



# Head of History



**Employment Status**

Full Time

**Start Date**

September 2021

**Location**

Senior School

**Application Closing Date**

13 January 2021

**Interviews W/C Date**

18 January 2021





## Welcome to St Dunstan's



**W**e are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own broad and ambitious educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do; not wanting to stand still, but to resonate with the thinking of our Founders that we should be 'ahead of our current time'. We are proud of our rich history but not constrained by it. We are down to earth, inclusive and conscious of our place in a broader community and complex world. We want all our pupils to learn to be happy with who they are and we aim to support individuality by offering a wide-reaching pastoral, curricular and co-curricular programme. We want our staff to be excited by what we are able to provide for the children under our care and to enthuse about being a part of it.

As a Nursery to Year 13 College, we pride ourselves on the community-feel that permeates our school, and we hope that everybody who joins us will feel an important part of everything we are seeking to achieve.

**Mr Nicholas Hewlett, Headmaster**





## ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years, the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity, and the College is proud of its reflection of the diverse and vibrant community in which it is situated. The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is increasingly competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The community life of the College is an essential feature of its ethos and our 'Friends of St Dunstan's' parent society is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years. The acquisition of the Jubilee Ground, just 500 metres from the main school site, doubled the footprint of the College and has allowed for a significant programme of investment in recent years, with several million pounds paving the way for a centre of sporting excellence and a hub for community activity. Other recent developments have included the building of a Wellness Centre, an innovative hub

that exists to centralise the services we offer in the support of pupil mental and physical health. In 2019 we embarked on the most ambitious building programme since the College's foundation in 1888. A new STEM Centre, Junior School Sixth Form Centre is being constructed for completion in September 2021, and we are currently fundraising to build a Performing Arts Centre and significant enhancements to our Sport and Leisure Centre, as well as a multi-use recreational space in the centre of our College - 'The Plaza'.

The size of the College is smaller when compared to many of its competitors, offering all pupils a cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China.

The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



## THE DEPARTMENT

History is taught by three subject specialists, with a wide range of academic interests. The Department benefits from its own dedicated office with individual working spaces and desktop computers, as well as three subject specific classrooms, newly renovated this year, complete with interactive whiteboards. There is a supportive and collegiate culture between History teachers, who plan and evaluate teaching resources collaboratively and

All students from Year 7 to Year 9 study History. At KS3 the teaching philosophy has been to use historical content to develop student understanding of cause and consequence, change and continuity, and historical interpretation. Topics have been approached thematically and chronologically to support students to build up their understanding of British as well as European and World History. Key themes covered in recent years include the changing power of the monarchy/government, the sovereignty and rights of the people, social, cultural and religious change, and international relations.

We are a consistently popular choice for students at both KS4 and KS5. At GCSE we currently follow the Cambridge iGCSE (CIE) specification (0977), in which students study international relations from 1919 as well as a depth study on Russia, 1905-1941. Since moving to CIE in 2017, 71% of students have achieved grades 9-7. At A Level we currently follow the OCR specification (H505), for which students study the Tudors: 1485-1558, Germany: 1919-63, Civil Rights in the USA: 1865-1992, and complete coursework on a topic of their choice, centred on the controversies within the reign of Elizabeth I. Since 2017, 88% of students achieved grades A\*-B.

The History department has supported ambitious Higher Education outcomes for students in relation to History and/or similar disciplines. The Department contains examiner expertise in both GCSE and A Level specifications. We have a strong presence in the co-curricular life of the College, with a Junior History Society and a Senior History Society, run by students. We run several trips, including an annual trip to Florence.

## THE ROLE

Application is warmly welcomed from candidates who can clearly articulate and deliver an exciting vision for the place of History in a forward thinking and ambitious school which is not afraid to do things differently.

The successful candidate will be an excellent classroom practitioner, whether or not they have previous experience of subject or department leadership. They will be keen to teach across the age range from Year 7 to Year 13, and will be capable of modelling and developing excellence in their team. They will be collaborative and a team player in terms of the Department and the College, will be clear in their expectations and vision for the future, and will demonstrate abundant enthusiasm and energy for the subject, its teaching, and their plans for its future.



