



Collingwood
College
BELIEVE SUCCEED

Collingwood College Recruitment Information

Teacher of History and/or Citizenship – a preference to also teach Sociology or Psychology would also be considered.



Dear Applicant,

Our vision for Collingwood is to be the College of first choice for all our parents and we are currently on a journey to move from Ofsted Good to Outstanding!

Collingwood College is committed to developing responsible, aspirational, independent, happy and well-rounded young people with the self-belief to reach their goals.

Our students are the focus of everything we do. We have found that by listening to students' views and offering them the opportunity to work with each other, staff and governors, they are an integral part of our relentless drive for improvement.

Collingwood College offers all students an inclusive, flexible and stimulating educational experience. With a strong emphasis on personal development and a very wide range of leadership opportunities and extra-curricular activities, we are able to offer challenges that motivate and appeal to all individuals.

Our academic performance is consistently high and in recent years students have achieved excellent results at pre and post 16 level. In 2022, the percentage of students who gained 5+ good passes at GCSE was almost 80% and in the sixth form 60% of qualifications were at A*-B (or equivalent). Our ALPS progress measure for both GCSE and sixth form was 3 (Excellent, top 25% nationally). This continued level of success is down to the hard work of our students and their teachers.

We believe that our staff are the foundation upon which the success of the College depends and recognise that our employees are the most important asset of the college.

Collingwood welcomes and encourages applications from Early Careers Teacher (ECTs). We have an outstanding induction programme for ECTs and we were recently awarded 'exceeding expectations' for provision and support provided to ECTs by our Appropriate body, Hampshire County Council.

We empower our employees to utilise their talents and skills to make a positive and significant contribution to the quality of teaching, learning and personal development that the College provides for its students.

We look forward to receiving your application for this post.

Yours sincerely

A handwritten signature in blue ink that reads "Eden Tanner". The signature is written in a cursive style with a horizontal line underneath the name.

Mr Eden Tanner
Principal

Teacher of History and/or Law/Citizenship

The Role

To support the successful implementation and development of the school's academic and pastoral programme as a member of the Humanities Team. The role is Full Time. ECTs will also be considered. We also welcome applications from those returning to work after a career break.

We are looking for a suitable candidate to teach History and or Citizenship. A preference to also teach Psychology, Sociology or Criminology would be considered for the right candidate.

The Department

Collingwood College has a flourishing Humanities Faculty. The faculty endeavours to ensure that students find our subjects enjoyable and highly relevant. History secures between 5-6 and Citizenship 3-4 GCSE new classes each year. Citizenship is a distinct subject at KS3 taught akin to other Humanities subjects and a full GCSE three-year option choice and there is the option for a new colleague to specialise in either or both subjects. The Department has high expectations of all students and is focused on helping them achieve their very best, in classwork, homework, school examinations and public examinations. The Department provides pupils with a rich variety of lessons and a broad range of opportunities to extend their learning. The Department continually explores new and interesting ways to teach the subject, to engage pupils at every level and ensure all reach their full potential. As a department, we strive to reduce workload and have embedded the use of Microsoft Forms and SENECA as a strategy for making knowledge retrieval sustainable via home learning.

The History and Citizenship team results are strong year on year. Last year, our Y11 History GCSE students achieved 32% 9-7 and 73% Grades 9-4. History GCSE was ALPS 4+ meaning our department was in the top 25% regarding added value with 71% achieving grades 4 and 28% grade 7 or better. At GCSE, our Citizenship department achieved an ALPS 2 putting it in the top 10% regarding progress with 35% achieving grade 7 or better. Our Citizenship GCSE feeds naturally into our Law and Criminology cohorts at Sixth Form.

We have a wide faculty that offers Sociology and Psychology at GCSE/ A-Level and Criminology. There are usually opportunities to teach these subjects should they be of interest for the right candidate.

A particular strength of the department is the way we identify and challenge our gifted and talented students, always looking to stretch and challenge our more able students whilst at the same time having high aspirations for all abilities.

There are currently 5 members of the History and Citizenship Department, teaching from KS3 to A Level, with a mix of full-time, part-time and staff with additional responsibilities within the school that includes being Head of Faculty, Assistant Head of Year, Assistant Head of Departments, and whole-school coaches. Collingwood is large school offering numerous Humanities subjects and as such, it is common for new members of the team to quickly secure TLR posts in both academic and pastoral roles.

Application Process

An application form can be obtained on our website www.collingwoodcollege.com . Completed application forms should be returned to the HR Department hr@collingwood.surrey.sch.uk

Closing Date: 15 May 2024

Suitable candidates may be interviewed before the closing date and Collingwood College reserves the right to withdraw the position if an early appointment is made.

Collingwood College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS check.

Interviews

Interviews will be face to face and include a lesson observation.

Suitable candidates may be interviewed before the closing date and Collingwood College reserves the right to withdraw the position if an early appointment is made.

Probationary Periods

All posts are subject to a probationary period. For teachers this is 2 full terms, for support staff this is 6 months. Collingwood College's Probationary Policy is available upon request.

Remuneration and Benefits

Collingwood College has its own generous pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed.

All new staff appointments are subject to verification of fitness to work, receipt of two satisfactory references, qualification verification, clearance from the Disclosure and Barring Service at Enhanced level as well as other checks relevant to the role.

