



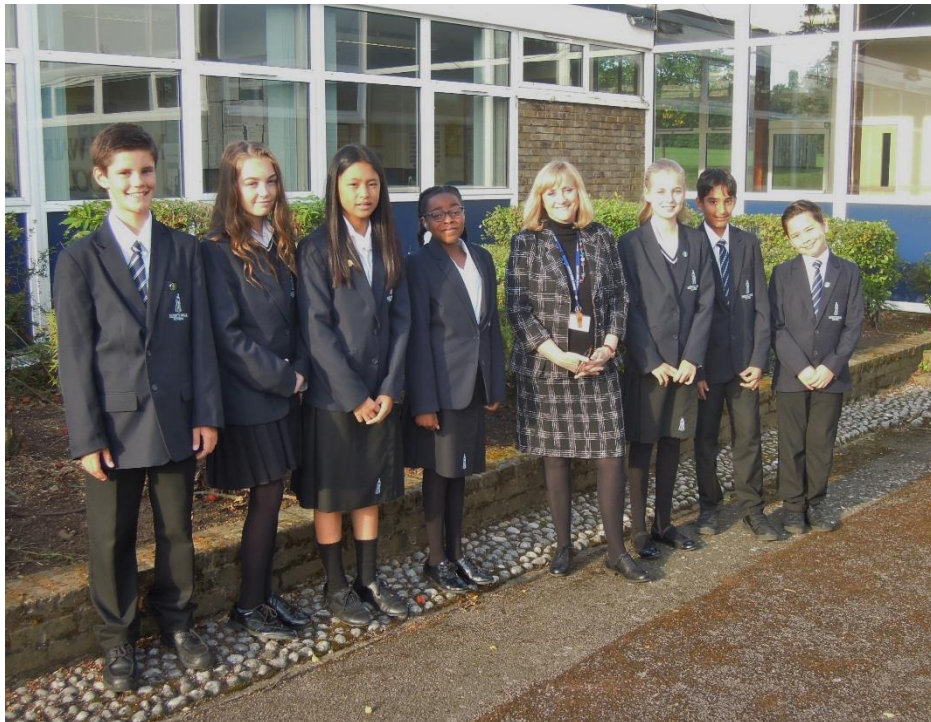
**MONK'S WALK**  
SCHOOL

# Monk's Walk School

Information Pack: Teacher of History

Start date: September 2019 (1 July for NQT)

Application deadline: Friday 29 March 2019



**'Excellence for All'**

# Our School

We are a mixed school of about 1,350 11-18 year old students in Welwyn Garden City, a Hertfordshire new town on the outskirts of London. Transport links are superb – direct rail links to London in less than 30 minutes; M1, A1(M), M11 and M25 all minutes away. WGC is a pleasant place to live – it even has John Lewis! The school is situated in a greenbelt area in the prosperous northwest corner of the city. Our grounds are magnificent and the view from the school is lovely, the view of our buildings slightly less so – this is an area we are constantly working on within the usual financial constraints. In July of 2019 we start construction of a new block to replace one of our older teaching blocks.

Monk's Walk is a genuinely comprehensive school, although the intake profile is changing – the prior attainment of students coming into the school is rising. The number of students with learning challenges is below the national average, with 11.6% supported at school action plus or with an Education and Healthcare Plan (EHCP). Our support for students with SEND is a real strength of the school. We have a small number of students with visual impairment and one has a beautiful guide dog, Ariel, who comes into school with her. This is the second guide dog we have had in school, with much success. Attendance is high. The school has an extremely effective behaviour policy and in general behaviour is very good indeed. Our students want to learn and our parents are, on the whole, extremely supportive.



Parental confidence in the school is high; there were 737 applications for 226 places in Year 7 for September 2019, with 238 of those as first preference. Each year we hear appeals for students wishing to join the school.

There is a genuine 'buzz' around the school and we have a very strong reputation in the city. In February 2018, the school was judged once again by Ofsted to be 'good' - please read the inspection letter which can be found on our website (or on Ofsted's) should you wish to apply. We were really pleased with the comments made by inspectors. They won't be back for three years, all being equal.

GCSE exam results in 2018 were our best ever results. In the basics, 56% of students gained a strong pass in English and maths and 80% a standard pass. This puts us well above the national average. Our attainment 8 was 51.2 and progress 8 +0.20 (above average).

In terms of progress, disadvantaged and SEN students do much better in the school than they do nationally. BME students attain very well and have good progress, as do each of the ability groups. Girls' and boys' attainment was almost exactly the same. We pride ourselves on the fact that Monk's Walk is an inclusive school.

