

**Hugh Christie School  
White Cottage Road  
Tonbridge  
Kent  
TN10 4PU**

**CHAIR OF GOVERNORS  
EXECUTIVE PRINCIPAL  
HEAD OF SCHOOL**

**Sue Mason  
Jon Barker  
Mark Fenn**

**[www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk)**

**Briefing Pack for:**

**The appointment of  
Full Time Teacher of History**

**Start date: September 2022**



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## Hugh Christie School

### Full-Time Teacher of History

Are you enthusiastic to spark a curiosity for History in our young people? Are you keen to keep developing your own subject and pedagogical knowledge? Are you looking to collaborate and grow in a supportive and dedicated environment?

We are delighted to have the opportunity to take on a new History Teacher who loves their subject, is eager to engage in research and believes that every student should be given the best chance to succeed. We are looking for a teacher who will bring their own dynamism and positive attitude and become a trusted and valued team member.

The successful candidate will have high expectations of their students, strong subject knowledge. The ability or desire to teach A-level is a bonus.

CPD is at the heart of good teaching and the heart of our Department vision: the successful candidate will be supported to continue their own learning and develop their own specialisms and interests.

Hugh Christie is a mixed all-ability school rated 'Good' by Ofsted in 2017. The school is a welcoming community with a friendly atmosphere. All staff strive to ensure every child is happy, successful and prepared for adult life.

To support teacher welfare, we benefit from an early 1.35pm finish on Fridays and a two-week half term in October.

This position would suit an Early Career Teacher, a teacher looking for their first move or an experienced teacher in search of a collaborative and innovative department.

Please contact Mrs N Riddle for an application pack on 01732 353544 ext 242 or [nriddle@tonbridgefederation.co.uk](mailto:nriddle@tonbridgefederation.co.uk). Further information is available on the school's website: [www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk). For more information about the role, please contact Palak Shah on [pshah@tonbridgefederation.co.uk](mailto:pshah@tonbridgefederation.co.uk)

Closing date for applications: Monday 7<sup>th</sup> February

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure**



January 2022

Dear Applicant,

Thank you for expressing an interest in the post of Teacher of History.

Hugh Christie is part of the Tonbridge Federation – a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - [www.hughchristie.kent.sch.uk](http://www.hughchristie.kent.sch.uk).

I have been at Hugh Christie for nearly seventeen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

This post would be suitable for both experienced and Early Career Teachers. The department is excellent at supporting new teachers and you will receive lots of support. You need to be a good team member and effective communicator.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please refer to the job description and Emotional Intelligence standards later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 242 or by email via [nriddle@tonbridgefederation.co.uk](mailto:nriddle@tonbridgefederation.co.uk)

I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker  
Executive Principal

## **Hugh Christie School and Long Mead School Vision Statement**

### **Aspiring to be outstanding:**

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

### **Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:**

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

### **Every child has the opportunity to receive a high quality of education:**

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

### **Disadvantaged and SEND children receive equality of opportunity:**

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.
- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.

- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

**Our 'Learning Journey' prepares children well for the future:**

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.

**Developing a strong sense of community, leadership and character underpinned by British values:**

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.

**Preparing for the future:**

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

## About Hugh Christie School

### *Hugh Christie is 'The Place to be...'*

Hugh Christie opened in 1957 as a co-educational school for children of all needs and abilities. We have around 925 students on roll. Based in Tonbridge with excellent transport links, the school is housed in new buildings on an attractive campus with excellent facilities. It is our aim that every child at Hugh Christie is happy, successful and well prepared for adult life.

Our priorities for the school are that;


- Every student achieves their very best
- Our students make better progress because every teacher is good and on the journey to outstanding
- Students are happy, behave well and engage with their learning
- We make a greater difference to the lives of our students because we aspire to outstanding leadership
- Our provision meets the academic, economic, social, cultural and emotional needs of all our students and ensures they are well prepared for adult life in modern Britain.

We are very proud of the students and staff at Hugh Christie. We are passionate about providing a unique learning experience for your child that will enable them to achieve well, learning new skills, enjoy learning and have a successful and prosperous future.

## Who was Hugh Christie?

Hugh Christie was a pioneer in every way. Born in London and the son of a city merchant, he was a farmer, public servant and educationalist and lived in Quarry Hill, Tonbridge. A founder member of the National Farmers Union and also involved in the formation of the Women's Institute, in 1957 during the year in which our school was founded bearing his name, he was awarded the OBE for political and public services in Kent. A man of outstanding character, integrity and courage, he died in 1962.

