

May 2024

Dear Colleague

Thank you for your interest in joining us at Myton School.

I am delighted that you have requested further information about this vacancy and hope that you will be sufficiently inspired to submit an application.

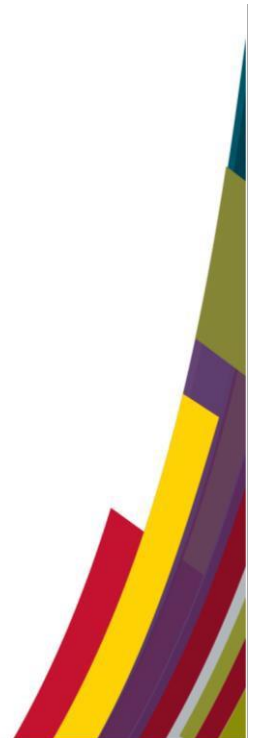
We warmly welcome informal enquiries to the Head of Department, or via our HR Team. The Deputy Heads, Liz Curtis and Neil Phipps, would also be very happy to talk to you about the culture and ethos at Myton and our plans and aspirations for the future.

We are immensely proud of our school and our place in the local community and can assure you of a warm welcome if you do come to join our staff in the near future.

Yours sincerely



Andy Perry
Head Teacher



INFORMATION FOR APPLICANTS

Teacher of KS3 Humanities (with the ability to teach RE, History or Geography)

Closing date: 9.00am, Wednesday 22 May 2024

The following guidance is to help you to provide the necessary information we need to give your application appropriate consideration and also give you an insight into how your application will be handled.

Covering Letter

Please attach a covering letter to explain the reason for your application and outlining your suitability for the role. This will assist those who are short-listing the applications and enable them to assess quite quickly how closely your application meets the criteria for the post (i.e. the person specification).

Application Form

A Myton School Application Form must be completed for you to be considered for the role. Please complete the online application form which you can access from [our website](#). Alternatively you can request an application in Word format, or paper copy by emailing vacancies@myton.co.uk and making this request. You can include a CV as additional information if you wish. If you need to include more information on any section please attach a continuation sheet to your application form.

Please note that, if your application for employment is unsuccessful, Myton School will hold your data for 6 months after the end of the relevant recruitment process. For further information on this, please refer to our [Privacy Notice for Applicants](#) on our school website.

Employment History

Please provide a FULL history of your current and previous employment and record any gaps in employment with details of your activities during these periods.

Returning Your Application

Completed applications and any supporting information should be received by the advertised closing date. NB: This is usually by 9.00am unless stated otherwise.

Online applications via the school website (www.mytonschool.co.uk) are preferred and should be submitted by the closing date.

- **E-mailed applications** should be sent to vacancies@myton.co.uk
- **Postal applications** please address as **“Job Application for the post of ...”** to identify it more easily from the general post. *Please ensure correct postage (e.g. Large Letter) is used as Royal Mail will withhold all insufficiently stamped mail until a fee is paid by the school which could mean missing the closing date.*

References

Please contact your referees in advance and give them permission to provide a reference to us should we need to do so to abide by current Data Protection regulations.

Please provide details of two appropriate referees including your most recent employer and, if applicable, a reference from any previous educational employment you have had. We do not normally accept references from relatives, friends, work colleagues etc. or open references i.e. not written in relation to the specific post for which you are applying.

If your application is short-listed, references will be taken up before interview. This is to enable the panel to be aware of any information they may need to discuss with you at interview. If you don't want your referees to be contacted before interview, if your application is short-listed, please indicate this clearly on the application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions, bind-overs, and warnings, including those otherwise regarded as “spent”, must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Should you have any record to declare please provide details on the Declaration form, that will be sent to short listed candidates, and bring this with you to interview in an envelope marked *Confidential FAO HR Manager*.

Short-listing

Short-listing normally takes place immediately after the closing date. The information you provide on the application form will be scrutinised and assessed against the criteria in the person specification, and the stated job requirements. This process will be carried out by more than one person to ensure objectivity. An online search of all shortlisted candidates will be performed prior to interview.

