



**Application Pack for the position of
Teacher of Humanities**
Glenthorne High School
Required from April/September 2025

www.glenthorne.sutton.sch.uk

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DEPARTMENT: HISTORY



Key Stage 3

In Years 7-8 students gain an overview of the main periods of British History, from the Iron Age through to Medieval England, the Early Modern period and the Industrial Revolution and make links to a key theme in European History, the French Revolution. They investigate the causes and consequences of World War One and undertake a focus study on how housing developed in London, leading to the building of the St Helier Estate close to the school. Students gain a foundation in key skills including analysing different causes and consequences of events and writing narrative history, in preparation for starting GCSE History.

Key Stage 4

In Year 9, students spend a term developing their wider historical knowledge as a foundation to starting the GCSE course. They study two topics:

- Discovery and Exploration 1350-1650: The Renaissance, discovery of the New World and development of the first colonies in New England.
- Key ideas of the Modern World: Democracy, Capitalism and Communism.

In the Spring of Year 9, students begin the GCSE course, which they study through to the end of Year 11. We follow the Edexcel specification taking the following options:

- the Development of Crime and Punishment in England: a development study including witchcraft, prisons, the abolition of the death penalty and the creation of the police force, with a source study on Jack the Ripper's London.
- Elizabethan England: a depth study including the threat of Mary Queen of Scots, the Armada and the navigation of the globe
- International Relations 1943-91: an overview study looking at the origins of the Cold War. the Creation of NATO and the Warsaw Pact, the Cuban Missile Crisis, the period of détente and reasons for collapse of the Berlin Wall in 1989.
- Germany 1918-39: A depth study focusing on the Weimar Government, the growth of the Nazi party and life in Nazi Germany.

Key Stage 5

A-level students follow the Edexcel A level course. The first year focuses on the common theme of a search for rights, freedoms and greater equality during the twentieth century. In the USA, the quest for political, social and economic advancement mainly looked to reform existing structures. In South Africa, this quest led to more radical outcomes, leading to the apartheid regime. In the second year, students will study a volatile and important part of the evolution of modern democracy in Britain 1780-1928. The topic addresses the ways in which protest and agitation can bring about change, whilst at the same time giving students the opportunity to explore whether or not change would have come about without protest. Students also write a piece of coursework on the Unification of Italy in the 1860s.

DEPARTMENT: GEOGRAPHY

The study of Geography aims to help students:

- Extend their interest and knowledge beyond their immediate experience.
- Understand the links between the environment, physical processes, and human activity.
- Develop an appreciation for the environment and value the need for sustainable management.
- Develop a better understanding of the diversity of places around the world and assess the processes involved in shaping them.



Geography Curriculum KS3 & KS4							
		Autumn		Spring		Summer	
K S 3	Y7	Intro to Geography, Map & Atlas Skills	Map Skills & Coasts	Coasts UK Geography	Urbanisation	Rivers	Water Resources
	Y8	Population	Development	Weather and Climate Change		China	Globalisation
K S 4	Y9	Urban Issues and Challenges: Rio (inc. urban fieldwork)	The Living World: Ecosystems & Cold Environments	Natural Hazards: Tectonics		The Living World: Tropical Rainforests	
	Y10	Natural Hazards: Climatic Hazards & Climate Change	Paper 3 Practise	The Challenge of Resource Management	UK Physical Landscapes: Coasts	Coasts Fieldwork and Skills Practise	UK Physical Landscapes: Rivers
	Y11	Urban Issues and Challenges: UK (inc. human fieldwork)	Changing Economic World (UK + Nigeria)		Issue Evaluation (pre-release)	Revision	

NOTE: There is some flexibility across terms and so some topics appear shorter/longer than they are.

Key Stage 3 (2 yrs)

The KS3 course aims to build a foundation of knowledge and key skills that can prepare students for GCSE but also instil in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The topics studied will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. There is a focus on skill building and extended writing.

Key Stage 4 (3 yrs)

Geography is a popular option choice at KS4, with 4 groups studying GCSE+ in each year group from 9 to 11.

Pupils follow the AQA specification (<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>). Opportunities for physical and human fieldwork are incorporated in both Year 10 (West Wittering) and Year 11 (Olympic Park, Stratford). There is also an experience trip in 'Challenge Week' e.g. Bay of Naples, Italy.

Key Stage 5

At A-Level we follow the AQA specification (<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>). There are increasing numbers at both Y12 and 13 and teaching is split between two teachers with 5hrs of teaching each – typically, one teacher takes the physical paper (Paper 1) and the other takes the human paper (Paper 2). The NEA delivery is split between teachers and students are encouraged to freely select their NEA titles during/after their residential fieldtrip.

DEPARTMENT: RELIGIOUS STUDIES



Religious Studies attempts to explore, discover and understand this wonderful, diverse world. It examines not only the customs and beliefs of many of the world's great faiths, but seeks to understand the reasoning behind such practices. It examines the ultimate questions that are common to all people, such as the meaning of life and attempts to enrich our own awareness by reflecting on the faith of others.

All students receive 2 periods of Religious Studies per fortnight in Years 7 - 9. At Key Stage 4, Religious Studies is a compulsory subject, either as SMSC or as an option. At GCSE we follow the OCR Religious Studies syllabus, and at Advanced Level we follow AQA syllabus on Philosophy.

The Subject Area accommodation consists of 3 specialist rooms. The Subject Area is well resourced and there are regular Subject Area Meetings held which are part of the school calendar.

A variety of teaching and learning methods are used in the Subject Area. Fieldwork is an integral part of the programmes of study for all year groups and the Religious Studies Subject Area runs visits as part of the curriculum.