The school has about 230 in the sixth form. We are also a member of a consortium with four other schools which provides a wide range of opportunities for students. At Monk's Walk we concentrate on providing A Level only, with large numbers of students studying the facilitating subjects. History is a very popular option. Vocational programmes can be taken at Oaklands College or in other consortium schools. Sixth form results are good and improving, but our ambition is for them to be even better. Our average point score per entry was 30.54, with a

grade C as the average grade. This is in line with national. We are very proud of the destinations of our sixth form students, with almost all students who applied making it to their first or second choice university or high quality apprenticeship. Students access a range of universities, including Oxbridge.

We do not pursue academic achievement at the expense of the wider development of the individual, however. Form tutors, heads of year and heads of house all have important roles in the social, personal and academic support of individuals. Our house system is strong, providing a range of all-ability competitions and activities for mixed-age groups. Recently we have become the first school in the country to have a recycling machine with the credit going as house points. All members of staff are allocated a house, except me who has to try to stay impartial, of course.



The range of extra-curricular opportunities, trips and visits plays an important role in the lives of our students and we guard this expansive programme jealously because we believe that busy, stimulated students make successful students. Last year our students had the opportunity to take part in over 100 trips and visits, including trips to New York, Paris, Barcelona and the Belgian battlefields. We have large groups undertaking World Challenge and DofE at bronze, silver and gold level. A range of staff involve themselves in these activities which further enriches school life for both them and our students.

Despite being a linguist I do not believe in the EBacc. This combined with our healthy financial position has enabled us to maintain a very broad and balanced curriculum at both GCSE and A Level.

Knightsfield School (a special school for hearing impaired children) is co-located with Monk's Walk School. We have an outstanding partnership arrangement; at key stage 3 Knightsfield students join classes in Drama, PE and Art. Some students are also integrated into GCSE groups. Knightsfield students join ours for lunch every day in our canteen in B Block.

The school became an academy in September 2012. The decision to convert was purely pragmatic and trustees have no intention to make changes to teachers' pay and conditions beyond those made as part of national agreements.

Induction, training and continuing professional development have a very high priority in the school. All new members of staff take part in a comprehensive induction programme on joining the school. We have a proven track record in training teachers and we have both School Direct and PGCE trainees. We take an active part in the Alban Teaching School Alliance.

This post is open to both NQTs and more experienced teachers. If you are a newly qualified teacher, however, you would be offered the opportunity to start with us on 1 July (or as soon as your training course is completed) and be paid fully through July and August. This gives the chance for a really comprehensive induction programme to make sure you have a flying start to your career in teaching. You will also find that we have an innovative support programme throughout the NQT year, organised with local schools. This provides training on key aspects of teaching such as assessment and behaviour for learning, as well as providing a local network of support with other NQTs in similar subject areas. There is also the

opportunity to visit other schools to further your experience in the NQT year. The course builds on the support of a mentor and the extended support of a professional mentor in school.

All staff are supported by a broad programme of continuing training and development. Individual staff are supported on programmes of further study/professional qualifications. The school runs a well-developed performance management system. All staff are actively supported to achieve their individual targets.

**Please note that there is a generous relocation package for teachers moving house to take up post. See our website for details.**

# The History Department

The history department is one of the strongest departments in the school. Currently there are three full-time members of the department, but from September there will be four. It is an enthusiastic, experienced, cohesive, and hardworking team, always looking for ways to improve the teaching and to raise students' levels of achievement. History trips are organised, as are events which raise the profile of the department (e.g. the Berlin trip for Years 10-12). We have been working with the Prince's Teaching Institute and will be applying in the near future for history to become an associate department; this has given us some excellent opportunities to attend specialist lectures and has once again raised the profile of the department across the school.

In Year 7 all students study Roman and Medieval Britain. In Year 8 there is a study of the making of the UK, and the British Empire. Year 9 students currently study 20th-21st century history which offers them the opportunity to start their GCSE studies early. Classes in Key stage 3 are composed of form groups.

History is an option for all students at KS4. We use the Edexcel GCSE examination board. It is a popular option choice for students. Results are very good indeed; in 2018 74% of students attained 9-4 with 29% at 9-7 (versus national averages of 65% and 25% respectively).

History is an extremely popular and successful subject in our sixth form. As of 2018, 33 students currently study the subject in years 12 and 13. The areas of study in the OCR A-level History specification are: Democracy and Dictatorship in Germany 1919-63, the Early Stuarts and the English Civil War 1605-1660 and the Challenge of German Nationalism 1789-1919. In addition, students also complete a 3,000 word non examined assessment on a historical topic of their choice.

The History department has its own suite of rooms and is well equipped with data projectors, visualisers and an interactive whiteboard. All members of the department have their own teaching room and display area, and each room is equipped with a PC.