Contacting You

We do endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive a communication from us within two weeks of the closing date, although on occasions it may take longer than this (for example, if we need to involve a number of people in the short-listing process or over school holiday periods).

Attending Interview

If you are invited for interview you will be asked to bring certain documents with you including proof of identity (preferably photo-ID), a DBS Disclosure if you have one, the Criminal Record Declaration Form (in a confidential envelope) and any relevant qualifications. We may also conduct remote interviews via a video link where appropriate.

If you are an Overseas applicant, the recruitment process if short listed for an interview will include providing a video portfolio of your teaching practice, lesson plans, and the opportunity for your referees to be contacted via video conferencing.

Enquiries

If you have any queries regarding your application or the information sent to you, or to confirm that your application has been received, please contact vacancies@myton.co.uk or 01926 493805 ext 225/209. Please use email only during school holiday periods.

Thank you for your interest, we look forward to receiving your completed application.

Lisa Taylor
HR Manager

MYTON SCHOOL
DEPARTMENTAL INFORMATION

History Department

The Department

It is a large department with a mixture of full time and part time teachers. We are fortunate to have a mixture of staff who are part of the senior leadership team, the pastoral team and key stage specialists.

Teaching Philosophy

Our department is dedicated to teaching and learning. We want to enthuse and inspire students to love both History and learning. We want to instill a lifelong legacy where students are curious about the past and be able to develop, analyse and evaluate historical interpretations. We work collaboratively as a team and are committed to the professional development of the department, and making sure we teach relevant History using the newest most innovative teaching methods.

Facilities and Resources

History lessons are predominantly taught by with an emphasis on chronological understanding, with 'big questions' at the core of each unit and opportunities to build a broad knowledge of developments over time. History is taught in five dedicated classrooms, each of a very good size with Smart Boards. We have a range of resources which are used within the department to enhance teaching and learning.

Our Achievements

We are a successful and popular department. A level and GCSE results have been consistency good over the last 5 years. Our options numbers are very high with nearly 500 students in Years 9-11 opting to continue studying the subject.

The Curriculum

Key Stage 3 & 4

Our curriculum has been designed with an emphasis on chronological understanding, with 'big questions' at the core of each unit and opportunities to build a broad knowledge of developments over time, including experiences of diverse groups. This approach is taken to allow students opportunity to develop, analyse and evaluate historical interpretations. Myton's History department follows the Edexcel History GCSE, 9-1 course. Students cover 4 exam units across the two years and these are a combination of breadth, depth and period studies. The subject areas allow for a mix of social and political history, with a range of perspectives, experiences and interpretations covered

Key Stage 5

Myton's History department follows A-Level AQA History. Across both main components, there is a strong skill focus which builds and develops valuable skills that can be transferred across subjects and to further education. The modules chosen fulfil the exam board requirements in relation to a spread of world and British history, and chronological coverage of at least 200 years. The chosen areas of study allow for a range of social and political history and it is thought that the variety in the topics appeals to a range of interests. There are 3 components across the A-Level qualification:

Why Join Us?

We are looking for someone who is equally as passionate about teaching as we are, and can bring a creative dynamic to the department.

The Religion, Ethics and Philosophy/PSHE Department

The Department

The department consists of a mixture of specialists and non-specialists who have experience of delivering REP. Some members of the departments are ETCs and some are experienced staff. The Head of Department is in their second year of post and has changed the curriculum to get a broad and balanced approach to theology, ethics and philosophy. It is an exciting time to join the department and aid the development of resources, bring new teaching and learning ideas and get stuck in at extracurricular activities.

Facilities and Resources

We have a wealth of resources including interactive whiteboards and visualisers in all of the departmental rooms which are used to stimulate and motivate students.

Our Philosophy

This is a Religion, Ethics and Philosophy /PSHE department that builds on the highly successful, well-established and supportive ethos, with a clear vision of the importance of REP, PSHE and quality learning and teaching. The subject is taken seriously within the context of the school.

Our Achievements

Students have access to a range of extra-curricular experiences including a KS4 trip to Shrewsbury prison and past visits included Auschwitz concentration camp in Poland. Various KS3 trips are being planned to a range of places of worship and. we are hoping in the future of take KS5 to Rome. We are hosting this year a Vaisakhi celebration.

