



Teacher of History
April 2021
Information for Candidates

Introduction

We wish to appoint someone who is looking to make a valuable contribution to the History department and the wider school. The person appointed will be passionate about teaching and learning as a whole as well as their specialist subject. The ability to teach GCSE is essential and A Level is desirable (specialising in the Tudors or the USA in the 20th Century), but the most important things are that we appoint a candidate who is willing to learn, progress and they are the best candidate. There may also be the opportunity to teach Government and Politics.

The School

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do as does our absolute commitment to ensuring our students get a better deal here than they would in any other school in the country.

It was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1 November 2011, a move which allows us greater financial freedom and security, as well as giving us the opportunity to continue to push the boundaries of excellence. Since January 2018 the school has been part of the **Vanguard Learning Trust** which also includes one other secondary school and a local primary school. The current school roll is **1305 with 275 in the Sixth Form**. Our standard admission number from September 2019 is 240 and we are an eight form entry school with a significant number of families wanting to send their children to Vyners to be educated.

Despite being a relatively small site, the school has developed some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. We have invested over £1,000,000 improving the learning environment over the past four years and have exciting plans for the future.

The school was graded Good overall by Ofsted in December 2013, with **Outstanding** judgements for Behaviour and Safety and, Leadership and Management. They visited us again in February 2018 under the short inspection framework for Good schools. In the final inspection report, the Lead Inspector noted and stated '*I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being Outstanding*'. We were re-inspected in May 2019 under the full inspection framework and have now been designated an **Outstanding** school. The school continues to achieve excellent examination results. In 2019 our headline 'figure' at GCSE level for English and Maths was 87%. We are also very proud of our A-level results with nearly a third of all grades achieved at A* - A and 54% A* - B grades. We firmly believe that we can build on this success again this year.



Location

The School is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the Green Belt. Although only thirty minutes or so from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The School itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

Teaching and Learning

The current agenda and aspirations for the school are challenging and motivating as we are classed as Outstanding. We continue to develop our curriculum to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work the whole school community is committed to improving teaching strategies and understanding better how students learn. We know that effective learning cannot be left to chance; we have to refine and change our approaches if we want to make real and lasting improvements. We recognise the need to prepare students for the 21st century and make extensive use of new technologies (mobile technology, Web 2.0 tools) and are striving to develop more independent learners. Google Classroom is embedded in the school as a tool to support learning. Our key focus this year is exceptional teaching, which promotes engagement with the processes of explanation, practising and testing to enhance learning.

Developing and training Middle Leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual Staff Conference, which has a focus on developing specific aspects of teaching and learning.

The Staff

Staff morale at Vyners is high, supported by a positive working environment and reviewed through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focused on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in one of our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. Many staff give freely of their time to run numerous lunchtime and after school activities.

The Students

Central to everything which happens at Vyners are our students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; raised voices are seldom heard and students appreciate the fact that they are encouraged to express and discuss their views. The Student Council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.



The History Department

Curriculum

Significant improvements have been made to the Schemes of Work across the Key Stages in recent years, with a greater focus on enquiry led lessons which put mystery and exploration at the heart of learning. We are also in the process of amending our key stage three schemes in order to meet the requirements of the new national curriculum and to best prepare students for the rigour of the new style GCSE. We seek to appoint a member of staff who is dedicated to contributing ideas, reviewing their performance and the impact of their actions, and who is keen to be inventive, creative and take risks in their teaching.

Students are taught in six mixed ability classes throughout key stage three, and we seek to help them develop into able and engaged historians. Assessments at key stage three are taken seriously, scaffolded thoroughly to support success and improvement, and tracked to build momentum as students approach the end of Year 8. As such, we recruit cohorts at key stages four and five who are dedicated and committed to rigorous historical study and this has in turn contributed to great success in the department.

At the heart of the History department is a sense of collaboration. Schemes of work are developed through dialogue within the department, and a keen understanding that we work together to improve students' learning. Regardless of the experience of a team member, ideas and reflections are welcomed, considered and developed in accordance to department need. We are keen to observe each other's teaching, review marking techniques together and essentially negotiate ideas to achieve the best outcome.

This has culminated in some of the best results the department has achieved. 2019 saw a set of excellent GCSE results with 78% of students achieving a grade 4 or higher and 32% of students achieving an 9-7 grade, significantly above the national average and comparable with private schools. At A Level students regularly outperform the National Average and many go on to study History at University.

We offer varied areas of study in order to provide our students scope in the subject. Courses currently comprise of:

Level	Course	Board
GCSE History	Germany, 1890–1945: Democracy and dictatorship Conflict and tension, 1918–1939 Britain: Power and the people: c1170 to the present day Restoration England, 1660–1685	AQA
A-Level History	1C: The Tudors 1485-1603 2Q: The American Dream 1945 – 1980 NEA: Free choice	AQA
A-Level Politics	Government and politics of the UK Comparative politics and Government and politics of the USA Political Ideas (Liberalism, Conservatism, Socialism, Feminism)	AQA



Staffing

The department currently consists of a Subject Leader and three specialist teachers. Staff are expected to aspire to teach to the highest level they feel confident to manage, so that everyone has realistic opportunities to broaden his or her career portfolio.

Facilities

- The Department has a suite of three teaching rooms.
- Every room has an interactive SMART board, and the Department has a set of 16 wireless laptops available for use, as well as a visualiser and set of voting pads.
- A good range of teaching resources are available including in-house material, historical props and a wide variety of textbooks across key stages, including 'one-off' book boxes.
- The department currently runs an annual trip for Year 8 to the Somme Battlefields and a bi-annual trip to Washington DC for KS5. The department are happy to support anyone who wishes to plan trips.