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**Prudhoe Community High School**

**Application Pack**

**Expect Excellence**

**Keep raising achievement**

**High standards, High expectations**

**Promote the Positive**

**Keep looking outward**

**Humanities teacher (primarily Sociology)**

**Maternity cover 0.6 – 0.8fte**

**Closing date 12 noon Wednesday 27 April 2016**

**Guidance notes for completing your application**

**PLEASE NOTE** sending a curriculum vitae (CV) is not an acceptable substitute for completing the form except when a person’s disability prevents the completion of an application form.

1. **Examine the information pack**

It should contain the job description, a person specification and an application form together with additional information about the post. Hopefully, this pack will help you decide whether or not to apply and how to make your application as effective as possible.

1. **Look at the person specification**

This states the skills, qualifications, knowledge and experience which are required to do the job. When short listing takes place, your application form will be compared against the person specification.

1. **Analyse your experience**

What evidence can you offer to demonstrate that you possess the skills, qualifications, knowledge and experience necessary to do the job for which you are applying. Describe this experience on the application form. It may be important to include relevant skills and experience outside of work, eg domestic responsibilities, trade union, or some activities.

1. **Fill in your application form**

It must be legible, so you may first wish to do a rough draft then check for mistakes. If you have insufficient space continue on a separate sheet. Ensure that you are provided sufficient evidence that you can do the job for which you are applying. Remember to sign and date your application form, then send it in on time.

1. **Job share**

Job sharing is a form of working whereby two or more people share the hours of one full-time post and receive a wage or salary and other benefits pro-rata to the hours worked. The purpose of job sharing is to open up employment opportunities at every level within the Authority. In general, posts involving a working week of 32 hours can be shared. If you wish to be considered for a post on a job-share basis you should indicate this on the application form.

1. **Response to your application**

If you are not contacted within six weeks of the closing date for applications, you may assume that you have not been selected for interview on this occasion. If however, you wish to have formal acknowledgement that your application has been received would you please enclose a stamped addressed envelope when returning your application

**School Information**

We are a 13-18 High School with approximately 750 students on roll (200 in Sixth Form).

**Head Teacher**  Deborah Reeman

**Chair of Governors** Rob Moore

Prudhoe Community High School is a very hardworking and caring school which draws students from 100 square miles around Prudhoe. Our Sixth form provision caters for over 200 students. We have a good examination record at GCSE and A Level.

We are a school that is full of enterprise, drama, art, music and sport and sees these areas as crucial in developing a whole range of personal and social skills.

We work closely with our parents/carers and directly consult via a parent/carers group which meets half termly. There are opportunities to submit views via regular questionnaires for staff, students and parents/carers.

**Our School aims:**



Excellence in all we do

We want our young people to:

* Strive for excellence wherever and however they can
* Develop their values and learn to live by them
* Participate actively

We shall:

* Strive for excellence
* Create a hard working and caring, safe and stimulating community
* Work in partnership with our parents and carers and local, national and international organisations to enrich our outcomes

We are in the unique position of moving to a brand new purpose build ‘under one roof’ school from September 2016. In addition we have access to the FUSE Media Centre which brings great opportunities for students to develop their creative skills in an industry-standard environment with a 100 seat cinema, TV and audio studios. We have a brand new 3G pitch and sports changing facilities shared with Active Northumberland.

This is a school where students will be challenged to work hard and give of their best.  We are a happy and caring school where individual needs are met and where every individual student matters.

**About Prudhoe**

Prudhoe (population 19,000) lies in the southern part of Northumberland only 12 miles west of Newcastle. The area around includes attractive rural countryside with dormitory villages, some industry along the Tyne Valley, and there is a wide range of good quality housing available. Prudhoe is close to the Northumberland National Park, yet enjoys easy access by road and rail to the urban amenities of the Tynedale conurbation.

