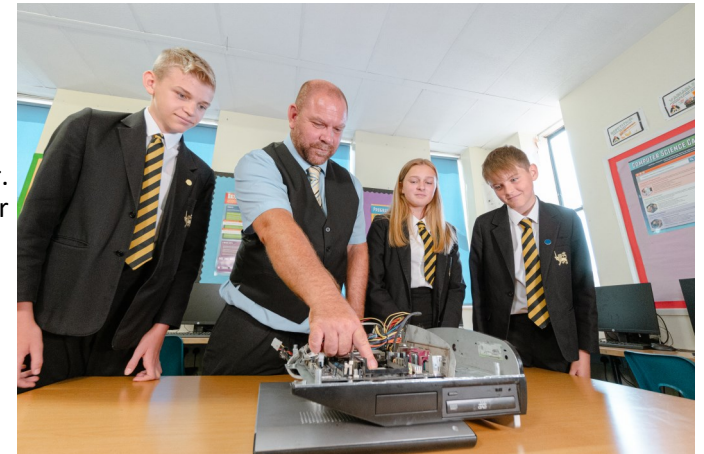
We are fortunate to have teachers within the faculty with wide ranging experience who teach well across their own specialist subjects and the Humanities. All staff members are enthusiastic, committed and hard working.

Teachers are supported in their development through the school's Achieving Excellence Together Programme where best practice is observed and shared openly with colleagues, with coaching support for teachers to develop their own practice.

Aylestone is federated with two feeder primary schools, Withington and Broadlands Primary Schools.

We are strongly committed to the partnerships with all local primaries and look to develop this further. Therefore, there may be opportunity to be a part of this partnership which would be a benefit to anyone for future employment.

In short, Aylestone is a lovely school and a really nice place to be in. This is a really exciting time to join the school, where the successful candidate can really have a big impact and be part of something special.



*"Pupils respect their teachers. Classrooms are well ordered and pupils can get on with their learning without distraction."*

## **Job Description**

**Job Title:** Teacher of Humanities

**Responsible to:** The Faculty Lead— Humanities

### **Main Purpose**

- Carry out teaching duties as appropriate in accordance with the Federation’s schemes of work
- To provide all students with a high quality learning programme, through which each individual is able to improve their own performance.
- To demonstrate a high level of expertise in the subject and an understanding of national requirements, as well as assessment criteria and procedures.
- To use baseline information to inform future practice.
- To manage resources effectively and to understand the need to balance subject specific needs with the needs of the whole Federation.

### **Main Duties and responsibilities**

#### **Teaching, setting and supervising work by students**

- To teach a class, or classes, sets, groups or individual students, and to set tasks to be undertaken both at school and for homework.

#### **Planning**

- To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the students in the class.
- To contribute to curriculum planning.

#### **Marking and recording**

- To mark and assess students' work and to record their development, progress and attainment, both at school and elsewhere.
- Set and mark homework assignments in accordance with the published homework timetable and any agreed departmental procedure.



*“Senior leaders have a clear and accurate understanding of how to make the necessary improvements to pupils’ progress” OFSTED*

## **Main Duties and responsibilities (continued)**

### **Discipline and relationships**

- To maintain good order, discipline and respect for others among students.
- To promote understanding of the school's rules and values.
- To safeguard health and safety.
- To develop relationships with and between students conducive to optimum learning.

### **Communication with parents**

- To build and maintain co-operative relationships with parents, and to communicate with them on students' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

### **The classroom**

- To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole

### **Overall policy and review**

- To take part in whole-federation reviews of policy and aims.

### **Reports**

- To provide or contribute to oral and written assessments, reports and references, both at the federation and elsewhere, relating to the development and learning of individual students and groups of students.

### **Review**

- To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

### **Professional Development**

- To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews.

Any other duties deemed necessary by the Headteacher

*This Job Description covers the main duties and responsibilities of the job. Other activities commensurate with this Job Description may from time to time be undertaken by the Job Holder*

## PERSON SPECIFICATION FOR Teacher—Humanities

**Information for candidates:** the person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

	<b>Essential</b>	Method of Assessment
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to teach to KS3 Humanities and a specialist Humanities subject at GCSE, in this instance, Geography.</li> <li>• Commitment to improving student learning and raising achievement.</li> <li>• Enthusiasm to inspire in students a desire to learn and participate.</li> <li>• Ability to communicate clearly and persuasively.</li> <li>• Well developed inter-personal skills and flexible approaches in using them with staff, students, parents and the wider community.</li> <li>• Interest in innovation in the classroom including interactive whiteboard skills.</li> </ul>	AF, I, SM, P
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Appropriate teaching and academic qualifications, including degree and PGCE.</li> </ul>	AF, I, SM, P
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching Humanities across the full age and ability range of an 11-16 school, with proven success.</li> <li>• Experience of curriculum planning, assessment and moderation.</li> <li>• Experience of team work.</li> <li>• Proven record as a teacher whose students reach high standards of learning and achievement.</li> <li>• Able to enthuse, motivate and discipline students.</li> <li>• Experience in the use of ICT in the classroom with the skill to impart that expertise to others.</li> <li>• Successful track record of achieving school improvement in previous posts.</li> <li>• Evidence of continuing professional development (CPD).</li> <li>• Evidence of successfully introducing new ideas and leading educational innovation in current post.</li> </ul>	AF, I, SM, P

	<b>Essential</b>	Method of Assessment
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Wide ranging knowledge of current developments in the National Curriculum and its assessment.</li> <li>• Very good knowledge of inclusive curriculum and pastoral approaches to school improvement.</li> <li>• Awareness of current syllabus development.</li> <li>• Specific knowledge of innovative educational approaches which make a difference to student outcomes.</li> <li>• Clear knowledge of the educational challenges facing Aylestone School and of how these will be best met.</li> </ul>	AF, I, SM, P
<b>Other Factors</b>	<ul style="list-style-type: none"> <li>• Enjoy working with children / young adults and the opportunities that this offers them.</li> <li>• Strong personal commitment to inclusive educational aims and policies.</li> <li>• Capacity to be a positive role model who will consistently promote high expectations amongst students and staff.</li> <li>• Strong personal commitment and drive to achieving improved outcomes for all students.</li> <li>• Pro-active and outward looking attitudes to the development of strong links with the wider community.</li> <li>• Willingness to reflect upon his / her experiences in a critical and constructive manner.</li> <li>• Fluency Duty - "The ability to converse at ease with members of the public and provide advice in accurate spoken English as relevant to the role is essential for this job."</li> <li>• Police clearance.</li> </ul>	AF, I, SM, P  Enhanced DBS Check



Governors are keen to continue to recruit teachers of integrity, with a passion for their subject, and excellent interpersonal skills, to join a group of committed and dedicated teachers.

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school. If you would like to arrange such a visit, then please call and ask for Mrs Angela Griffiths, PA to the Headteacher (01432 357371) to arrange this, or to discuss the post over the phone with Mr Ben Dugdale, the Deputy Headteacher.

Application forms should be completed and returned along with a covering letter and your CV to [admin@aylestone.hereford.sch.uk](mailto:admin@aylestone.hereford.sch.uk)



*"Pupils' behaviour is polite and courteous in lessons and around the school at lunch and break times"*  
Ofsted

The Governing Body are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults. The successful candidate will be subject to an enhanced disclosure through the Disclosure and Barring Service and additional recruitment checks