

# TEACHER of HUMANITIES

## STOKESLEY SCHOOL



**Stokesley School  
& Sixth Form College**

Being the best we can be

## Welcome from the Headteacher

Dear Colleague,

Thank you for your interest in joining our team at Stokesley School. This is an exciting time in terms of our development and a fantastic opportunity for a keen humanities teacher to contribute to it as both a teacher and a tutor.

Historically, we have achieved consistently good results in this area of the school and we are proud of our traditions. There is always scope to do more, though, and we are keen to find ways in which we can improve further. That's where you come in!

We wish to recruit a creative and highly effective humanities teacher to teach humanities (history, geography and philosophy & ethics) and play a key role in the further development of our very successful humanities faculty. You should be able to pass a love of the subject on to our students, and will understand the significant contribution that humanities can make to students' success, and have the skills to make this a reality. We will do what we can to play to your subject specialism strengths, and subjects within humanities, but potentially outside of your direct specialism need only be taught to KS3.

Stokesley School is a very popular fully comprehensive school and the successful candidate will be a key player in making it even better. Our philosophy is based firmly on the belief that all members of the school community have unique gifts and talents and our task is to help everyone to develop them, not only to raise standards of achievement but also so that they learn to think critically, set themselves the highest standards, experience the real joy of learning and raise their aspiration beyond what might have been expected. We are committed to staff development at all levels and this is evident in some of the excellent faculty and support teams who challenge and support their students, working hard to develop a vibrant learning culture. You will be part of a very supportive subject team, backed up by the School Leadership Team. We want to appoint a colleague who will enhance and complement the skills and experience of our current staff and who is passionate about the subject.

The post is open to ECTs and to more experienced colleagues. In return for your talents and hard work, we offer the chance to teach our fabulous students and opportunities for professional development enhanced by our school being part of a strong multi-academy trust. We are seeking a colleague who is interested in a part-time 0.7 contract, but will consider applicants who want to work more hours if you are an exceptional teacher or an ECT.

If you are inspired by our vision of education and are considering submitting an application, please feel free to telephone the school for an informal chat or to arrange a visit if you would like to do so. Please make clear in your application the ways in which your abilities and experience make you a suitable candidate for this post – don't be too modest!

Yours sincerely,

**Mrs H.L. Millett**  
Headteacher

<b>Job Description for:</b>	Teacher of Humanities
<b>Contract:</b>	0.7 - full time
<b>Grade:</b>	MPS / UPS
<b>Reporting to:</b>	Head of Faculty
<b>Disclosure Level:</b>	Enhanced

**Purpose:** We aim for every student to develop the knowledge, skills, and self-confidence to become the best they can be. We do this through embedding the school values; Independence, Excellence, Resilience, Respect, Teamwork, Creativity in all we do.

## Part 1: Academic

1. Set high expectations which inspire, motivate, and challenge students
  - Establish a safe and stimulating environment for students, rooted in mutual respect
  - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
2. Promote good progress and outcomes by students
  - Be accountable for students' attainment, progress and outcomes
  - Analyse students' data and exam performance to inform planning and intervention
  - Plan teaching to build on students' capabilities and prior knowledge
  - Guide students to reflect on the progress they have made and their emerging needs
  - Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
  - Encourage students to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
  - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and develop students' interest in the subject, and address misconceptions
  - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
4. Plan and teach well-structured lessons
  - Impart knowledge and develop understanding through effective use of lesson time
  - Promote a love of learning and children's intellectual curiosity
  - Set homework according to the school timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
  - Reflect systematically on the effectiveness of lessons and approaches to teaching
  - Contribute to the design and provision of an engaging curriculum for relevant subject(s).
5. Adapt teaching to respond to the strengths and needs of all students
  - Differentiate appropriately, using approaches which enable students to be taught effectively
  - Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
  - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
  - Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
  - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- Make use of formative and summative assessment to secure students' progress and use this to inform parents according to the school's reporting procedures
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback
- Follow the School's Assessment and Feedback Policy.

#### 7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using positive framing, the Consequences and rewards systems consistently and fairly
- Register students every lesson within the first 10 minutes ensuring that they arrive punctually to lessons
- Manage classes effectively, using approaches which are appropriate to students' needs to engage and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Be an active presence when around school to support high expectations of student conduct

#### 8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school including extra- curricular as appropriate
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy Teaching Assistants effectively as a second adult in the classroom
- Take responsibility for improving learning and teaching through appropriate professional development opportunities and responding to advice and feedback from colleagues
- Communicate effectively with parents regarding students' achievements and wellbeing
- Keep up to date and comply with all school policies and procedures
- Act in accordance with relevant examination board guidance
- Attend school events according to the school's published annual calendar.