The Curriculum

Key Stage 3 (Y7 – 9)

We follow a mixture of the Warwickshire agreed syllabus and tasters of the GCSE./A-level course materials, giving students to consider and discuss a wide range of big questions while developing a range of skills.

Key Stage 4 (Y10 – 11)

The Religious Studies full GCSE (AQA Religious Studies A) is an option for all students at KS4.

Key Stage 5 (Post-16)

Students study the OCR Religious studies course which covers the three strands; Philosophy of religion, Religious Ethics and Development in Christian thought

Why Join Us?

If you join our team you will be part of a supportive teaching team and can be assured of excellent support and CPD throughout your career.

The Department

It is a large department with a mixture of full time and part time teachers. We are fortunate to have a mixture of staff who are part of the senior leadership team, the pastoral team and key stage specialists.

Teaching Philosophy

Our department is dedicated to teaching and learning. We want to enthuse and inspire students to love both Geography and learning. We want to instill a lifelong legacy where students are curious about different places, understand their role as a global citizen and appreciate the natural world. We work collaboratively as a team and are committed to the professional development of the department, and making sure we teach relevant Geography using the newest most innovative teaching methods.

Facilities and Resources

Geography lessons are predominantly taught by subject specialists, in five dedicated Geography classrooms, each of a very good size. We have a range of resources which are used within the department to enhance teaching and learning. We have access to the 10 bookable ICT suites for use in lessons and when using GIS.

Fieldwork

Fieldwork is an essential part of the Myton Geography curriculum featuring across all three Key Stages. Students in Year 10 complete two fieldtrips as part of the physical and human fieldwork integrated within the AQA GCSE specification. In Year 12 all students spend 3 days completing fieldwork in both Wales and the Peak District on two separate residential trips. Y13 have also recently experienced lectures run through the GA network. We are a department that values fieldwork and a hands-on experience.

Our Achievements

We are a successful and popular department. A level and GCSE results have been consistency good over the last 5 years. Our options numbers are very high with nearly 500 students in Years 9-11 opting to continue studying the subject.

The Curriculum

Key Stage 3 & 4 - AQA

Students in Key Stage 3 (year 7,8 and 9) are usually taught in mixed ability classes, and have Geography three times a fortnight. We have a 2-year Key Stage 4 where contact time is increased to five periods a fortnight. However, at year 9, students are given the opportunity to drop some subjects in order to develop their skills and knowledge in the subjects they are considering to take for GCSE.

Key Stage 5 - OCR

Currently we have one class of Year 12 and two of Year 13. Clearly this is a very exciting time in terms of the Geography curriculum and also in the opportunities the subject brings. We are one of the more popular option choices due to the quality of the Geography experience at KS3 and 4.

Why Join Us?

We are looking for someone who is equally as passionate about teaching as we are, and can bring a creative dynamic to the department.

PERSON SPECIFICATION

Teacher of KS3 Humanities

*A = Application I = Interview

	Essential	Desirable	How Assessed*
Knowledge and Experience			
Qualified Teacher status (by employment start date) with the ability to teach History/RE/Geography	E		A
Knowledge and understanding of the requirements of the National Curriculum	E		I
Knowledge and understanding of the learning process	E		I
Experience of delivering a Humanities subject at KS3 and KS4	E		I
Knowledge of current whole school developments in education		D	I
Evidence of recent In-Service Training relevant to post		D	A/I
Skills and Abilities			
Evidence of creative and imaginative approaches to teaching and learning	E		I
Excellent classroom practitioner with success in teaching History/ RE/Geography	E		A/I
Ability to use e-learning in the classroom to achieve improvement	E		A/I
Ability to meet tight deadlines and pay attention to detail	E		A/I
High level of interpersonal skills	E		I
Able to manage students effectively	E		A/I
Ability to see tasks through to a successful conclusion	E		A/I
Good organisational and administrative skills	E		A/I
Ability to work under pressure	E		A/I
Personal Attributes			
High level of enthusiasm for humanities	E		A/I
Suitable to work with children and safeguard their welfare	E		A/I
Motivational, approachable, enthusiastic, sympathetic understanding of the needs of students	E		A/I
Commitment to promote positive behaviour strategies	E		A/I
Willingness to demonstrate flexibility in the role	E		A/I
Willingness to be part of extra-curricular activities	E		A/I
Demonstrate professionalism, loyalty and integrity	E		A/I

JOB DESCRIPTION

Post: Teacher of KS3 Humanities
Reporting to: Head Teacher
Staff responsible for: N/A

Date of Issue: September 2023

This job description consists of a maximum of four parts. Parts 1, 2, and 3 apply to all teachers.

