



JOB DESCRIPTION

JOB TITLE	Teacher of History
DEPARTMENT	History
LINE MANAGER	Head of History

SAFEGUARDING

Forest School is committed to safeguarding and promoting the welfare of children.

The postholder will be required to;

- Complete an Enhanced Disclosure and Barring Check (DBS).
- Complete Child Protection Training.
- Promote and safeguard the welfare of all children and young persons they are responsible for, or with whom they come into contact.

JOB SUMMARY:

The Teacher of History will be responsible for delivering high quality teaching, through planning engaging lessons to enable all pupils to make the best possible progress.

The Teacher of History must be able to demonstrate excellent subject knowledge and communicate this in an enthusiastic and imaginative way. In addition, they will be eager to contribute to the routine and extra-curricular life of the school, as well as that of the department. They will be keen to develop their own practice and to try new ideas, sharing successes and failures with colleagues.

The Department currently consists of eleven highly qualified and experienced specialists, many of whom occupy positions of broader responsibility in the school. Results in recent years have been outstanding. Typically, above 85% achieve A*-B grades at A Level, whilst over 90% of GCSE grades have been at Grade 7 or above. Every year numerous pupils go on to read History at university, with regular successes at both Oxford and Cambridge.

In common with all Forest School departments, the History Department is well resourced with books and online subscriptions, curated by the School's Martin Centre Library. There is also a History Society and History Magazine at Sixth Form which meet regularly. In the past, we have hosted a number of eminent visiting speakers which have included Professor Richard Evans (Regius Professor Emeritus at Cambridge and Old Forester), Professor John Morrill (Honorary Fellow of Trinity College, Oxford) and Benjamin Thompson (Associate Professor of Medieval History at Oxford). The Department runs several well-regarded international trips to Paris, the First World War battlefields of France and Belgium, Washington DC, and Berlin. We also enjoy close collaboration with the London Academy of Excellence, a local outstanding Sixth Form and have run several opportunities for students jointly with them, including an annual Historical Symposium for Sixth Formers. There is also a History magazine edited by pupils.

In Years 7-9, the Department has reviewed its curriculum and embarked on a systematic process of deconstruction, de-colonialisation, pedagogical analysis, and rebuilding with a key focus being ensuring students receive a robust enquiry-led historical education. This has been a collaborative process and has drawn on best practice taken from an intensive review of evidence, primarily stemming from Schools History Project, the Historical Association, the work of John Hattie, Daniel Willingham and Daisy Christodoulou, and the successes observed in our partner schools. There is an excellent opportunity to the successful applicant to take this even further and to build on the excellent academic momentum at Forest.

Uptake at GCSE is amongst the highest in humanities subjects at Forest and usually ranges between 70-90 pupils. We follow the IGCSE (CAIE) Modern World course, including international relations from 1918-75, with the depth topic on Germany 1918-1945, and coursework on the significance of opposition to the Nazi regime.

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Typically, between 30-40 pupils take History in the Sixth Form and the Department allows pupils to choose from one of three pathways using the AQA syllabus. Option A 'Persecution and Progress' focuses on 'The Crusades, Britain 1951-2007 and coursework on the Early Modern 'Witch craze'. Option B 'Monarchy, Revolution and Statecraft' includes study of The Tudors, France in Revolution and the Arab Israeli-Conflict. Finally, Option C 'Societies in Flux' encompasses Tsarist and Communist Russia, the English Revolution and coursework on the British in India.

KEY RESPONSIBILITIES:

Potentially teach across all levels and abilities.

- Forest School follows the IGCSE (CAIE - 0977) Modern World course, including international relations 1918-75, with the depth topic on Germany 1918-1945, and coursework on the significance of domestic opposition to Nazi Germany (1933-1945).
- At A Level, a number of streams of AQA History (7042) course is followed. We are in an excellent position to offer our learners flexibility through a range of pathways. The successful candidate may be asked to teach a stream or unit of A-level, dependent on need of the department.
- We follow an in-house KS3 curriculum, based on Schools History Project, which is up-to-date and benefits from being fully planned and resourced.
- Develop, maintain, and stimulate pupils' curiosity, interest, and enjoyment in History.
- Enable pupils of all abilities to develop and improve their essay writing and debating skills.
- Provide stretch and challenge for every pupil and encourage and support all pupils to achieve their potential in History.
- Develop in pupils a love of History which goes beyond the syllabus.
- Make a contribution to extra-curricular activities such as History Society or educational visits such as to Ypres, Berlin, Washington or Paris.
- Carve out opportunities to take the lead in curriculum development and extra-curricular activities.
- Share in departmental best practice and bring new ideas to the department, including recent pedagogical learnings and strategies.
- To invest extra time to ensure pupils achieve the best standard.
- The position may require additional timetable allocation of subjects such as RSHE (relationships, sex, health education), Dialectics and Civics, EPQ, Games and Activities.