### Part 2: Pastoral

- Be a Form Tutor to an assigned group of students
- Promote the general progress and wellbeing of individual students and of the Tutor Group as a whole
- Liaise with Heads of Year and Pastoral Support Team as appropriate
- Register students, ensure that they arrive punctually to school, that they are following the school's uniform policy and have the appropriate equipment to learn
- Challenge poor attendance and punctuality in accordance with the Attendance Policy
- Reward good attendance and punctuality in accordance with the Attendance Policy
- Accompany students to assemblies and remain with them
- Monitor the academic and pastoral progress of students, intervening when appropriate following reporting windows
- Monitor ClassCharts and discuss issues with students, reinforcing the positive behaviour
- Consistently use and apply consequences through applying the school's sanctions and rewards system, recording issues on ClassCharts
- Communicate, as the first point of contact, with parents of students over issues related to student progress and behaviour
- Alert the appropriate staff to problems experienced by students and participate in the process of resolving these
- Deliver the tutorial programme in line with School expectations
- Set a good example in terms of dress, punctuality and attendance.

### Part 3: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' wellbeing, in accordance with statutory provisions and adhering to the school's Health and Safety Policy and Child Protection and Safeguarding Policy
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Any teacher who leads or is a supporting member for a trip or visit, should abide by the school's code of conduct for school trips and visits.

#### Other duties and responsibilities

The postholder may also be required to carry out other duties that the Headteacher may reasonably request.

#### Special conditions

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

#### Person Specification: Teacher of Humanities

Qualities and Attributes	
Qualifications	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>• A good quality degree in a related subject area</li> <li>• Qualified Teacher status or pending PGCE/QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent CPD</li> </ul>
Experience	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>• Ability to teach across humanities subject areas (geography, history and philosophy and ethics)</li> <li>• Pastoral experience</li> </ul>	
Knowledge and Skills	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>• Strong subject knowledge</li> <li>• An understanding of what makes excellent teaching and learning and the willingness to strive for this on a daily basis</li> <li>• Effective and imaginative use of resources, including new technologies</li> <li>• Good understanding of assessment and the ability to put this into practice</li> <li>• The ability to challenge students effectively so that the needs of all are met</li> <li>• The ability to develop students' literacy and numeracy skills through the subject area</li> <li>• An ability to forge good working relationships with staff and students</li> </ul>	

Qualities and Attributes	
<ul style="list-style-type: none"> <li>Efficient organisational skills, including the ability to meet deadlines</li> <li>Knowledge and understanding of current developments in teaching within the subject area</li> <li>Ensure that whole school policies are implemented consistently</li> </ul>	
Personal	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>Ability to work hard under pressure</li> <li>Ability to manage time and prioritise</li> <li>Ability to relate to and build relationships with students, parents and other members of the school community</li> <li>Commitment to continued professional development</li> <li>Commitment to contribute to extra-curricular activities and educational visits</li> <li>Good attendance and punctuality record</li> </ul>	
UPS Teachers	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>Provide a role model for teaching and learning and make a distinctive contribution to the raising of student standards</li> <li>Contribute effectively to the work of a wider network of colleagues</li> <li>Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning</li> </ul>	

### General

- You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person without delay
- You will participate in training and other learning activities and performance development as required.
- You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking
- You will ensure strict confidentiality in all areas of work
- You will uphold and promote the values of the school and support students to develop these values and behaviours within themselves.
- You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018
- You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing paper records, securely disposing of records)
- You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Lead at once
- You will always comply with the Trust's policies and procedures
- You will undertake other reasonable duties as requested, in accordance with the changing needs of the organisation

This job description may be subject to change, following consultation between the post holder and the school.

*Arete Learning Trust is committed to safeguarding the welfare of its students and the successful applicant will be subject to an enhanced Disclosure and Barring Service certificate and checks of the relevant barred list / prohibition lists.*

## **APPLYING FOR A JOB WITH ARETÉ LEARNING TRUST**

### **IMPORTANT ADVICE ON COMPLETING THIS APPLICATION**

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

#### **Rehabilitation of Offenders**

If the post you are applying for requires you to have a Disclosure and Barring Service (DBS) check you will be required to disclose full details of your criminal history prior to your interview. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants where the post involves access to children and/or vulnerable adults. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the authority. Any information given will be completely confidential and will be considered only in relation to this application.

