

St Bede's School

64 Carlton Road, Redhill, Surrey, RH1 2LQ



Head of History

TLR1A £7,851

To Start 01 September 2019

Application Deadline:

09:30hrs 8th February 2019



Belonging

Education

Determination

Excellence

Service

About St Bede's

At St Bede's we are proud to serve roughly 1,700 boys and girls of all abilities, age 11-18, from the Reigate, Redhill, Caterham, Horley and surrounding areas. This includes over 300 studying academic courses in the sixth form. The school has an Anglican, Catholic and Free Church foundation and we work hard to create an inclusive ethos. Our aim is to ensure that pupils thrive academically, socially and spiritually within a Christian framework.

In January 2017 Ofsted carried out an inspection of St Bede's and judged the school outstanding in every category. The report acknowledged that pupils make exceptional progress in all year groups and in almost all subjects. Disadvantaged pupils and those who have special educational needs and/or disabilities also make rapid progress. The inspection highlighted the teaching in the sixth form as consistently challenging and as a result, students are motivated to learn and achieve excellent outcomes.

Attainment and progress scores at GCSE and A level are consistently above national averages. We are particularly proud of the English and Maths results achieved in the new 9-1 GCSEs. Both departments achieved fantastic results at 4 and 7 grades. St Bede's also saw a steep rise in the number of students achieving the English Baccalaureate.

Measure	2017	2018
Attainment 8	54.9	57.4
Progress 8	+0.48	+0.68
EBACC	43%	49%
EBACC entered	74%	77%
4/C+ English	84%	86%
4/C +Maths	89%	88%

Our school is committed to the safeguarding of children so all appointments are subject to a satisfactory enhanced DBS check. Only applications made on our School Application Form will be considered; we do not accept CVs or unsolicited testimonials. It is our policy always to request references prior to interview.



"A zest for learning permeates the whole school. Teachers' high expectations mean that pupils are ambitious for their own futures and approach their learning with determination and resilience." Ofsted 2017

History Department at St Bede's

The history department consists of a Head of Department, a Key Stage 3 Co-ordinator and five other members of staff.

History is taught to mixed-ability form groups in Years 7 to 9, and in mixed ability option groups in Years 10 and 11. For 2018-2019 there will be seven groups in Year 10 and six groups in Year 11.

Our Year 10 and Year 11 groups will be following the new Edexcel GCSE (9-1) with units covering Elizabethan England, Medicine Through Time, American West and Weimar and Nazi Germany. Last year over 88% of our students achieved 9-4 grades.

We deliver three A-level courses to an increasing number of students. In Year 12, we will teach three History groups, two sociology groups and one government & politics group. In Year 13 we will teach three History groups.

Our Year 12 and 13 are studying the AQA History A level modules The Making of a Superpower, USA 1865-1975 and Religious Conflict and the Church in England, c1529-c1570.

We have a departmental office and eight classrooms, all of which are equipped with computers and projectors.

The department is particularly committed to fieldwork. We are running a residential trip to Ypres for our GCSE students. Every two years we organise a visit to Washington aimed at History and Politics students in Years 12 and 13.

We currently hold regular meetings during school time and usually organise social events at least once a term.



Job Profile

St Bede's is a voluntary-aided school in which staff are employed by the Governors and are firmly expected to work within the policies approved and adopted by the Governing Body and under the direction of the Headteacher. We expect all staff to support the Christian ethos of the school, maintain the highest professional standards and contribute to the development of St Bede's as a thriving community. The contractual basis of this post is the current School Teachers' Pay and Conditions Document and any other regulations currently in force.

Responsible to:

The Headteacher (via link with identified member of the leadership team)

Responsible for:

All teachers and support staff working within the department.

Key accountabilities

- The sustained delivery of the highest quality teaching and learning in all parts of the department, so that all students will make strong progress and achieve well in relation to their ability and so that they value and enjoy the learning in which they participate
- Providing and ensuring effective and appropriate professional development and support for all members of the department so that they enjoy and are successful in their work
- Establishing and sustaining high expectations (reflective of the school ethos & policies) for conduct, classroom climate and the environment within the department so that good learning and wellbeing is supported for all students and staff
- Developing, articulating and sustaining a vision and mission for the department within the school so that its work continues to develop and improve and so that good practice is recognised and shared within the school
- Establishing and sustaining effective arrangements (reflective of the school ethos and policies) for communication with students and parents about any aspect of their learning and the department's work, so that they can be active partners in learning and in supporting departmental development
- Contributing to the overall development and performance of the school by fulfilling a significant responsibility for an aspect of the school's work outside the department, so that the school will continue to develop and improve and so that there is a strong sense of shared leadership for the school as a whole

Key responsibilities

- Production and publication of the department's annual action plan, based on thorough consultation with team members
- Monitoring the quality of all forms of learning within the department and the work of all department members, following processes and keeping records as required by school policies

- Monitoring and evaluating the progress of students, planning, organising and making interventions where a students are not making good progress
- Setting individual development and performance targets for all staff within the department, following processes and keeping records as required by school policies
- Providing and arranging an appropriate programme of professional development for staff within the department
- Ensuring that all learning is well-planned, based on the detailed requirements of the course, wider requirements (e.g. ICT use or key skills) and effectively using the best practice and resources
- Evaluating the quality of all aspects of the department’s work, including evaluating course, teacher and student outcomes against targets set by the department and the school, in particular ensuring that strong outcomes for vulnerable groups and students (e.g. those with special needs) are maintained. Taking action to address any issues identified by evaluation
- Deploying staff and resources effectively to ensure the best outcomes (including allocation of timetable, rooming, use of budget and use of departmental teaching resources)
- Taking appropriate action to address any concerns or issues, from staff, students or parents
- Ensuring that requirements and deadlines are met by all staff within the department to ensure that exam and coursework entries are made, formal reports produced, homework set and that other aspects of school policies implemented
- Ensuring that all members of the department are aware of current work, requirements and developments within and beyond the department and that they are able to contribute their views, insights, concerns and ideas effectively to support good decisions
- Communicating effectively with students and their parents so that they know and understand the courses they are following and are enabled to participate actively in their learning including communicating directly with parents or supporting colleagues in doing so
- Ensuring that there is effective provision for learning beyond the classroom to support the department’s teaching
- Contributing to the development of the school by active participation in policy and other discussions, including directly with the leadership team and governors were appropriate
- Sharing school leadership by fulfilment of “whole school” responsibility agreed with the Head and by actively promoting and supporting high expectations of behaviour and “climate” within the department and beyond.

Person Specification

	Essential	Desirable
Christian Commitment	<ul style="list-style-type: none"> • Able to actively support the ethos and mission of the school. 	<ul style="list-style-type: none"> • Personally committed and practising Christian, member in good standing of any denomination served by the school.
Education and Training	<ul style="list-style-type: none"> • Graduate Teacher with Secondary PGCE • Clear evidence of commitment to continuing professional & personal development • Evidence of preparation for leadership of a department 	<ul style="list-style-type: none"> • Higher Qualification • Specific management training
Experience	<ul style="list-style-type: none"> • Established as an effective teacher across the age and ability range • Good understanding of curriculum issues, policies and practice • Involvement in leading curriculum development, planning & evaluation • Very good classroom practitioner • Established as effective in working with all students and parents • Able to engage with and command respect in working with colleagues at all levels • Effective in use of ICT 	<ul style="list-style-type: none"> • Significant successful experience in a position of curriculum leadership • Successful and significant experience of leading a team of teachers and/or other staff • Successful experience of role in wider school community (e.g. assemblies, presenting to parents)
Personal Qualities	<ul style="list-style-type: none"> • Passion for learning, committed to excellence for all • Credibility and confidence in dealing with people and situations • Good communicator • Good team leader, good listener and sensitive to people's needs while able to direct and motivate • Relates to and understands students well. • Good sense of humour & able to enjoy work • Calm and organised under pressure, able to prioritise • Resilient and determined • Creative and imaginative 	

How to Apply

If you would like to apply please complete our application form for teaching posts and send it to us with a supporting statement which explains what attracts you to the post as well as detailing the skills and experience you would bring to it.

Your completed application can be emailed to:

jobs@st-bedes.surrey.sch.uk

or sent by post to:

HR Team
St Bede's School
64, Carlton Road
Redhill
Surrey
RH1 2LQ

If you have any queries please ring Carole Whybra on 01737 214048 or send an email to jobs@st-bedes.surrey.sch.uk

The deadline for receipt of completed applications is

09:30 hrs on 08th February 2019

Interviews will be arranged as soon as possible

We look forward to hearing from you.



Our data protection policy for job applicants is available at:

<http://www.st-bedes.surrey.sch.uk/3041/data-protection>

Quotes from our Ofsted Report

January 2017

"Pupils conduct themselves impeccably in lessons and around the school. They are polite and welcoming to visitors and wear their uniforms with pride".

"Teaching in the sixth form is consistently challenging. As a result, students are motivated to learn and achieve excellent outcomes".

"Teachers go the extra mile to meet pupils' individual needs exceptionally well. Their detailed subject knowledge, clear explanations and expert use of questioning ensure that pupils make rapid progress in their learning".

"Pupils are exceptionally well prepared for their next steps. A higher than average proportion of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, progress to further education, employment or training. These destinations match pupils' career paths closely".

"The headteacher has created an open, tolerant and ambitious culture, underpinned by the Christian ethos of the school. He is a highly visible and approachable figure, well respected by staff, pupils and parents alike. Consequently, relationships between staff and pupils are exceptionally strong, and there is a purposeful and scholarly atmosphere throughout the school".

"Parents are overwhelmingly positive about the school. They value the school's nurturing climate, the range of opportunities available to their children and the visible and approachable leadership of the headteacher".