Part 1	:	General
Part 2	:	Responsibilities of all Teachers
Part 3	:	Responsibilities of Form Tutors
Part 4	:	Additional Responsibilities

(TLR Holders) The parts which apply to this post are as follows:

1, 2, 3

PART ONE: GENERAL

You are required to carry out the duties of a Schoolteacher as set out in the School Teachers' Pay and Conditions Document and policies of the Academy Trust as amended from time to time.

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 construed. In allocating time to the performance of duties and responsibilities, the post-holder must use Directed Time in accordance with the school's published Directed Time allocation and have regard to the School Teachers' Pay and Conditions Document on the Conditions of Employment of Teachers other than Head Teachers.

This job description is not necessarily a comprehensive definition of the post. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed approximately once every two years and may be subject to modification or amendment at any time after consultation with the post-holder and agreement of the Head Teacher.

All employees are expected to:

- safeguard and promote the welfare of children
- comply with legislation
- be courteous to colleagues
- provide a welcoming environment to visitors and telephone callers.

(End of Part 1)

PART TWO: RESPONSIBILITIES OF ALL TEACHERS

All teachers are responsible to the Subject Leader/Head of Department in which their teaching takes place, and to the Head of Year in which the students are placed.

The general responsibilities are as follows:

1. Promote and safeguard the welfare of children and young persons that s/he is responsible for and those that s/he comes into contact with both within the school and outside the school in an educational setting.
2. Prepare, deliver, review and evaluate the aspects of the curriculum for which responsibility as a class teacher has been agreed in accordance with the scheme of work and other curriculum documentation and as required by the appropriate senior members of the subject or department in which that teaching takes place.
3. Collaborate with colleagues to develop appropriate syllabuses, teaching materials and schemes of work.
4. Maintain records of the progress, attendance and achievement of assigned students in accordance with the agreed assessment policies.
5. Provide reports on individual students as required.
6. Attend departmental and other staff meetings as may reasonably be required by school policies and within directed time.
7. Maintain good order and an attractive environment in teaching spaces used, and to report any defects or problems concerning buildings, fittings and equipment, or Health and Safety matters.
8. Undertake organisational and administrative functions in the subject departments in which classes have been allocated as agreed with the head of department after consultation.
9. Act as a form tutor when required, and to undertake the tasks assigned to that role or such equivalent tasks as may be required.
10. Participate in meetings with parents related to the responsibilities of a teacher as may reasonably be required within directed time.
11. Take a reasonable part in the cover system of the school in line with the National Workload Agreement.
12. As an aid to good discipline and a gesture of good will, teaching staff are requested to carry out duties which require the skills and professional judgement of a teacher, including break-time duties, after-school duties, bus duty, detentions and registration.
13. Carry out an equitable share of supervisory duties in accordance with published rosters under the direction of the duty team leaders.
14. Take part in staff development and in-service training programmes.
15. Participate in the agreed process for appraisal and performance management
16. Be a member of a School House and to carry out related duties.

(End of Part 2)

PART THREE: RESPONSIBILITIES OF FORM TUTORS

Most staff will be Form Tutors or will be required to cover for absent Form Tutors. The role is a most responsible one and vital both to the efficient running of the school and successful pastoral care. For this aspect of work, a teacher is accountable to the Head of Year.

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Head of Year, the Asst Head (Care, Guidance and Support), a Deputy Head or, through them, even to an outside agency. It is through daily contact that unobtrusive care is exercised.