# JOB DESCRIPTION

Responsible to: A member of the Senior Leadership Team

## Students' Experience and Outcomes

- Foster, by example, a spirit of academic inquiry and curiosity.
- Evaluate and implement the most effective teaching strategies in order to maximise subject learning.
- Meet throughout the year with your line manager to discuss agreed public examination targets for the department, and strategies being employed to achieve them.
- Meet formally twice a year with the Headmaster and Deputy Head (Academic) to review public examination results and progress towards agreed departmental targets.
- Coordinate Common Assessments across all year groups, including platform exams, benchmark exams and trial exams. Lead in the scrutiny of academic data in order to track and promote student progress across the department.
- Be a part of the Student Tracking and Review System (STARS) analysis at each reporting period, and utilise this as a means to impact student attainment within your subject.
- Be active in pursuing students whose attitude, learning or behaviour is giving any subject teacher cause for concern.
- Champion and ensure a flourishing presence of cocurricular activities for the subject, including trips and visits, an academic society, and associated clubs.
- Champion and ensure opportunities for student enrichment and extension are readily available for students across all year groups.
- Liaise with the Learning Resource Centre (LRC) regularly to ensure relevant enrichment materials are available and being utilised by students to further their own exploration of your subject
- Model excellent inclusive teaching within your own practice, offering an 'open door policy' to all staff within your department.
- Ensure all staff are aware of and implement appropriate strategies for students' individual needs, including any SEND, Medical, or Pastoral contexts, those for whom English is an Additional Language (EAL), as well as stretching those identified as More Able or Academic Scholars
- Ensure a full programme of university support is available and tailored to individual students who wish to apply for your (or related) higher education courses, including ambitious support for Oxbridge applicants.
- To ensure the department engages with the mentoring of students engaged with enrichment or additional curriculum courses, such as Independent Research Projects (IRRs), Higher Project Qualifications (HPQs), or Scholarship Projects
- Ensure departmental classrooms encourage behaviour for learning from students, and showcase the ambitious and forward-thinking curriculum with which students are engaging.

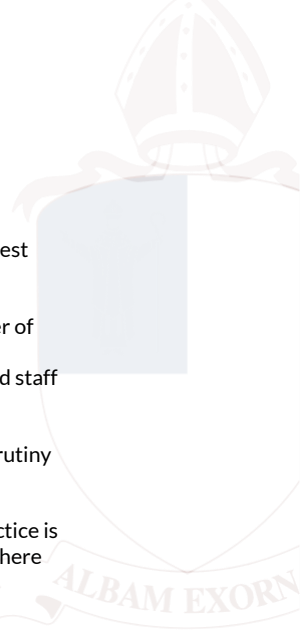
## Staff Performance and Development

- Lead on probation, appraisal, and professional development for all members of the department, focusing on its impact on student outcomes.
- Ensure all relevant processes are followed and completed for any Unqualified Teachers (UQTs), Newly Qualified Teachers (NQTs), or PGCE teachers, under the direction of the Senior Leadership Team.

- Conduct regular learning walks of the whole Department (at least once a half-term) identifying best practice to share at Department meetings.
- Conduct a formal lesson observation of each department teacher once a year, joined by a member of SSLT, and provide constructive feedback to staff.
- Intervene swiftly where there are concerns around staff performance in line with our teacher competencies, liaising with SSLT where appropriate.
- Conduct regular markbook, work, and learning scrutiny (at least once a half-termly basis), focusing on individualised and effective use of formative and summative feedback to students, ensuring best practice is celebrated among the department, and intervene where marking policy is not being followed.
- Ensure effective cover for lessons where staff are absent.
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- Ensure the appropriate provision and attendance of staff at both in-house and external professional development.
- Ensure, by example, that all staff in the department engage with teaching across year groups in order to further their own subject knowledge and expertise.
- Encourage, by example where possible, uptake as external examiners.

## Departmental Impact

- Stemming from the College and Senior School Development Plans, lead on the collaborative creation of each year's Departmental Development Plan (DPP), and ensure its targets are the focus of departmental meetings.
- Strive to better understand your subject and its development, including developments and opportunities in available external examination syllabi.
- Manage the departmental budget, ensuring cost effective spending of funds in line with student outcomes and development plan priorities
- Ensure each year group's Schemes of Learning and Assessment (SoLAs) are fully prepared before each academic year, with an emphasis on differentiated student learning outcomes rather than procedural compliance.
- Meet weekly with their line manager to discuss departmental progress.
- Meet formally with the Department once a week and hold a recorded meeting discussing student outcomes, classroom practice, enrichment, and development plan objectives and progress. Meeting notes and the agreed time-bound Action Points are sent to your SSLT Line Manager.
- Meet as a Heads of Department group at least twice termly.
- Update and maintain all procedural documentation pertaining to the effective management of the department and in preparation for inspection.
- To feed-in to whole school academic strategy decisions through the Heads of Department meetings and through the Senior Leadership Team, as required.
- Prepare for and lead on marketing events and, as a marketable asset of the school, ensure displays are innovative, student-centred, and captivating