# HISTORY

	<p><b><u>The Team</u></b></p> <ul style="list-style-type: none"> <li>• Mrs Laura Jackson – Director of Learning</li> <li>• Mr Ben Horne</li> <li>• Mr Paul Bargery</li> <li>• Miss Phillipa Read - KMT</li> </ul>
<p><b>Subject Intent</b></p>	<p>To develop a curiosity and make judgements about Britain's past and that of the wider world; by asking questions, thinking critically and evaluating evidence.</p>
<p><b>Age Related Learning Objectives (ARLOs)</b></p>	<p><u><a href="#">Year 9</a></u></p>
<p><b>Knowledge Organisers</b></p>	<p><u><a href="#">Year 9 (Civil Rights)</a></u> <u><a href="#">Year 9 (Vietnam)</a></u></p>
<p><b>Subject Learning Journey</b></p>	<p><u><a href="#">History (Years 9 to 13)</a></u></p>
<p><b>Exam Board Specifications</b></p>	<p><u><a href="#">GCSE</a></u> <u><a href="#">Advanced Level</a></u></p>
<p><b>Key Stage 3</b></p>	<p>The History National Curriculum at Key Stage 3 is delivered through the REAL Curriculum at Hugh Christie. Please see the REAL subject page for more information.</p>
<p><b>Key Stage 4</b></p>	<p><b>Edexcel GCSE History (9-1) Code: 1HIO</b></p> <p>GCSE History is a fascinating course, which offers students the opportunity to study a range of topics with a particular emphasis on 20th century History.</p> <p>It also develops skills that will be useful for future careers. These skills include: careful factual research, interpreting different types of documents from cartoons to poems, to newspaper articles; constructing sensible and logical arguments. Ultimately, students will be able to make balanced judgements and weigh up different viewpoints to give their own interpretation of events in the past. <b>A love of reading and writing is</b></p>



	<p><b>essential</b> to get the most from the course the exam board is Edexcel and all marks toward the final grade is exam based.</p> <p><b>Unit 1 - Thematic Study</b></p> <ul style="list-style-type: none"> <li>• Medicine in Britain, c1250-present</li> <li>• Historic environment: The British sector of the Western Front, 1914-1918: injuries, treatment &amp; the trenches</li> </ul> <p><b>Unit 2 - Period Study</b>  <b>Superpower Relations &amp; the Cold War, 1941-1991 includes:</b></p> <ul style="list-style-type: none"> <li>• The origins of the Cold War, 1941-1958</li> <li>• Cold War Crises, 1958-1970</li> <li>• The end of the Cold War, 1970-1991</li> </ul> <p><b>Unit 2 - Depth Study</b>  <b>Henry VIII &amp; his ministers, 1509-1540 includes:</b></p> <ul style="list-style-type: none"> <li>• Henry VIII &amp; Wolsey, 1509-1529</li> <li>• Henry VIII &amp; Cromwell, 1529-1540</li> <li>• The Reformation and its impact, 1529-1540</li> </ul> <p><b>Unit 3 - Modern Depth Study</b></p> <p><b>The USA, 1954-1975: conflict at home &amp; abroad includes:</b></p> <ul style="list-style-type: none"> <li>• The development of the civil rights movement, 1954-1960</li> <li>• Protest, progress &amp; radicalisation, 1960-1975</li> <li>• US involvement in the Vietnam War, 1954-1975</li> <li>• Reactions to, and the end of, US involvement in Vietnam, 1964-1975</li> </ul>
<b>Key Stage 5</b>	<p><b>OCR A-Level GCE History A H505</b></p> <p><b>“History is written backwards, but lived forwards.” Madeleine Albright</b></p>

For A-Level, the exam board is OCR and there are 3 exams and 1 piece of coursework

### **Entry Requirements**

It is a two year course and the content below is flexible in terms of other historical topics that can be studied depending on the students opting for it.

Students should have a Grade 6 or above in GCSE History or if you have not taken GCSE History then a Grade 6 or above in GCSE English Language or GCSE English Literature is advisable.

### **Course Information and Assessment**

**Unit 1 (25% of overall grade) - British period study & enquiry**  
**Britain 1900-1951 enquiry topic - England & a new century c.1900-1918 includes:**

- Political issues 1900-1914
- Social issues 1900-1918
- Britain at war 1914-1918
- British period study
- Britain c.1918-1951
- Includes
- British politics 1918-1929
- British domestic politics 1929-1939
- Economic issues 1918-1939
- Domestic politics 1940-1951

**Unit 2 (15% of overall grade) Non-British period study**  
**The Cold War in Asia, 1945-1993 includes:**

- Western policies in Post War Asia, 1945-1979
- The Korean War 1950-1953 & its impact up to 1977
- Indochina 1945-1967
- Wars in Vietnam & Cambodia, 1968-1993