The school is a co-educational 13-18 Comprehensive, and because the school attracts students from neighbouring LEAs this results in a comprehensive diverse mix of ability and background, we are a true comprehensive school. We are a successful school, which has shown considerable imagination and initiative in raising standards, breadth of opportunity and commitment for education in the school and the community it serves. Our current “expect excellence’ motto, reflects our aspiration for our school.

**Management & Leadership**

Our staffing structures are designed to raise levels of student achievement, through a clear focus on the quality of teaching, learning and assessment and tracking progress. The Leadership Team takes the lead in the achievement of the school’s objectives and monitors the school’s performance. This team is supported by the Team Leaders who have a responsibility for day to day, operational issues, including teaching, learning and assessment, data tracking, quality assurance and appraisal etc. We also have Heads of Achievement and Learning who ensure year groups work effectively.

**CPD**

We are committed to ensuring every member of staff is able to carry out the role in the very best way possible and as a consequence we develop an annual CPD programme both voluntary and compulsory. This year (2015/16) all our staff development is focussed on “Excellence is…’ e.g. in marking, in questioning, in assessment. We also run an Outstanding Development Opportunity group and every member of staff is encouraged to be ‘outward facing’ visiting other schools to learn from best practice.

**Curriculum & Organisation**

The foundation year (Year 9) follows a common curriculum of English, Mathematics, Geography, History, Ethics, Art, Music, Drama, Modern Languages, Physical Education, Science and Technology.

In Years 10 and 11 students choose from a wide range of subjects with the option of additional subjects which lead to different qualifications. Students are guided to make a broad and balanced choice. All students follow courses in Mathematics, English, Science, Social & Ethical Studies and Physical Education. In Years 10 and 11 they have the opportunity to add an integrated and more practical programme of studies to the core of GCSE subjects.

**Our Post 16 provision**

We have a strong Sixth Form with a high staying-on rate of approximately 65%-70%. Sixth Form students can choose from a comprehensive range of A level and Applied courses.

**Guidance and Welfare**

Guidance and Welfare is organised on a year group basis. Meetings are arranged so that parents/carers can consult with teachers. Each Year is under the leadership of a Head of Achievement & Learning. Student Year assemblies take place at least weekly and there is a highly effective programme of tutorial called our BIG5 centering on - Current Affairs,  PSHE, reading, personal organisation  etc.

**Extra-Curricular Activities**

At PCHS we are justifiably proud of our record in this aspect, with a wide variety of activities in sport, music, art, drama, enterprise, international exchanges, overseas trips, school productions, and charity work.

**We are looking for……**

a very well-qualified, enthusiastic, energetic, ambitious, and ‘willing to go the extra-mile’ applicant to fill this role and support us in moving our school forward. At PCHS, we have a friendly and supportive staff body; we are a warm and welcoming school. We moved with rapid speed out of special measures and are now judged by Ofsted as requires improvement. Many aspects of the school are fantastic, our extra-curricular programmes, our pastoral support, and our students. We believe we are, collectively, moving the school forward and have our new build to look forward to. Our aspiration is to be one of the best schools in the North east.

**Are you interested?**

We hope so. Thank you for your interest in working with us here at PCHS and we look forward to receiving your completed application form.

**Address** Moor Road, Prudhoe, Northumberland NE42 5LJ

**Telephone** 01661 832486           **Fax**01661 832859

**E-mail** Admin@prudhoe.northumberland.sch.uk

**Web site address** [www.pchs.org.uk](http://www.pchs.org.uk)



**The Humanities Department**

The Humanities department is made up of 6 full time members of staff. We are a very enthusiastic department and keen to try out new and innovative ideas within the department and on a whole school

scale. We also have very good uptake at KS4 with 18 GCSE groups and 11 GCE groups at KS5. We

also work closely as a team and have a system of joint-planning across all key stages. Within the

department we ensure that students experience the diversity of different Humanities subjects but we

work as a Faculty.

