



# Toynbee School

Bodycoats Road  
Chandlers Ford  
Eastleigh  
Hampshire  
S053 2PL

Appointment  
of  
Head of History

**Contact Details:**

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## Application Details

Please find enclosed the following details:

- History Department profile
- Job Description
- Person Specification
- Letter from the Headteacher

An application form (teaching staff) is available to download from Toynbee School website. See link below:

[www.toynbee.hants.sch.uk/vacancies.php](http://www.toynbee.hants.sch.uk/vacancies.php)

### **Employment Checks**

Employment checks will be undertaken to establish positive outcomes in the following areas dependant upon role:

1. Personal Identity
2. Right to Work in the UK
3. Police check/Enhanced Level Disclosure and Barring Service Check (previously CRB disclosure)
4. Employment History
5. Qualifications
6. Health
7. References

### **Equal Opportunities Statement**

In our school we are committed to securing genuine equality of opportunity, whether required by law or not, in all aspects of our activities as an employer and service provider.

This commitment is based on our belief in the broad principles of social justice and our aim is to provide services and employment on a fair and equitable basis.

Our staff are encouraged to demonstrate their commitment to equality by taking active steps to: eliminate discrimination, promote equality of opportunity and promote good race relations.

## Toynbee School – History Department

The aim of the History curriculum at Toynbee is to allow pupils to study the past to gain an understanding of how we have reached the world we live in today. Through a series of enquiries, pupils explore local, national and international issues. Our curriculum is diverse, rigorous and engaging; it aims to inspire all pupils and encourage intellectual curiosity. We believe in introducing pupils to a wide range of sources, and historical debate to allow them to become excellent historians. We also promote extra – curricular History, with a thriving Key Stage 3 History club, regular assemblies on historical themes, and a history of successful local and international trips.

History at Toynbee is an extremely popular and successful subject and the department are enthusiastic, hard working and forward thinking. The department consists of a Head of Department, two full time teachers, and two members of SLT who teach within the department. The department is fully resourced, and there are three dedicated History classrooms, as well as a Humanities departmental office/workroom.

### Key Stage 3

We teach a two year key stage 3, pupils have 4 x 1 hour periods of History lessons across a two week timetable, and are taught in mixed ability groups. Pupils in year 7 begin their studies with an enquiry on ‘how far were the Silk Roads a crossroads of civilisations’, and the curriculum continues chronologically with enquiry topics including the Norman Conquest, ‘how tolerant was Tudor England’, and a comparison of the different experiences of colonies within the British Empire. Pupils end key stage 3 History with a broad understanding of the past, and a range of skills including historical debate, source analysis and confidence with extended writing; that not only provide them with a solid foundation for GCSE History, but also skills that are highly transferrable.

### Key Stage 4

History GCSE is a very popular option, and results are consistently strong. Pupils have 5 x 1 hour periods of History lessons across a two week timetable, and are taught in mixed ability classes. Pupils follow the Eduqas GCSE and study Medicine and Health through time; Conflict and Upheaval 1337 – 1381; the USA from 1910 – 1929 and Germany from 1919 – 1991. These topics are taught through a series of enquiries; and the department use consistent schemes of work and assessment strategies.

## Toyndbee School Job Description

<b>Post</b>	Head of History	<b>Current Post Holder</b>	
<b>Allowance/ Scale</b>	TLR – 2c	<b>Date Reviewed</b>	
		<b>Signed</b>	

### Accountability:

Responsible to the Headteacher for leading, managing and developing the team of teachers of the curriculum area.

### Job Purpose:

To provide professional leadership and management of the History Staff and curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all students.

### Duties and Responsibilities:

1. Implement the National Curriculum in History.
2. Provide leadership in the school on all matters relating to History.
3. Develop team working through seeking input from others and building a team spirit.
4. Lead, develop and enhance the teaching practice of others.  
Determine, monitor, develop and evaluate teaching and learning in the department.  
Intervene to secure improvement in poor performance. Participate in performance management reviews, following up targets.
5. Prepare strategic plans for the future development of the department based on best practice and the particular needs of the school, such as literacy, numeracy, citizenship, work related learning.
6. Represent the department at meetings and in other situations, as required.

7. Liaise closely with SLT in setting challenging targets for improvement and showing drive for improvement.
8. Develop potential by setting standards, providing tangible support, giving feedback and encouragement. Creating development opportunities with CPD Co-ordinator.
9. Develop the History curriculum and schemes of work which engage learners, break down problems and create opportunities for success.
10. Allocate teaching groups in order to maximise educational achievement.
11. Share information by regular department meetings, making minutes available to the Headteacher.
12. Provide professional support for teachers in their department when pupils do not undertake and complete work satisfactory or when they misbehave.
13. Evaluate teachers' marking of work according to the agreed assessment policies and assess records of students' progress within the department are maintained.
14. Provide work for the classes of absent colleagues if work has not been set.
15. Manage the departmental allocation of funds.
16. Ensure department contributes to careers provision with reference to History post-16.
17. Oversight of behaviour and maintaining high standards across the History department in conjunction with the school behaviour policy.
18. Other duties deemed suitable by the Headteacher that are commensurate to the TLR.

