



KINGSTON GRAMMAR SCHOOL

TEACHER of HISTORY

Job description

Reporting to	Head of History
Salary	Salary will be based on the national scale for teachers, (including the Outer London Allowance), together with the Kingston Grammar School Allowance.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the Role:

There are six members of staff teaching History in this highly successful department. History is a very popular subject with an excellent academic record at both IGCSE and A Level. The department A Level results at in 2018 were 79% A*-A, 100% A*-B.

At IGCSE the exam board followed is CIE, with the Core Content focusing on 20th Century international relations and a Depth Study on America, 1919-1941.

At A Level students are given a choice of which units they would like to study. In Lower Sixth students can choose either the Wars of the Roses & Democracy & Dictatorship in Germany, 1919-1963, or the American Revolution & British political History, 1930-1997. In Upper Sixth students chose between Tudor Rebellions, Changing Nature of Warfare or Russian Rulers, 1855-1964. Students also complete a piece of coursework on a topic of their choosing.

There are also many supra-curricular opportunities for pupils in the History Department, and staff are expected to help with these. The department takes day trips to Bodiam Castle (First Year), Ypres (Third Year), Chalke Valley History Festival (Lower Sixth) and Kew Archives (Upper Sixth). There will also be a residential trip to Moscow and St Petersburg in Autumn Half Term, 2019. Junior and Senior History Society are well attended and encourage students to engage with historical topics outside of the syllabus. The History Department also has a close relationship with the Politics Department, and share many opportunities.

The department is excellently resourced with its own suite of rooms, and IT facilities for the staff and pupils.

Main Duties and Responsibilities:

1. Planning, Expectations and Targets

Teachers should:

- Set challenging teaching and learning objectives based on knowledge of the pupils, their past/current achievement, the expected standards for pupils of the relevant ages, the range/content of work relevant to pupils.



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- Use these objectives to plan lessons and sequences of lessons in advance, showing how they will assess pupils' learning, differentiating between pupils' varying needs.
- Select and prepare resources, including ICT, and plan for their safe and effective organisation.
- Work with Department colleagues to develop Schemes of Work, teaching methodologies and resources.
- Use out of school visits, field work, trips, co-curricular activities and invited speakers/groups to enhance pupils' learning.

2. Monitoring and Assessment

Teachers should:

- Use monitoring and assessment information to evaluate and extend pupils' achievement.
- Give frequent and constructive feedback to support pupils as they learn, following department policies on marking both classwork and homework, and relating this to national standards where appropriate.
- Regularly assess pupils, follow departmental policies on formal assessment and tracking.
- Manage pupils who fail to complete/hand-in work, according to school policies.
- Identify and support more able pupils, those working below expectations or failing to achieve their potential, and those with emotional/behavioural/social difficulties.
- Record pupils' progress and achievements systematically, using this to help pupils review their own progress and inform parents of pupils' achievement at Parents' meetings, on grade cards and in Reports or references.
- Discuss with pupils their views about their own progress and strengths/weakness, using subject performance profiles, so as to set targets for future improvement.

3. Class Management

There should be:

- A purposeful, disciplined learning environment, where pupils feel secure and confident.
- High expectations of pupils' behaviour, clear disciplinary structures following the Code of Conduct, and the promotion of self-control and independence.
- Clearly structured lessons or sequences of work which interest and motivate pupils, and
 - make learning objectives clear to pupils
 - employ a variety of interactive teaching methods and collaborative group work.
 - promote active and independent learning, that enables pupils to think for themselves and to plan/manage their own learning
- Differentiated teaching where appropriate, to meet the needs of a variety of pupils.
- An awareness of the varying needs of boys and girls, and those from different cultural/ethnic groups.



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- Effective organisation/management of teaching/learning time.
- Efficient management of the physical teaching spaces, materials and resources.
- Homework and other out-of-class work which consolidates and extends work done in class, and encourages pupils to learn independently.

All staff are expected to contribute to our Co-Curricular Programme, whether through sport or outward bound activities, or through the many extension classes and clubs on offer.

You must also be required to undertake such other comparable duties as the Head Master requires from time to time.



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Person Specification

	Essential	Desirable
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status or NQT • Good honours degree in a related subject 	✓ ✓	
Experience <ul style="list-style-type: none"> • A secure knowledge of your subject, its place in the National Curriculum, public examinations syllabuses and assessment criteria 	✓	
Skills and Knowledge <ul style="list-style-type: none"> • Able to engage pupils in learning through active teaching strategies • Good level of ICT competence • Able to communicate effectively orally and in writing • Able to demonstrate effective planning and teaching skills • Able to present confidently to a large group of students • Effective behaviour management 	✓ ✓ ✓ ✓ ✓ ✓	
Personal Competencies and Qualities <ul style="list-style-type: none"> • Demonstrates a fairness and consistency in all dealings with pupils • Energy and enthusiasm • Able to demonstrate the positive values, attitudes and behaviour we expect from our pupils • Reliability and integrity • Willingness to contribute to the co-curricular life of the School • A commitment to personal professional development and taking responsibility for it • A positive motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience • Positive attitude to use of authority and maintaining discipline 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	

The post-holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Child Protection Officer or to the Head.