We are a very learning-focused department and have a clear vision as to the type of learners we aim

to create and develop through their Humanities studies. We aim to create Humanities learners who:

* are enthusiastic about and enjoy learning Humanities
* gain success in their Humanities learning
* understand and see the benefits of learning Humanities
* are equipped with the skills to become life-long learners of Humanities
* have the self-confidence to have a go even if they may get it wrong
* are flexible and adaptable to a range of learning strategies

In terms of curriculum, we offer History, Geography and Religious Studies at all key stages and

Sociology at KS5. All students have the option at end of Year 9 to study as many Humanities subjects

as they choose.

We are keen to extend the Humanities learning experience of our students outside of lessons and offer

a range of enrichment opportunities such as:

* Geography fieldwork (including a river study and a residential trip in Y12)
* Outside speakers
* Study visits to Iceland, NYC
* Battlefields trip
* Faith Centres
* Involvement initiatives such as lessons from Auschwitz.

In Year 9 students have 2 hours a fortnight of History, Geography and Ethics. This enables Y9 students

to have the full experience of all 3 subjects in detail. The aim of Y9 Humanities is to enthuse their love

of the different subjects and develop skills that will be needed for GCSE.

At KS4 we currently follow the Edexcel Syllabus B in Geography, with current fieldwork being based on rivers which involves a day visit at the start of Year 10. Next year we will change to AQA. At KS4 we

also follow the Edexcel Syllabus but will be changing to AQA in September.

In Religious Studies we follow the AQA Specification B, with students being given the opportunity to take

it as a full course option. We also offer Religious Studies as a short course at GCSE. At KS5 students

also study the AQA Syllabus.

In History we follow OCR SHP with students studying Medicine Through Time, American West & Civil Rights in the USA (controlled assessment). Next year we will be moving to the AQA Specification.

We use AQA for KS5.

At KS5 in Sociology we follow the AQA Specification.

**Job Description**

**Post Title:**

Teacher Humanities (Sociology / History) (0.6 -0.8fte)

**Salary /Grade:**

MPS /UPS

**Reporting to:**

Subject Leader of Humanities

**Job summary**

1. To contribute to the teaching and development of Humanities (especially Sociology & History)
2. To maintain an effective learning environment
3. To undertake a teaching responsibility across the full age and ability range
4. To be a Form Group tutor, to take a care and guidance responsibility within the school and, where necessary, to deliver and contribute to the development of the tutorial programme

**Main Duties**

1. To work in accordance with the School’s Policies and the School’s Improvement Plan
2. To be responsible to the Subject Leader of Humanities
3. To have a teaching responsibility predominantly within the Humanities Department
4. To support the development of efficient school tracking and assessment systems

**Team Role**

The School requires an individual who is:

1. Flexible and can work in a variety of teams to develop the curriculum and wider interests of the school.
2. Can collaborate, learn from, and contribute to the wider development of teaching and learning across the school.
3. Support the planning of lessons and Schemes of Work in Humanities
4. Appreciate the importance of Numeracy, Literacy and other whole school priorities within the School’s Action Plan.

**Responsibilities**

1. The teacher will be responsible to the Subject Leader of Humanities and to the Head of Achievement & Learning for his/her Tutor role.

**Corporate tasks**

1. Self familiarise with statutory orders and changing National Curriculum specifications
2. Contribute to the development of resources, student assessment, tracking, and target setting
3. Take an active role in the department’s Self Evaluation Procedures
4. Play an active part in department and the school calendar of meetings
5. Regularly review personal staff development needs

**In addition**

The teacher is expected to fulfill those professional duties as contained in the current School Teachers Pay and Conditions Legislation.