## Person Specification: Head of Department

Criteria	Essential (E) or Desirable (D)
<p><b>Professional Values and Practices</b></p> <ul style="list-style-type: none"> <li>• High expectations of all students</li> <li>• Ability to contribute to the corporate life of the school</li> <li>• Commitment to their own professional development</li> <li>• Commitment to equal opportunities</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>• Good Honours Degree (subject area)</li> <li>• Qualified Teacher Status</li> </ul>	<p>E</p> <p>E</p>
<p><b>Teaching and Classroom Management</b></p> <ul style="list-style-type: none"> <li>• Ability to inspire and motivate learners</li> <li>• Ability to plan lessons on the basis of learning objectives and information about prior learning</li> <li>• Ability to select and prepare appropriate resources</li> <li>• Understanding of and compliance with safe practices</li> <li>• Understanding of and compliance with the requirements of the National Curriculum programmes of Study and related schemes of work</li> <li>• Understanding of the importance of literacy, numeracy and Citizenship within their subject area</li> <li>• Ability to use new technologies to support and accelerate learning</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>
<p><b>Monitoring and Assessment</b></p> <ul style="list-style-type: none"> <li>• Ability to assess students' learning and to use this assessment to plan future teaching and raise student achievement</li> <li>• Understanding of the importance of Assessment for Learning</li> <li>• Understanding of the use of success criteria and grade/level descriptors when making assessments</li> </ul>	<p>E</p> <p>E</p> <p>E</p>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Have written and oral skills of a high order</li> <li>• Be able to build professional relationships and work sensitively with a wide variety of people</li> <li>• Demonstrate good presentational skills</li> </ul>	<p>E</p> <p>E</p> <p>E</p>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Ability to work as part of a team</li> <li>• Verbal and written communication skills suitable for working with parents, colleagues and students</li> <li>• Experience of working with young people outside the classroom</li> <li>• Have a love of teaching and learning and sensitivity to young people</li> <li>• Have integrity, optimism, flexibility, resilience</li> <li>• Have stamina to cope with the demands of the post</li> <li>• Be able to adapt to changing circumstances and new ideas</li> <li>• Show commitment and reliability</li> </ul>	<p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

## Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering applying to be Head of History at Toynbee School. We are proud to be a holistic and inclusive school that promotes the highest expectations of our pupils. It is an exciting time in our development as a school and we are determined to further improve on our journey to become “outstanding”. We are proud of our successful OFSTED inspections in 2015 and 2019, however, we are never complacent and know that there is always more we can do to improve Toynbee for pupils, staff and the wider community. Our pupils know that they are at the centre of all we do and as a result they play a significant role in shaping the school's improvement.

Toynbee is a friendly school with a strong reputation in the local neighbourhood for excellent results and delivering on its 'Personal Best ethos'. Our parents have described the school as "a gem in Chandler's Ford", and our pupils' aspirations and dreams for their future are the central focus of our work here. We believe that only through full participation in school life can our pupils become the most incredible person they can be. We want them to thrive and develop their potential through every opportunity offered to them, both within and beyond the classroom. Our pupils can enjoy exceptional teaching, with friendly and respectful support alongside some of the best extra-curricular provision the County has to offer.

Our academic curriculum is traditional and there is plenty of choice for all pupils' talents to be recognised. We pride ourselves on finding flexibility for individuals' needs and whilst this is provided for across the schools' academic and extra-curricular activities, it is especially evident in our Visually Impaired Resource Centre that supports VI pupils across Hampshire and beyond.

When pupils join Toynbee they are put into one of four houses and it is through our House System that pupils are given the chance to earn rewards, achievement points and enter inter-house competitions, which both reinforce and celebrate the gifts and talents of our pupils.

Alongside the impressive exam results our pupils achieve; we want them to grasp every opportunity to learn a new skill or participate in an event which stretches and enriches them. We believe that opportunities taken open doors and develop the whole person. None of this could be achieved without our excellent Guidance Support Team who enable our pupils to flourish and grow in confidence and ability during their time with us.

If you are ready for the next challenge in your career, and would like to be part of this dynamic, exciting journey, we look forward to receiving your application.

Yours sincerely,

Matthew Longden  
Headteacher