# INSTITUTIONAL VALUES: PROFESSIONAL & PERSONAL QUALITIES (All Staff)

## COURAGE

I am open-minded to change, looking at it positively and with a growth-mindset

I positively 'buy-in' to the vision of the College and enjoy contributing to positive morale

I embrace technological change and innovation

I am proactive in reviewing and shaping my own professional development needs

I work effectively and calmly under pressure

I demonstrate flexibility and willingness to challenge others when making decisions and solving problems

I am courageous enough to take informed risks in my work and to think differently

## CONFIDENCE

I am confident in understanding and adhering to College policy and procedure

I complete tasks well, thoroughly and accurately

I balance work commitments by demonstrating high levels of personal organisation, planning and prioritisation, routinely meeting deadlines

I am resilient and have good levels of attendance and punctuality

I am professionally credible, dressing appropriately for my post and have high standards of behaviour, appearance and cleanliness

I express myself clearly and articulately to pupils and/or staff

I am confident in seeking support when I need it

## COMPASSION

I am compassionate in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations

I understand my responsibilities regarding safeguarding, health and safety and equality, acting safely and with due consideration of others

I have excellent working relationships with my colleagues

I am discreet and avoid gossip

I am honest and act with authenticity

I treat others with dignity and respect

I act with humility and am comfortable holding myself to account when I have made a mistake

## CURIOSITY

I am curious in wanting to keep my professional practice and skills up to date and relevant

I regularly review the skills and knowledge I require to fulfil my duties and request support where necessary

I am up to date with College developments and respond accordingly

I readily respond to advice and feedback

I am curious to learn and to improve my understanding of my role

I reflect on my own performance, demonstrate professional standards in relation to behaviour and ongoing development

I proactively seek to improve my own knowledge and understanding as a driver for self-improvement

## CREATIVITY

I am able to self-start and take initiative

I welcome and engage with the many ideas, views and thoughts associated with a progressive organisation

I support and collaborate well with all teams across the College

I enjoy considering new ideas for the improvement of the organisation

I am driven by finding creative solutions to problems

I am a proactive shaper of my environment rather than a recipient or victim of it

My current practice is not conditioned by the past but is informed by it and open to future change and development

# TEACHERS VALUES:

## TEACHING AND LEARNING

I identify clear, differentiated, and ambitious learning outcomes for pupils within and across lessons, and then plan the teacher and pupil input and activity to reach and review them

In my questioning and interactions, I challenge all pupils to think about and reflect upon what they (mis) understand, and why, and not just to complete tasks or activities

I ensure a safe, purposeful classroom environment characterized by clear instruction, excellent behaviour, and pace of learning for all, including differentiated pathways, as appropriate

Within and across lessons, I check, track and routinely give feedback (verbal and written) in regard to group and individual progress, using rewards and interventions accordingly

Within and across lessons, I have high expectations for and actively promote pupil ownership and enjoyment of learning with regular and explicit reference to Learning Score descriptors

## PASTORAL CARE

I ensure pupils are treated in a consistent, reasonable and fair manner

I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening

I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues

I react quickly to pastoral concerns, informing the relevant pastoral lead and other stakeholders as appropriate, and provide the immediate attention that a pupil may need to feel reassured

I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations

I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner. I am mindful of pupils' individual needs (e.g. SEND, medical, pastoral, academic, EAL) and respond to those,

in line with relevant priority strategies

## CO-CURRICULAR

I make an outstanding contribution to our co-curriculum, liberally giving of my time in creating high quality opportunities and experiences for pupils to develop outside of the classroom

I plan and deliver engaging and inspiring sequences of co-curricular sessions that have a clear sense of purpose and present logical and sequential personal development and growth for the pupils in receipt of them

I promote high standards of commitment by tracking and monitoring pupil attendance. I recognise and reward high levels of commitment, whilst encouraging and showing relentless support for those not meeting College expectations

With the support of relevant departmental colleagues and pupils I review and evaluate the effectiveness of provision in order to inform future planning and delivery

I ensure that the co-curricular programme is fully risk-assessed, as appropriate, protecting pupils and staff to develop in a safe and purposeful environment

My contribution to co-curricular activities is mindful of pupil voice and the need to change in response to pupil feedback