The main functions and responsibilities of the Form Tutor are:

1. Registration and routine business

Responsible for the accurate daily completion of the Register (an important legal document) and for seeing that all information kept in the Register is maintained up to date. Other returns of a routine nature should be dealt with as required, as well as the distribution of information to parents. All absence must be accounted for by notes and any not so covered should be reported to the Head of Year, in accordance with the Attendance Policy.

2. Reports and records

Referring any information of a confidential nature to the Head of Year, Asst Head (Care, Guidance and Support) or Deputy Heads. Commenting on Reports and Tutor trackers and covering aspects of achievement and personality which are not covered by academic reports. Participate in arrangements for completing Progress Files for students in your group.

3. References and special reports

Prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.

4. Personal appearance, uniform and conduct

Monitor the personal appearance, uniform and behaviour of your students and ensure that high standards are maintained.

5. Student planners/diaries

Check and initial Student Planners/Diaries regularly and discuss their contents with students.

6. Tutor group time

This time should be used purposefully and profitably. The periods may be used for a variety of purposes including the above points and in addition: individual discussions, target-setting, appropriate activities as per flow of the year, group discussions around the suggested themes, appropriate advice and guidance.

7. Assemblies

Attend assemblies with your Form, sit with your Form and supervise their movement from base to the place of assembly.

8. Pastoral team meetings

In accordance with the calendar, attend meetings chaired by the Head of Year.

9. Relations with parents/carers

It is hoped that parents/carers would see Form Tutors at Parents' Evenings, Target Setting Day, and, whenever possible, Form Tutors will be involved when parents/carers visit the school at other times. Form Tutors are encouraged to foster good home-school relationships but are advised not to contact parents/carers without prior reference to the Head of Year.

SUPPORT PROGRAMME FOR NEW STAFF

Staff Welfare

Promoting staff wellbeing is considered highly important at Myton; the school has a very proactive Wellbeing group that is involved in ensuring the welfare of staff through activities such as Well Being events, providing “breads and spreads” in the Staff Room, offering Flu- vaccinations on site and liaising with the senior leadership team on matters such as the school calendar to ensure workload is managed.

There is also a team of trained staff listeners, who can be available at a mutually convenient time, to have non-judgmental and supportive conversations on a one to one basis to support colleagues.

We also subscribe to Westfield Health providing staff with free information, support and advice, including telephone or face to face counselling.

Mentors and Buddies

All new staff will be ‘buddied’ with a friendly face in school. This person will be a carefully selected volunteer who will have your interests at heart. They will be a point of contact within your department or area in school and will be able to take you through some of the school systems and procedures on a one-to-one basis. They will also ensure that you are able to access the right training and people to ensure your induction is completed.

Early Career Teachers (ECTs):

You will have access to professional dedicated support throughout your first two years of teaching through the ECF. The school and our approving body (Warwickshire LA) have drawn up a detailed policy outlining your entitlement and have ensured that procedures exist at all levels to provide appropriate and effective support where and when needed.

ECTs will have an ECT Mentor to guide them through the programme of professional development through the two years and department buddies and subject specialists will provide subject support in their areas of specialism. Our Induction Tutor will also work closely with your Subject Mentor to ensure you are receiving the support you require.

They will discuss your training needs with you regularly with dedicated weekly support with regular drop-in/surgery slots for discussion and support with aspects of teaching and learning, for example marking and feedback. Additional peer support sessions in school will aim to provide additional guidance/support to complete your weekly training activities as part of the ECF as you progress through the ECT programme. You will receive regular feedback through observations of your classroom teaching and learning walks to facilitate development of your pedagogy and professional practices, both through department and mentor guidance. As part of the assessment process, required by the Warwickshire LA, a statutory online report to the Local Authority is managed by the work of the Induction Tutor at the end of each term.

Training, support and assessment

Your Induction training will include the important basics including Safeguarding and Child Protection, Health and Safety, Data Protection and if appropriate, relevant software. In addition, there is a comprehensive annual programme of Twilight training sessions and all staff are invited to participate in any whole school training activities that they feel are appropriate to their needs.

All staff participate in an annual review process which provides an opportunity for an in-depth discussion with the line manager to agree work objectives and areas for future support as well as appropriate training and development.

The school is committed to providing the best possible professional support for **all newly appointed colleagues** Including regular monitoring, feedback and support.