The continued development of differentiated learning materials is to enable students to have equal access to the curriculum to achieve their full potential. There is a well-defined marking policy, of which all pupils and parents are informed. We positively promote self-assessment as a way of educating pupils and students to take responsibility for their learning. Assessment procedures and use of prior data lead to target setting for pupils and students as part of the whole-school academic tutoring programme.

Great value is placed upon staff working as a team and the Religious Studies Subject Area is committed to providing staff with support and opportunities for professional development.

JOB DESCRIPTION

POST TITLE:	Teacher of Humanities
REPORTING:	Subject Leader of Humanities
SALARY:	Teachers' Pay Scales (Outer London)

Key Responsibilities

All teachers are accountable to the Headteacher through their Line Manager. The postholder will be expected to perform the following duties and meet the teaching responsibilities and standards as set out in the School Teachers' Pay & Conditions Document. The postholder is responsible for promoting his/her own CPD to ensure that his/her skills, knowledge and understanding remain up-to-date.

Pupils

- To be accountable for standards of pupil achievement, attainment and behaviour in the postholder's classes, ensuring that prior attainment data is used effectively for pupils to make good progress.
- To monitor pupils' achievement and attainment through their progress grades to identify underachieving groups or individuals and put in intervention strategies to identify and combat underachievement.
- To set and communicate challenging targets for all pupils in the postholder's classes.
- To set homework according to the school homework timetable ensuring that it is set for the correct amount of time, on the right evenings and is sufficiently challenging for pupils of all abilities.

Planning, Teaching & Assessment

- To plan and prepare lessons in accordance with the general goals and philosophies of the Subject Area and to keep records of lesson plans.
- To teach pupils according to their educational needs, in line with the Subject Area schemes of work, ensuring that classwork and homework is differentiated according to the ability of pupils.
- To mark pupils' work in accordance with the school's two weekly cycle and in line with the Marking Policy. To work as part of a team and to actively contribute to the further development of schemes of work within the Subject Area.
- To assess pupils' progress regularly and effectively and provide formative feedback to pupils.
- To contribute to the further development of appropriate assessment strategies and procedures for evaluation.
- To contribute to the development of policies and resources.
- To keep accurate records of pupil progress and complete annual reports and data sheets to reflect this progress.
- To provide information to parents and colleagues as requested.

Resources

- To be responsible for the care and safe use of resources when they are being used by pupils.
- To be directly responsible for setting useful work when absent from lessons.
- To be responsible for maintaining the fabric of the classroom environment according to school policy.
- To enable pupils to produce display work and ensure that such displays are regularly changed and support teaching and learning.
- To be accountable for the Health and Safety of pupils at all times when the postholder is responsible for the supervision of pupils.

Communication

- To maintain close contact with Line Manager.
- To attend relevant school meetings as calendarised.
- To be responsible for communicating to parents, according to school policy, the progress made by the pupils in their care.
- To encourage a positive attitude towards the subject within and outside the school.
- To direct the classroom activities of Teaching Assistants deployed to support the postholder's lessons.

Pastoral/Whole School

- To be a form tutor to a class and be responsible for the personal, social and academic development of all pupils in your tutor group.
- To monitor the progress, attendance and punctuality of pupils and keep up to date records of these.
- To lead tutor time activities and ensure active engagement of all pupils in the tutor group as directed by the Head of Year.
- To maintain close contact with staff and parents and work within a year team.
- To ensure all pupils adhere to the rules and support the ethos of Glenthorne High School.

Extra-Curricular

- To work with the Subject Leader to plan and run a range of extra-curricular activities where appropriate.

The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

Teacher of Humanities

ESSENTIAL CRITERIA

1. UK Qualified Teacher status for teaching secondary education as recognised by the DfE
2. Graduate in Humanities subject with a good degree.
3. Proven classroom management skills.
4. Ability to teach at least good lessons and to engage pupils across the age and ability range, including GCSE and A level, and to ensure they are suitably challenged.
5. High expectations of pupils' work, attitude and behaviour.
6. Understanding of cross-curricular links with other areas of the curriculum.
7. A good working knowledge of ICT systems and the application of ICT in the classroom.
8. Ability to prioritise and set personal targets.
9. Willingness and ability to contribute to extra-curricular activities and clubs.
10. Ability to assume a form tutor role.
11. Evidence of commitment to own professional development.
12. Understanding of safeguarding responsibilities and the need to work within the school's Child Protection Policy.
13. Commitment to equal opportunities.

DESIRABLE CRITERIA

14. Ability to teach across the Humanities subjects (Geography or/and History)

INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of a new 6th form facility and most recently a MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupil do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE

& A level results stand at:

- 44% of entries obtained A*/A grades or 9-7 grades
- 89% of pupils gained at least a standard pass in English and Maths
- 76% of pupils gained at least a strong pass in English and Maths
- 93% of pupils achieved at least a standard pass in English Language or Literature.
- 87% of pupils achieved at least a strong pass in English Language or Literature.
- 90% of pupils achieved at least a standard pass in Maths.
- 79% of pupils achieved at least a strong pass in Maths.
- A Level results at 100% with 89% A*- C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A [Level courses](#) are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "We Will Rock You", "Mary Poppins" and "Oklahoma". All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent [Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.](#)

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer a wide variety of benefits including Electric car scheme, cycle to work, Benenden Healthcare, on-site parking and generous pension scheme.



Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As such, all posts are subject to an on-line check, enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

The deadline for applications is **11.59 pm , Monday 9th December 2024**

We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

JOINING DATE: April or September 2025





The Willow LEARNING TRUST KEY BENEFITS



PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff



FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards