



# The Henry Box School

Founded 1660

Headteacher **W J Hemmingsley**  
BA (Hons) MA NPQH

April 2018

**TEACHER OF HISTORY  
TMR/UPR  
SEPTEMBER 2018**

Dear Applicant

Thank you for your interest in the post of Teacher of History at The Henry Box School. We are seeking to appoint a well-qualified, committed and enthusiastic Teacher of History from September 2018 to join a strong department in this successful 11-18 comprehensive school. The successful candidate will be required to teach across the age and ability range. This is an excellent opportunity for NQTs or experienced teachers. Visits to the school are welcome by prior arrangement.

The Henry Box School is a successful, thriving mixed comprehensive school of over 1200 students situated on Church Green in the historic market town of Witney. The school was founded in 1660 by local man, Henry Box, and the beautiful original school building is still in daily use in the centre of our attractive site. We are proud of our history and tradition and very excited about our future. The school was inspected by Ofsted in November 2017 and was judged as 'good' in every category. The GCSE examination results in 2017 were excellent, with 'A' Level results above the national average.

At Henry Box, we are fortunate to have fantastic staff, both teaching and support, experienced and supportive governors, and students who have positive attitudes and are keen to learn. Students and staff enjoy respectful relationships, and above all we are a very happy school. Professional Development is central to our work and we offer opportunities and support for all staff to develop their skills. From our excellent NQT programme through to our 'Future Leader' programme, we are committed to recruiting and retaining the best. Being the lead school in our multi academy trust, we can also offer the opportunity for colleagues to develop their careers beyond one school if this is their area of interest.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

If you are interested in working in a forward thinking organisation, then Henry Box could well be the place for you. Our commitment to learning, leadership and literacy can found in our latest Ofsted report [here](#):

Church Green, Witney, Oxfordshire OX28 4AX

Tel 01993 703955 Email [office.4050@henrybox.oxon.sch.uk](mailto:office.4050@henrybox.oxon.sch.uk) [www.henrybox.oxon.sch.uk](http://www.henrybox.oxon.sch.uk)

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We look forward to receiving your completed application form by **Tuesday 8<sup>th</sup> May 2018 at 9am**. In the meantime, if you have any queries about this role, please contact Kirsty Cantley (HR Manager) on 01993 848166 Monday – Friday 8.00am – 2:00pm (term time only) (email [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk)).

Further information about the post is given below.

Yours sincerely



W J Hemmingsley  
Headteacher

### **The History Faculty**

The History Department comprises of five teachers and has a suite of three dedicated classrooms in its own block. In addition to this there is a staff resource and working room as well as a central area which can be used for drama or group work. Each room has a data projector and full audio-visual set up. Each classroom is spacious, well maintained and resourced.

The department values passion and enthusiasm for both History and education. Candidates should therefore be prepared to maintain the high standards of this successful department and partake fully in sharing good practice and developing lessons across year groups. All students in years 7-11 are assessed regularly under a formative assessment programme that identifies rates of progress and possible under achievement thereby allowing timely intervention where appropriate. The department is very proficient in its use of data to ensure all students achieve their potential.

History is a very popular choice at GCSE with approximately 80 students taking the subject in 2017-18. This is a result of several factors, the most important being the high level of commitment shown by all members of the department to stimulating students and maintaining interest and enthusiasm. It is also a very popular choice at A level and the department has achieved excellent results in the past few years.

The successful applicant will be expected to work enthusiastically with all ages and abilities, employ a wide range of teaching methods and seek to ensure that the potential of every student is fulfilled.

KS3 students are taught in mixed ability groups for 3 hours per fortnight. Year 7 students study Medieval England and the Tudors. Year 8 students study the Stuarts, the Black Peoples of the Americas, the Industrial Revolution and the British Empire and Year 9 cover the Twentieth Century.

The new GCSE and A level specifications have created an opportunity to update the departments KS4 and KS5 provision.

KS4 students take the AQA exam board and study the following modules.

<b>Unit 1</b>		<b>Unit 2</b>	
<b>Understanding the Modern World</b>		<b>Shaping the Nation</b>	
America 1920-1973: Opportunity and inequality	Conflict and tension between East and West from 1945-1972	Britain: Power and the people from 1170- present day	Medieval England: The reign of Edward I from 1272-1307

KS5 students also study AQA to help with progression from GCSE to A Level. The units studied are as follows and all students will sit the full A level.

<b><u>Component 1: Breadth Study</u></b>	<b><u>Component 2: Depth Study</u></b>	<b><u>Component 3: Historical Investigation</u></b>
Tsarist and Communist Russia: 1855-1964	The Wars of the Roses: 1450- 1499	A topic chosen by the student

This post would suit NQTs or more experienced teachers. The successful applicant would have GCSE and A level classes as well as KS3 teaching. It is anticipated at this stage that the A level module would be Tsarist and Communist Russia.

If you have any questions or would like to discuss the position further then please contact the Humanities Faculty Leader, Tom Allen on the following email address: [tallen@henrybox.oxon.sch.uk](mailto:tallen@henrybox.oxon.sch.uk)

## **JOB DESCRIPTION: TEACHER (MPR and UPR)**

**Post Title:** Teacher of History

**Purpose:** To raise standards of attainment and achievement of learners

**Reporting to:** Faculty Leader and Assistant Faculty Leader where appropriate

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder. You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

**Liaising with:** SLT, Department Leaders, Progress Leaders and relevant staff with cross-school responsibilities, relevant support staff

**Working Time:** Full Time

**Disclosure Level:** Enhanced

**Salary:** TMR/UPR

### **TEACHING**

#### **1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**

- 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

#### **2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS**

- 2(a) be accountable for pupils' attainment, progress and outcomes
- 2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2(c) guide pupils to reflect on the progress they have made and their emerging needs
- 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study

#### **3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**

- 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3(c) 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
- 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### **4. PLAN AND TEACH WELL STRUCTURED LESSONS**

- 4(a) impart knowledge and develop understanding through effective use of lesson time
- 4(b) promote a love of learning and children's intellectual curiosity
- 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired

- 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
- 4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS**

- 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; 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**

- 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 6(b) make use of formative and summative assessment to secure pupils' progress
- 6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### **7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT**

- 7(a) 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
- 7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

#### **8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES**

- 8(a) make a positive contribution to the wider life and ethos of the school
- 8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8(c) deploy support staff effectively
- 8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
- 8(e) communicate effectively with parents with regard to pupils' achievements and well-being

#### **PERSONAL & PROFESSIONAL CONDUCT**

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school

- (a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- (b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- (c) showing tolerance of and respect for the rights of others
- (d) 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
- (e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- (f) have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
- (g) Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*In addition for UPR (STPCD):*

- the teacher is **highly competent** in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**.

*General Responsibilities*

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager.

**Additional duties:**

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example
- To promote and lead extra curricular activities in line with the traditions and expectations of the school within the context of a life work balance

**Other Specific Duties:**

- To undertake the role of Form Tutor if required
- To share in supervisory duties according to the school's published rotas
- To keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeon hole daily
- To participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- To continue personal development as agreed
- To engage actively in the appraisal process
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

- To undertake any other duty as specified by STPCD not mentioned in the above

**For all staff** - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children / child protection concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

**W J Hemmingsley**  
**Headteacher**  
**April 2018**