



Meols Cop High School



Brokering Aspirations

EVERY DAY IS AN INTERVIEW

A

Attendance and Punctuality

I understand that to succeed I need to attend every day and ensure that I arrive on time to every lesson or learning opportunity I have.

S

Self-Awareness

I have a clear perception of my personality, including my strengths, weaknesses, thoughts, beliefs, motivations and emotions. I am aware of how I impact others.

P

Professionalism

I show the world that I am professional in the way I dress, act and behave. I am ready to take opportunities when they are presented.

I

Initiative

I take advantage of every opportunity that is offered to broaden my horizons and allow me to create opportunities for myself.

R

Resilience

I believe in my own ability; I always persevere and bounce back quickly from any set backs on my journey.

E

Endeavour

I constantly push myself to achieve my goals. I am only satisfied when I have exceeded my high expectations.



Candidate Application Pack

Teacher of History

Meols Cop is the home of ambitious innovators, visionary thinkers and extraordinary pioneers.



IP/PN/HT22

March 2022

Teacher of History

Required for September 2022

Dear Candidate,

Thank you for your interest in the opportunity to join our team here at Meols Cop High School.

I was fortunate to be appointed Headteacher at Meols Cop in September 2019 and feel extremely proud to be leading this extraordinary school. Meols Cop is a beacon for the highest standards of inclusive education and the commitment of the staff across the school provides a culture of support and challenge in equal measures.

As a Research School we are very fortunate to have a culture in which staff are truly committed to professional development and as a leadership team we actively encourage a culture in which our colleagues grow and develop. The successful candidate will not only have access to exceptional development opportunities for their own career but will also play a pivotal role in supporting the development of staff across the school.

At Meols Cop we are extremely ambitious for our whole school community with a vision of 'Brokering Aspirations'. We are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We appreciate the challenges in making this significant career decision at this time so we welcome the opportunity to discuss this position further with you. We would encourage you to watch our Virtual Tour to give a further insight into life here at Meols Cop (<https://www.youtube.com/watch?v=nBk2xjb0gSs>) and look at our website (www.meolscophighschool.co.uk), performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Further details and application forms can be downloaded from the school's website:

www.meolscophighschool.co.uk

Completed applications should be sent to recruitment@meolscop.co.uk and marked for the attention of Mrs Paula Nevins, PA to the Leadership Group. Closing Date: Monday 21st March at 12 noon. Interviews to take place w/c 28th March 2022.

Yours faithfully

Ian Parry
Headteacher



IP/PN/HT21

March 2022

Teacher of History

Required for September 2022

Dear Candidate,

Meols Cop is a successful school at the heart of the local community. We are committed to providing stimulating, challenging and engaging learning experiences for our students and invest heavily in professional development.

In our department, every person's opinion counts and is valued. Student voice is encouraged and listened to which improves and shapes our teaching and learning.

Departmentally our staff have a passion to provide students with a desire to want to learn more, and build an enthusiasm for learning history.

The KS3 History curriculum equips students with the knowledge and skills to become great historians. It provides students with the chance to ask and answer challenging questions about the past and to develop their skills in both challenging different interpretations of the past and creating their own.

KS4 builds on the knowledge and skills gained at KS3 following the Edexcel Pearson specification. It offers students both breadth and depth of study by teaching The American West, British Medicine Through Time, Anglo Saxon and Norman England and Weimar and Nazi Germany.

We have an ever-changing, fully resourced curriculum within the department which is easily adaptable to meet the needs of all students, we constantly strive to provide the very best educational experiences that will ensure every student's success, whatever their individual educational needs.

We also aim to provide extracurricular opportunities for all with regular day trips and overseas excursions.

5 reasons why you may wish to join our Meols Cop High School learning community:

- We are an oversubscribed school where staff are valued, supported, and allowed to develop, encouraged to innovate and given every opportunity to enjoy their teaching and share ideas across the curriculum. Our increasing numbers have meant that we are able to employ extra teachers and expand our curriculum.
- If you are an ECT, you will be given a subject mentor, SLT mentor and be offered a range of in-house coaching and inset.
- You may be a learning tutor responsible for the welfare and progress of approximately 25 students. We work amazingly hard to support our students. They are our greatest resource.
- We are passionate about staff wellbeing and take steps to ensure that staff are supported in reducing their workload. This is through centralised detentions, collaborative department planning, limited data collection, a sensible marking policy and opportunities for staff voice.
- Through our Meols Cop Principles of Teaching, we have a clear approach emphasis on evidence informed practice to ensure students get the best possible outcomes.