## Job description: Teacher of History

**Post Title:** Teacher of History, full-time, permanent  
**Job Grade:** Teachers' Pay Scale  
**Responsible to:** Head of History

### Job Purpose

- To ensure that students fulfil their potential in the classes you teach
- To support the school in keeping all students safe
- To oversee pastoral care and support the progress of your tutor group
- To contribute to the effectiveness of the teams in which you work (departmental, year group, house)
- To support the school's aim of providing an enjoyable educational experience for its students.

### PRINCIPAL ACCOUNTABILITIES:



### **Planning, Teaching and Class Management**

- To prepare and teach lessons of a high standard so your students make expected or above expected progress
- To follow designated programmes of study
- To set prep in line with school and departmental policy
- To ensure that your students' behaviour is conducive to learning.

### **Monitoring, Assessment, Recording, Reporting**

- To follow designated programmes of study, carry out all assessments and marking, recording, reporting and target setting in line with departmental and school policy.

### **Pastoral Duties**

- At all times ensure that your students are subscribing to school policies in terms of behaviour, appearance, academic work and social interaction and follow the guidelines given in the staff handbook if any pupil is infringing these policies
- To adhere to the school's requirements on safeguarding at all times.

### **Other Professional Requirements**

- Work as a team member within the department, sharing ideas and resources and asking for guidance and help from fellow teachers when necessary
- Participate in all CPD activities that will improve your professional performance
- Take part in the school's appraisal process and enter into a professional discussion with your line manager about your strengths as a teacher and any areas which are in need of improvement
- Address any areas of weaker performance, taking advice from your line manager and actively engaging in any actions that might be suggested
- To maintain, at all times, the reputation of this great profession and of the school.

### **Resource Management**

- To take a shared responsibility to ensure the accommodation in which teaching takes place is vibrant and conducive to learning
- To ensure that all department resources used are kept in good order and any defects are quickly reported to the Head of Department.

This job description sets out the duties of the post at the time it was drawn up. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

***This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. A Disclosure and Barring service check will be sought as part of the school's pre-employment checks. If you are invited to an interview, you will receive more information.***

## **Person specification: Teacher of History**

### **1. Educational Qualifications**

- Honours Degree in History or related subject
- DfE recognised Qualified Teacher Status
- Higher Degree (D)

### **2. Professional Experience**

- Ability to teach across all three key stages (D)

- Proven track record in raising standards of student achievement
- Experience of constructive co-operation with parents
- Successful training in secondary age range
- A portfolio of training and continuing professional development

### 3. Professional Knowledge and Understanding

The successful applicant will need to demonstrate knowledge and understanding of:

- Safeguarding students
- Effective practice and approaches to teaching, learning and assessment
- Current educational trends and thinking
- Current developments in teaching subject
- Effective use of ICT in teaching
- Strategies for motivating and inspiring students and managing student behaviour

### 4. Personal Qualities and Skills

Ideally, we are looking for someone who:

- Can work as part of a team
- Is resilient
- Is sympathetic to the pastoral needs of students
- Is abundantly energetic, creative and enthusiastic
- Is co-operative, flexible and responsible
- Is reliable, well organised and committed to high standards
- Is able to contribute to the staff community
- Is committed to improving and enlivening the environment of the classroom and the school
- Is patient, optimistic and has a fantastic sense of humour
- Has a life outside of school.

That's all!

(D = desirable, all other essential)

Monk's Walk is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Your role in our future

Monk's Walk School is a thriving, vibrant, learning community where our aim is to bring the best out of everyone. It is a very good school and like most good schools, we know we need to keep on improving to provide the best for our students.

I hope this information has given you a flavour of our school. Please read the Ofsted report and visit our website and Facebook page – Monk's Walk School Official - for more information. If you feel you can contribute to the high standards of teaching and learning in history and would like to join us, then please apply. I am looking for someone who can, or has the potential, to teach highly effective history lessons.

## How to apply

I really hope the information we have provided makes you want to apply to join us. If you would like to discuss the position or visit the school before applying please contact Matt Grinyer

(Deputy Headteacher). Matt is the SLT member with responsibility for history. His email is [magriny@monkswalk.herts.sch.uk](mailto:magriny@monkswalk.herts.sch.uk) or he can be contacted at the school.

Please apply, using the application form on our website. You should also write a letter of application. In your letter of application, please can you explain how you demonstrate that you fulfil the requirements of points 2, 3 and 4 on the person specification (pages 6 and 7 in this pack). Shortlisted candidates are likely to be able to show how their work has impacted on students' achievements, experiences or attitudes – all in about two sides of A4! I am interested in appointing someone who is, or has the potential to be, a highly effective practitioner.

The deadline for us to receive your application is **noon on Friday 29 March 2019**. Please e-mail your application to: [recruitment@monkswalk.herts.sch.uk](mailto:recruitment@monkswalk.herts.sch.uk), marked for my attention.

We look forward to hearing from you.

Kate Smith  
Headteacher  
March 2019