Access to other benefits including:

- Outstanding facilities, including free on-site parking
- BUPA Healthcare Cash Plan
- All Collingwood College teachers up to the age of 75 are eligible to belong to the Teacher's Pension Scheme and will automatically become members unless they opt out. Further information can be found at www.teacherspensions.co.uk Member of the Teachers' Pension Scheme
- 24/7 Employee Assistant programme for staff and their families
- Exclusive savings, discounts and offers through My Staff Shop including Cycle to Work Scheme
- Flexible leave of absence policy

Training and Development

At Collingwood we are committed to providing a well-structured staff development programme to enhance personal and team development. All new staff received the following training:

- Collingwood College Company Induction

- Safeguarding and Prevent Training
- Mandatory and Compliance Training including Fire Awareness and Health and Safety at Work
- Training linked directly to the job role, which may be delivered by other colleagues or external trainers

In addition, staff can have:

- An opportunity to access other training as detailed in the termly training calendar
- An opportunity to access training outside the college linked directly to your role or career aspirations
- Other on-line training relevant to the role.

For Early Careers Teachers we have developed a specific training programme to support you through your induction year.

JOB DESCRIPTION

Teacher of History and or Law/Citizenship

All teachers will be expected to meet the appropriate Teacher Standards

Post title	Class Teacher
Subject or Specialism:	History/Law/Citizenship
Salary and grade:	In line with the College's pay and conditions
Line manager/s:	HoD, The Principal, members of the senior leadership team (SLT), and the governing board
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach

- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them

- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

PERSON SPECIFICATION

CATEGORY	ESSENTIAL	DESIREABLE	EVIDENCE
Qualifications and Training	QTS or Recognised equivalent	Good Honours Degree,	Application Form Letter of Application
Experience	Teaching experience with the age range and/or subject(s) applying for	Experience teaching KS3, KS4 and KS5	Application Form Interview
Skills, Knowledge and Aptitude	<p>Create a stimulating and safe learning environment.</p> <p>Establish and maintain a purposeful working atmosphere.</p> <p>Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.</p> <p>Assess and record the progress of pupils' learning to inform next steps and monitor progress.</p> <p>Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.</p> <p>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs</p>	Experience of Microsoft OneNote used as a class teaching and monitoring aid.	Letter of Application Interview Lesson Observation

	<p>and high achievers and to meet differing learning styles.</p> <p>Encourage children in developing self-esteem and respect for others.</p> <p>Deploy a wide range of effective behaviour management strategies, successfully.</p> <p>Communicate to a range of audiences (verbal, written, using ICT as appropriate).</p> <p>Use ICT to advance pupils' learning and use common ICT tools for their own and pupils' benefit.</p>		
Personal Attributes	<p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> -equalities -promoting the school's vision and ethos -high quality, stimulating learning environments -relating positively to and showing respect for all members of the school and wider community -ongoing relevant professional self-development -safeguarding and child protection 		<p>Letter of Application</p> <p>Interview</p> <p>Lesson Observation</p> <p>Presentation (if requested)</p>

N.B. Candidates who apply for this post will be asked to write a personal statement to show how they meet the selected criteria and how their examples demonstrate impact.

Teaching and learning Responsibility (TLR2) Job Description & Person Specification

Job title:	Assistant Head of Department
Whole College area of accountability:	Teaching and learning responsibility for History
Grade:	Standard national scale in line with the current <i>College Teachers' Pay and Conditions</i> document plus the appropriate TLR payment
Responsible to:	HoD
Supervisory responsibility:	Working with History team overseeing KS3 History

Main purpose of the job:

- Take specific responsibility and accountability for the day-to-day management and organisation of your subject area/keystage and to assist the Head of Department to secure excellent student achievement through the development of an innovative curriculum and high-quality teaching and learning.
- Develop and implement policies and practices for the subject that reflect the College's commitment to high achievement and effective learning and teaching.
- Have an impact on educational progress beyond your assigned students
- Line manage and appraise identified staff (HoD TLR2 post holders only)
- Assist in the smooth running of the College at all times, including being responsible for the department in the absence of the HoD

Duties and responsibilities

In addition, carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2.1

Leadership and management

- Support and implement the vision and ethos of the Department and College
- ☐ Contribute to, implement and evaluate the success of College Development Plan relevant to your department and the whole College, where appropriate.
- ☐ Contribute to the College self-evaluation process for your department including lesson observations, monitoring of standards and bringing about improvement.
- Ensure policies are translated into practice by the team, developing, revising and amending where necessary.
- ☐ As appropriate contribute to the writing of self evaluation and policy documents
- ☐ Support in the strategic leadership for the development, monitoring and evaluation the

Department's curriculum.

- Be a proactive and effective member of the middle leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management
- Work with the HoD to ensure the effective operation of quality control systems.
- Establish clear expectations and constructive working relationships amongst departmental staff through team working, mutual support and the delegation of tasks and responsibilities where appropriate.
- To ensure the H & S policies and practices, including Risk Assessments, throughout the Department are in line with national requirements and are updated where necessary.

Teaching and learning responsibility

- Under the direction of the HoD have overall responsibility for a specified subject or key stage ensuring the curriculum continuity, consistency, balance, match and progression.
- Lead regular meetings relevant to your TLR with appropriate colleagues
- Develop, demonstrate and/or promote teaching and learning activities appropriate to each age and ability range.

Monitoring and assessment

- Together with HoD monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
- Use benchmarking data for planning and target setting across your TLR area
- Together with the HoD, monitor the standards including student work as a relevant to your department/TLR area across the College including reviewing long and medium-term planning.

Manage resources

- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the use of resources

Staff development

- Act as a reviewer for the appraisal of identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole College approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Observe colleagues teaching (through performance management arrangements and/or subject monitoring) and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement.

Other

Assist in the smooth running of the College at all times, including being responsible for the department in the absence of the HoD

Note

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organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder

Date / /

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Signature of Principal

Date / /

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N.B. Candidates who apply for this post will be asked to write a personal statement to show how they meet the selected criteria and how their examples demonstrate impact.