	<p><b>Unit 3 (40% of overall grade) Thematic study &amp; historical interpretations</b>  <b>Rebellion &amp; disorder under the Tudors 1485-1603 includes:</b></p> <ul style="list-style-type: none"> <li>• Main causes of rebellion &amp; disorder</li> <li>• The frequency &amp; nature of disturbances</li> <li>• The impact of disturbances upon Tudor governments</li> <li>• The maintenance of political stability</li> <li>• <b>Depth Studies:</b></li> <li>• Pilgrimage of Grace</li> <li>• The Western Rebellion</li> <li>• Tyrone's Rebellion</li> </ul> <p><b>Unit 4 (20% of overall grade) Coursework</b>  Topic based essay on a subject chosen by the student.</p> <p>Length of essay must be between 3000-4000 words.</p>
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## The Emotional Intelligence Competencies

### ***SELF-AWARENESS***

Emotional Self-Awareness:  
Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

Accurate Self-Assessment:

Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

Self-Confidence:

A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

### ***SOCIAL AWARENESS***

Empathy:

Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

Organisational Awareness:

Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

Service Orientation:

Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

## ***SELF-MANAGEMENT***

Emotional Self-Control:  
Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

Transparency:  
Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

Adaptability:  
Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

Achievement Orientation:  
Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

Initiative:  
Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

## ***RELATIONSHIP MANAGEMENT***

Developing Others:  
Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

Inspirational Leadership:  
Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

Change Catalyst:  
Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

Influence:  
Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support

Conflict Management:  
Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

***SELF-MANAGEMENT***

Optimism:

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

***RELATIONSHIP  
MANAGEMENT***

Teamwork & Collaboration:

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds

## Job Description for Teachers

### Overarching Purpose

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

**Job Title:** Teacher of History

**Responsible to:** Director of Learning for History

**Responsible for:** Teaching and supporting all designated classes

### Specific Job Purpose:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all students
- To monitor and support the overall progress and development of students as a Teacher and Advisor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

### Duties:

The conditions of employment of School Teachers specify the general professional duties of all teachers. The safeguarding of children and young people underpins the work of the Tonbridge Federation and must be adhered to as a prime responsibility. All staff working in the federation must read and understand our safeguarding policy and statutory guidance on safeguarding before employment begins and on a regular basis. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

### Principal Responsibilities

#### 1. Teaching:

- To contribute to the teaching of designated subjects in the school
- To consistently teach high quality lessons
- To participate in the development of appropriate syllabuses, schemes of work, lessons and materials that meet the requirements of the Key Stage 3 & 4 (possibly 5) national curriculum
- To plan appropriately differentiated and scaffolded lessons for students including for disadvantaged students
- To share good practice across the school and federation
- To maintain appropriate records and to provide relevant accurate and up-to-date information

- To complete a SIMs register at the beginning of each timetabled teaching period
- To complete the relevant documentation to assist in the tracking of students
- To attend and participate in subject meetings and parent consultation events
- To set and mark appropriate classwork and homework and monitor progress in line with subject and school marking and AFL policies and procedures
- To supervise the use and care of rooms assigned to the subject including adherence to Health and Safety regulations
- To be responsible for the storage and use of learning resources used whilst teaching
- To be a pastoral Advisor and teach PSHE where appropriate
- To set high expectations for staff and students in relation to standards of achievement and the quality of learning & teaching
- Prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures
- To ensure the effective/efficient deployment of classroom support
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of History
- Promote History learning through out-of-hours activities
- Ensuring a high quality learning environment within the History area

## **2. Assessment, Feedback and Tracking:**

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement
- Mark, grade and give written/verbal and diagnostic feedback as required
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- Follow setting and co-ordinating assessment arrangements in History at all Key Stages, and in all areas as required by school policies, including standardising those assessments



**3. Staff Development:**

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- Participate in whole school CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.

**4. Student Support and Progress:**

- To be an advisor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the advisory group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support systems
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To contribute to the PSHE, citizenship and enterprise programmes according to school policy
- Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams and directors of learning

**5. Communication, Marketing and Liaison:**

- To communicate effectively with the parents/carers of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools, etc.

**6. Personal Responsibilities:**

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example

- To actively promote school policies and procedures
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To undertake duties before the school day, at break, at the end of the lunch period and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually
- To set cover work during any leave of absence

## **7. Personal and Professional Conduct:**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- Act with honesty and integrity
- Forge positive professional relationships with all stakeholders
- Be committed to collaboration and co-operative working
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the Tonbridge Federation and maintain high standards in their own attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

### **Notes:**

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It can be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head of School.