TEACHER - GENERIC DUTIES AND RESPONSIBILITIES

Below sets out the generic main duties and responsibilities of any teacher at Forest School. Those holding positions of responsibility have specific job descriptions in addition to the duties described below. Above all, Forest School teachers are professionals who carry out their duties responsibly and with regard for the best interests of their pupils and the school.

Teaching and Learning

- Plan, prepare and deliver purposeful and productive lessons to assigned classes.
- Be prepared to innovate and devise imaginatively varied ways of teaching their subjects to inspire pupils.
- Encourage pupils and show enthusiasm for their subject in the classroom.
- Mark work and provide feedback according to departmental and School marking policies, giving appropriate feedback, and maintaining records of pupil's progress in their subject.
- Demonstrate an awareness and understanding of Assessment for Learning strategies and personalise the learning of all pupils, as appropriate.
- Select and use a range of different learning resources and teaching styles, appropriate to subject and topic.
- Participate in mutual lesson observations both within and beyond their department as a part of sharing best practice.

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- Use teaching strategies that allow for the full range of ability and learning styles in each class, particularly considering the learning needs of pupils identified as SEND or requiring additional learning support.
- Interface regularly with the Learning Support Department and fully understand pupil needs as expressed in Pupil Passports.
- Research new topic areas and maintain up-to-date subject knowledge.
- Undertake report writing and the award of internal grades as required.

Department

- Carry out any reasonable subject-related duties assigned to them by their Head of Department.
- Attend department meetings and moderation meetings as requested by their Head of Department.
- Contribute to the Department's devising and writing of new subject materials when required.
- Actively support the super-curricular and academic life of your department.
- Make themselves familiar with the contents of their Department Handbook and endeavour to follow closely the guidance and Schemes of Work provided in this document.

Co-Curricular

- Contribute imaginatively to the co-curricular, extra-curricular and sporting programmes of the school as required by the Head of Department, Deputy Head Staffing and Operations or the Heads of Section and Preparatory School. and be prepared to run or assist with activities beyond lesson times and on Saturdays when required.
- Take part in the outdoor programme of the School in activities ranging from Games to the Duke of Edinburgh's Award and the Combined Cadet Force.

Pastoral Responsibilities

Every staff member at Forest has collective responsibility for our pastoral processes and policies. Forest staff contribute to the development of the whole child and demonstrate consistent competence, build outstanding relationships alongside the highest expectations.

Our pastoral foundations are as follows:

- Ensure every pupil is known, liked and valued.
- Ensure every pupil feels safe and secure.
- Ensure earliest intervention and a responsibility for personal development.
- Ensure you are incorporating pupil voice into daily decision-making.
- Ensure you have proactive communication with all stakeholders.

Safeguarding:

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.
- No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
- Ensure that all key policies have been read and understood, including KCSIE Part 1
- Attend Safeguarding and Child Protection training, including updates and Prevent
- Complete an annual declaration regarding the status of DBS

Other Professional Duties

- Support and foster the aims of the school.

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- Make themselves familiar with the contents of the Staff Handbook, the Staff Code of Conduct, the School's aims and policies and endeavour to follow these closely.
- Carry out such duties, including breaktime supervision, cover for absent colleagues and examination invigilation, as are allocated to them by their Head of Department or Senior Teachers, punctually and efficiently.
- Attend staff meetings and briefings, parents' evenings, Commemoration Day, inset sessions and similar important functions both in and out of normal School hours, and participate in Open Days for prospective parents, carers, and pupils.
- Notify their Head of Department and the Deputy Head Staffing and Operations as early as possible if they are going to be absent from School and set rigorous, appropriate work.
- Attend relevant training each year, after obtaining the consent of their Head of Department and the Deputy Head Staffing and Operations.
- Take part in the school's performance management scheme and appraisal.

This generic description should be read alongside the following documents:

- Staff Code of Conduct
- Teaching and Learning Policy/Forest Teacher Framework
- Tutor Job Description
- Departmental Handbook(s)

FOREST SCHOOL'S POLICY AND PROCEDURE

The postholder is required to actively follow and abide by all Forest policies and procedures including Equal Opportunities, Staff Code of Conduct, Safer Recruitment and Child Protection, and will maintain an awareness and observation of Fire and Health & Safety Regulations

If during the course of time the duties and responsibilities should change, the job description will be reviewed and amended in consultation with the postholder.

The postholder will carry out any other duties as are within the scope, spirit and purpose of this job description as requested the line manager or Head of Department/Section.

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