#### **Canvassing**

You must not try to influence any staff members, governors or directors of Areté Learning Trust to act in your favour, as this will disqualify you. If you are related to a Trust member, director, employee or governor you must indicate this in the relevant section of the application form.

#### **How to apply**

Please forward your completed application form to [recruitment@aretelearningtrust.org](mailto:recruitment@aretelearningtrust.org)

**Closing Date, 12 noon on Monday 23rd May 2022**

**APPLICATION FORM – STOKESLEY SCHOOL**

POST: TEACHER of HUMANITIES

Please write in black ink or type. Do not include a CV.

**Closing Date: 12 noon on Monday 23<sup>rd</sup> May 2022**

This application form has been designed to exclude information that might lead to discrimination.

SECTION 1 - PERSONAL DETAILS			
Title:		First forename:	
Other forename:		Surname:	
Former Surname:		Other names:	
Address line:			
Town:		County:	
Postcode:		Country:	
Home Phone No:		Resident at this address since:	
Mobile Number:		Work Number:	
Email Address:			

SECTION 2 - PERSONAL DETAILS CONTINUED		
Are there any restrictions to your residence in the UK which might affect your right to take up employment in the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, please provide details:
If you are successful in your application would you require a work permit prior to taking up employment?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, please specify dates:
Have you ever lived and/or worked outside of the UK?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If Yes, please provide details:
Do you hold a Certificate of Good Conduct for your time spent abroad?	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, please provide the date of issue:

Insert your National Insurance Number:

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SECTION 3 – SOURCE OF APPLICATION - WHERE DID YOU SEE THE VACANCY ADVERTISED?			
Areté Learning Trust / School website	<input type="checkbox"/>	NYCC Jobs page	<input type="checkbox"/>
North East Jobs	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>



**SECTION 4 – SECONDARY EDUCATION**

Subject	Qualification (n.b. include level 2 and level 3 qualifications)	Grade	Month/Year obtained (Mandatory)

**SECTION 5 – FURTHER EDUCATION**

Detail here any Further Education/Vocational/Professional Qualifications/Other Qualifications held or currently being studied (continue on a separate sheet if necessary)

School, College or University	Subject	Qualification/Level	Grade	Year Obtained / Examination Date

**SECTION 6 – CPD**

Please give details of recent significant in-service training courses etc. attended. (Continue on a separate sheet if necessary). *(Newly Qualified Teachers are invited to outline key elements of their course and dissertation work)*

Organising Body	Nature/Title of Course	Dates

**SECTION 7 – MEMBERSHIP OF PROFESSIONAL BODIES**

Institute	Grade of Membership, Membership Number	Enrolment date	Examination date	Expiry date

**SECTION 8 – REGISTERED COUNCILS**

Are you registered with the Institute for Learning?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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<b>If you have answered Yes, please provide your Registration number:</b>	
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**Teaching Roles only:**

Teacher Reference Number:	
Current salary point:	
Date QTS awarded:	
Induction period completed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>If you have answered Yes, please confirm the date:</b>	
<b>If you have answered No, please select the appropriate option:</b>	Not yet started <input type="checkbox"/> Stage 1 completed <input type="checkbox"/> Stage 2 completed <input type="checkbox"/>

**SECTION 9 – PRESENT OR MOST RECENT EMPLOYMENT**

<b>Name of Company/Employer:</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Notice required:
Leave date:	Telephone number:
Reason for leaving:	
Summary of current job role; duties and responsibilities:	

**SECTION 10 – PREVIOUS EMPLOYMENT**

List all your previous jobs (most recent first). Identify and account for any gaps in employment.

<b>Name of Company/Employer:</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

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<b>Name of Company/Employer:</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

<b>Name of Company/Employer:</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

<b>Name of Company/Employer:</b>	
Address line:	
Town:	County:
Postcode:	Country:
Post held:	Salary/Grade:
Start date:	Leave date:
Reason for leaving:	
Job Role Summary:	

<b>Gaps in employment</b>	
Please provide details for any gaps in your employment history when you have not been in education, training or employment.	
Please list dates and the reason (i.e. Travel, Parental leave etc.)	
Date:	Reason:
Date:	Reason:

Date:	Reason:
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### SECTION 11 – REFERENCES

Please give the name and addresses of two referees (not relatives) one of whom should be your present employer (or last employer if not currently employed). If you are in, or have just completed, full time education, one referee should be from your College/University.