**Person Specification**

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| --- | --- |
| **Essential** | **Highly Desirable** |
| Qualifications   * Graduate (or equivalent qualification) in main or closely related subject * DfE Teaching qualification | Qualifications   * A degree or equivalent qualification in Humanities (Sociology/History) |
| Experience   * Familiarity with developments in the National Curriculum and Post 16 Curriculum * Experience of delivering KS5 Sociology * Experience in planning of lessons in a way that clearly demonstrates student progess * Ability to teach Key Stage 3 to Key Stage 5 | Experience   * Experience in planning lessons to meet the needs of groups of students, including those with Individual Needs. * Experience/awareness of wider inclusion strategies and how they affect students’ self esteem * Some experience of teaching KS5 Sociology |
| Professional Development   * Evidence of on-going commitment to and participation in CPD * Capacity to be a role model for all students and a positive support in their university or employment aspirations * Can promote the school’s vision to encourage participation in initiatives and extra-curricular and wider community activities. | Professional Development   * Able to show evidence of ability to deal with young people in an academic and pastoral context * Evidence of a willingness to engage with in-school support mechanisms such as academic mentoring * Can work productively with Learning Support Assistants |
| Skills & Qualities   * Willingness to share expertise and curricular techniques * Inter-personal skills and sensitivity in dealing with students, colleagues, and parents. * Team Player able to work with others to maximise student achievement and self-esteem | Skills & Qualities   * Evidence of working with students outside the main school curriculum * Evidence of using a variety of teaching techniques that enhance the learning of all students * The ability to contribute to the teaching of science |

**Equality and Diversity in Employment Policy**

**1 Scope**

This policy is recommended for adoption by the governing bodies of all Northumberland schools.

**2 Purpose**

The purpose of this policy is to set out the commitment of the governing body to promote equality and diversity and to tackle discrimination in all areas of employment. This commitment includes adopting best practice and complying with current employment legislation: in particular the Equality Act 2010 (the Act) and the public sector equality duty outlined in the Act.

**3 Legal considerations**

Employers must not discriminate against people on the basis of any of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation, unless this can be objectively justified. There are some specific circumstances, known as “occupational requirements”, where an employer is allowed to discriminate on the basis of a protected characteristic, which are set out in more detail in the Recruitment and Selection Code of Practice.

Types of treatment which can be unlawful are:

**Direct discrimination:** someone is treated less favourably than another person because of a protected characteristic. Two forms of direct discrimination are:

* **Associative discrimination**:discrimination against a person because that person has an association with someone with a protected characteristic (for example, the parent of a disabled child);
* **Perceptive discrimination**:discrimination against a person because the discriminator thinks the person possesses a protected characteristic (even if that person does not in fact do so).

**Indirect discrimination:** can occur when a rule, policy, practice, or criterion, which is applied to everyone, disadvantages a particular protected characteristic.

**Harassment:** behaviour an individual may find offensive even if it is not directed to them.

**Victimisation:** someone is treated badly because they have made/supported a complaint or grievance under the Act.

**Harassment by a third party**: employers are potentially liable for harassment of their staff by people they do not employ, such as a contractor.

**4 Roles and responsibilities**

**Governing body:** The governing body has responsibility for developing and reviewing this policy and ensuring that effective monitoring systems and procedures are in place.

**Head teacher:** The head teacher has responsibility for:

* ensuring that the policy is implemented and maintained;
* collecting and providing statistical information in relation to this policy;
* identifying and progressing specific action plans and measures developed as part of the school’s equality objectives;
* providing advice and ensuring appropriate and timely training is provided for staff;
* issuing guidelines to assist the implementation of the policy; and
* monitoring the effectiveness of the policy.

**Employees:** Every employee has a personal responsibility to implement this policy and is under a duty to behave appropriately at all times in accordance with this policy. We actively seek to prevent harassment, discrimination, bullying and all other forms of unwarranted or improper behaviour in the workplace.