My co-curricular contribution actively encourages pupils to take responsibility and develop leadership skills

## ADDITIONAL RESPONSIBILITY (WHERE RELEVANT)

I balance the time needed for my individual responsibility effectively against that required to deliver my core, contracted responsibilities

I have a clear development plan for what I want to achieve within my area of additional responsibility

I can evidence outcomes that show the tangible benefits for pupil achievement and personal development

I am able to empower others through a clear vision for what I am trying to achieve

I am proactive in reporting on my development plan priorities for the year ahead



# MIDDLE LEADER VALUES:

## PROFESSIONAL & PERSONAL QUALITIES

I am positive and consistent in demeanour and manner, representing and encouraging the values of the College and its areas of operational and strategic development

I am able to develop a positive team morale through effective leadership and delegation of tasks and responsibilities

I am able to manage and defuse difficult situations

I am able to explain and present decisions and ideas clearly and articulately

I am first rate administrator, meeting deadlines and keeping on top of procedural expectations in a way that instils managerial credibility

## VISION & STRATEGY

I am able to formulate a clear vision for my area of College life, through effective development planning

I am able to manage both the operational demands of running a department as well as keeping a clear eye on the longer-term strategy

I proactively feed-in to whole School strategy through various meetings and forums

## MARKETING & COMMUNICATIONS

I market my area of College life effectively to internal and external stakeholders, and in line with the broader College vision and values

I proactively communicate the work of my Department to a full range of stakeholders

I ensure the marketing of my Department is current, ambitious and forward-thinking

## RECRUITING & DEVELOPING PEOPLE

I am able to recruit people in line with HR policies and protocols

I am able to address issues of underperformance honestly, robustly and sensitively

I am able to inspire, empower, motivate and develop staff through effective communication, first-rate administration and gravitas

I effectively monitor and record the development of staff progress and performance in my team

I conduct regular formal and informal scrutiny of the performance of my team, swiftly intervening where there are performance issues and recognising good practice

## IMPROVEMENT & INNOVATION

I am able to analyse the strengths and weaknesses of my Department and forge a plan for improvement that is realistic and impactful

I am able to manage those above and below me effectively to turn ideas into actions

I regularly evaluate the work of my team and the systems that support it to ensure it is able to work as efficiently as possible

## TEACHING & LEARNING (WHERE RELEVANT)

I inspire a love of the subject in our pupils and encourage them to think beyond what is taught in the classroom; to become curious, motivated, resilient and independent learners

I am able to identify, model and promote excellence in fulfilling the expectations we hold of all teachers in the organisation

I proactively monitor all pupil progress in my Department, relating progress to baseline data, and work effectively with data and teachers to improve pupil achievement

I am robust in monitoring and responding to rates of progress across groups of pupils with varying specific educational needs to ensure my department is engendering progress for all

I have a full and lively enrichment programme for my Department where pupils can feel inspired, stretched and challenged, going beyond the curriculum in their passion for my subject





# PERSON SPECIFICATION

THE FOLLOWING EXPERIENCE AND SKILLS ARE ESSENTIAL/DESIRABLE:	ESSENTIAL	DESIRABLE
A good degree in History, or a closely related discipline.	X	
Further education in History, a related discipline, or in Education.		X
Experience of teaching History through KS3-5.	X	
Experience of delivering outstanding GCSE and A-Level outcomes, including strong value-added results for students.	X	
A teaching qualification.		X
A track record of improving student achievement by working collaboratively with colleagues and parents.	X	
Experience of departmental line management.		X
Experience of motivating and coaching other teachers to improve their practice.		X
A passion for History, and a willingness to lead on engagement with the subject beyond the classroom.	X	
Relevant examiner experience.		X
A strong work ethic and high levels of personal organisation	X	

## THE PACKAGE

**Salary** Competitive

**Pension:** Teachers' Pension Scheme (TPA) & APTIS

**Benefits:** Tuition fee remission (which is means tested and capped) and no registration fees\*  
 Private Health Care Insurance (50% paid by employer) with reduced health club membership  
 Health care cash plan  
 Free lunch and beverages during term time  
 Staff Accommodation (subject to availability; competitive market rate)  
 Free off-road parking  
 Salary Sacrifice Schemes  
 Season Ticket Loan  
 Free winter and summer social events  
 Annual flu immunisation  
 Use of College leisure facilities including gym, tennis courts and pool\*\*

(\* Permanent staff. \*\*Conditions apply)