Title:	First forename:
Other forename:	Surname:
Company:	Position held:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Please note your second referee should ideally be a previous line manager or someone in a position of authority.**

### SECTION 12 – REFERENCE

Title:	First forename:
Other forename:	Surname:
Company:	Position held:
Address line:	
Town:	County:
Postcode:	Country:
Telephone number:	Email address:
Occupation:	Relationship to you?
Do you give permission for referees to be contacted prior to an offer of employment being made?	Yes <input type="checkbox"/> No <input type="checkbox"/>

### SECTION 13 – DECLARATIONS AND CONSENTS

Do you consider yourself to have a disability:	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, please detail any reasonable adjustments that you would require if you were selected to attend an interview/assessment event.	
Are you related to any member or employee of Areté Learning Trust?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If you answered Yes, please provide details.	
I understand that canvassing of any staff members, governors or	Yes <input type="checkbox"/> No <input type="checkbox"/>

directors of Areté Learning Trust in connection with this appointment will disqualify me.	
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**Has any previous employer expressed concerns and/or taken any action, whether informal/formal (including suspension from duty) on the following, including any investigations or actions taken by your professional body:**

<b>Capability/Performance</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details:	
<b>Disciplinary</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details:	
Are there any dates when you would not be available for interview in the near future?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Please provide details	
Please state the date on which you could take up duty if appointed.	
I declare that the information contained in this application form is correct and understand that the trust will request to see proof of qualifications at the time of interview.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I consent to Areté Learning Trust recording and processing the information detailed in this application. The trust will comply with their obligation under the Data Protection Act 2018.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Have you ever been convicted of a criminal offence/received a caution, reprimand or warning?	Yes <input type="checkbox"/> No <input type="checkbox"/>

**Under the Safeguarding Vulnerable Groups Act 2006, it is a criminal offence for a barred person to knowingly work, or apply to work in regulated activity with vulnerable groups.**

**As you are applying for a post which requires a DBS clearance, under the Rehabilitation of Offenders Act 1974, you are required to disclose full details of any 'spent' and 'unspent' convictions. If you answered Yes to this question, please provide details below.**

What was the date of the conviction(s)?	(DD/MM/YY)

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**SECTION 14 – SUPPORTING EVIDENCE WHICH SHOULD INCLUDE RELEVANT KNOWLEDGE, EXPERIENCE AND SKILLS**

I confirm that the information that I have provided in support of this application is complete and true and understand that knowingly to make a false statement for this purpose may be a criminal offence.

Signature: ..... Date: .....

**SECTION 15 – EQUAL OPPORTUNITIES MONITORING**

Areté Learning Trust is committed to equality in employment. The trust's aim is to ensure equality for all existing and prospective employees. In line with this, the Trust is required to publish work force data. In order to assist the trust with this aim please provide the information below in monitoring recruitment procedures for which your co-operation would be appreciated.

The information will not form part of our short listing, and will be separated from your application form upon receipt. The information provided will be used for statistical and monitoring purposes and to help us to develop our policies and practice and will be treated confidentially and be subject to the provisions under the current Equality Legislation and Data Protection Act.

Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Prefer not to disclose <input type="checkbox"/>
Ethnic group:	White British	<input type="checkbox"/>	If other, please specify:
	White Irish	<input type="checkbox"/>	
	White Other	<input type="checkbox"/>	
	White and Black	<input type="checkbox"/>	
	Mixed	<input type="checkbox"/>	
	Mixed: White and Black African	<input type="checkbox"/>	
	Mixed: White and Asian	<input type="checkbox"/>	
	Asian or Asian British	<input type="checkbox"/>	
	Asian or Asian British: Indian	<input type="checkbox"/>	
	Asian or Asian British: Pakistani	<input type="checkbox"/>	
	Asian or Asian British: Bangladeshi	<input type="checkbox"/>	
	Asian or Asian British: Other Asian	<input type="checkbox"/>	
	Black or Black British: Caribbean	<input type="checkbox"/>	
	Black or Black British: African	<input type="checkbox"/>	
	Black or Black British: Other Black	<input type="checkbox"/>	
	Chinese or Other Ethnic Group	<input type="checkbox"/>	
	Other	<input type="checkbox"/>	

Please note correspondence regarding your application may be sent to your e-mail and/or postal address. If you have not heard from us within 21 days of the closing date, please assume your application has not been shortlisted. You are welcome to ring the school to ask for feedback to assist you in any future applications.