**5 Policy statement**

The governing body makes the following commitments:

* We seek to employ a workforce which reflects the diversity of the communities we serve. We understand and value the added contribution that individuals can make when we recognise and embrace individual differences in age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.
* We recognise and understand the importance of delivering the maximum benefits to our pupils through the recruitment, development and retention of a diverse and highly effective workforce.
* We are committed to providing employment opportunities which are fully accessible to all.
* We are determined to tackle prejudice and eliminate unfair discrimination in all its forms and to recognise and take account of equality and diversity throughout all our employment policies and practices.
* Our aim is to provide an inclusive employment environment where unjustifiable discrimination or prejudice do not exist and where all employees are treated with courtesy, dignity and fairness in all ways.
* In recognising our equality duty, we will ensure that equality issues and implications are fully considered and regularly reviewed, including assessing implications for people with particular protected characteristics as an integral part of our policy development and decision making processes.

We will have due regard to the need to:

* eliminate unlawful discrimination, harassment and victimisation;
* advance equality of opportunity between different groups; and
* foster good relations between different groups.

Advancing equality involves:

* removing or minimising disadvantages experienced by individuals due to their protected characteristics;
* taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
* encouraging people from protected groups to work in our school, where their participation is disproportionately low.

We oppose all forms of unlawful and unfair discrimination. All employees, whether part-time, full-time or temporary will be treated fairly and with respect. Selection for employment, training, or any other benefit will be on the basis of aptitude and ability.

All employees will be helped to develop their full potential within our school. Developing the talents and resources of our workforce will enhance the effectiveness of our school.

We will challenge, and if necessary discipline, anyone not following this policy.

**6 Policy in practice**

This policy applies to every aspect of employment, from recruitment through pay, access to facilities and employment benefits, promotion, training, discipline and grievance procedures and so on up to the end of the contractual relationship and beyond, for example, when references are provided.

Each stage of the employment relationship is covered by an individual employment policy or procedure. The full suite of employment policies and procedures will be consistent with the aims and principles of this policy and will take into account the specific equalities considerations that arise in that particular context. Examples include:

* Recruitment and Selection Code of Practice
* Pay Policy
* Dignity at Work Policy (which sets out how we aim to prevent and deal with harassment)
* Leave of Absence Policy
* Family Leave Policy
* Flexible Working Policy
* Managing Sickness Absence Policy and Procedure
* Redundancy Procedure

All employment policies and procedures are available from the school office.

**7 Publicising the policy**

All prospective job applicants will receive a copy of this policy with the application form for the vacancy. All staff will have access to this policy in their school and electronically via the Northumberland Schools Network.

We will ensure that awareness and understanding of equality and diversity in all areas of employment is included in the induction of new staff and volunteers.

**8 Monitoring the Policy**

The head teacher will monitor this policy in line with established procedures for monitoring recruitment and selection, promotion, training, the management of capability, discipline, absence, grievances, and reasons for leaving our employment.

**9** **Complaints or concerns**

Complaints from external job applicants under this policy should be sent to the chair of governors, who will consider how to proceed under the school’s Complaints Procedure.

An employee who believes he/she has been subject to unwelcome or objectionable behaviour at work and has a concern or complaint under this policy should raise the matter with their line manager in the first instance.

If the matter is not dealt with to the employee’s satisfaction an employee may use the school’s Grievance Procedure. In cases of harassment, the Dignity at Work Policy should be used in the first instance.

1. **Breaches of this policy**

Any employee who commits an act of discrimination or personal harassment will be liable to disciplinary action, and ultimately the possibility of dismissal.

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| **Revision Record of Issued Versions** | | | |
| **Author** | **Creation Date** | **Version** | **Status** |
| School Support | January 1993 | 1.0 | Final version |
| **Changed by** | **Revision Date** |  |  |
| School Support (SH) | 13 August 2010 | 1.1 | As above but updated with changes to department names, statutes etc. |
| School Support (SH) | 23 December 2010 | 2.0 | Re-written due to introduction of Equality Act 2010. Updated final version agreed with trade union representatives |
| Northumberland HR for Schools (DJ) | 15 April 2013 | 3.0 | Final version agreed with joint Unions following amendments to Corporate Diversity and Equalities in Employment policy. |
| PCHS | April 2016 | 4.0 | Adopted Chairs Action |