5 essential skills that you will need if you are a successful applicant and that we will look for in your application and interview are:

- We want our teachers to challenge our students in lessons so that they make real learning progress and aspire to achieve new and possibly unexpected, levels of potential.
- Our students need to be interactive learners, given responsibility for their own learning progress and self-assessment. Can you motivate them to achieve this?
- We have a rich and varied community of learners with specialist bases for students with Asperger's syndrome and dyslexia, together with a number of EAL students and others needing specialist care and support. Can you plan lessons and offer pastoral care that allow all students to achieve?
- We want our students to think. Can you push their thinking beyond their comfort zone and open up new learning horizons?
- Our students offer us feedback on our teaching. They tell us that they like caring, friendly, fun teachers who are firm but fair, who make their lessons interactive and exciting, who will help them if needed with meaningful feedback, but most of all, they like people who seem genuinely interested in them and their school! Could that be you?

5 vital pieces of information about the department that the staff would like you to know:

- You will be teaching history a two year, ambitious Key Stage 3 curriculum and the Edexcel GCSE specification at KS4. History is the most popular option at GCSE, which represents the strength of our KS3.
- You will have access to a classroom with an interactive whiteboard and access to the ICT resources, including student laptops.
- You will have the support and encouragement of your department colleagues to develop as a history teacher through subject specific CPD and as part of our whole school professional development plan.
- You will be joining a department rooted in collaboration and team work. The history curriculum is the sum of all of the department and all staff are encouraged to contribute to the design, critique and implementation of the curriculum.
- You will be joining a department that prides itself in challenging students and having high expectations for all of those within the classroom.

Thank you for your interest and good luck with your application.

Charlotte Taylor, Subject Leader



History classroom teacher skills, experience and professional qualities and knowledge
(to be addressed in your letter of application and followed up at interview)

<u>Essential</u>	<u>Desirable</u>
Personal qualities	
Team worker able to collaborate, contribute and share	Experience of team teaching or collaborative approach
Strong interpersonal and communication skills	
Able to analyse, evaluate and improve own performance by participating in continuing professional development	
Able to work independently and demonstrate initiative and as a member of team	
Open minded and responsive to change	
A positive and enthusiastic attitude	
Effective organisational skills	
High expectations which inspire, motivate and challenge	
Make a positive contribution to the wider life and ethos of the school	Experience of extra-curricular subject specific clubs
Subject/learning and teaching	
Dynamic and passionate historian	
Good honours subject specific degree and qualified teacher status	Enhanced subject knowledge through further CPD
Adaptation of teaching, learning and assessment to respond to the strengths and needs of all students	Awareness of the needs of SEND students,
Knowledge of present and future subject developments, both in pedagogy and historiography	Member of subject organisation or learning and teaching group
Outstanding teacher placement/observation	
Knowledge of history curriculum design and implementation	Experience in designing and supporting the planning of a KS3 curriculum
Promotion of and accountability for students' progress and assessment	
Whole curriculum	
Up to date knowledge of the latest educational research and evidence informed practice	Knowledge of Prevent, SMSC and Character Education
Contribute to whole school initiatives outside of your subject and incorporate them into your teaching e.g. research	Willingness to encourage student voice and parental engagement activities
Pro-active learning tutor and member of duty team	Willingness to offer extra-curricular support and activities
Committed to the vision of our learning community	



Teacher Job Specification

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.

Supporting our vision:	<ul style="list-style-type: none"> • To devise, implement and deliver an inclusive and appropriate curriculum for all of our students to raise their aspirations and prepare them to make a valuable contribution to their future community. • To monitor, support and demonstrate care about the overall progress and development of students as a Teacher/Learning Tutor. • To facilitate and encourage, with the support of your colleagues in your curriculum area and whole school, and encourage a learning experience which provides all types and abilities of student with the opportunity to engage in learning and 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. • To assist in creating a school environment with high learning expectations and an outstanding care and guidance of, and for, each other.
Supported by:	Subject leader/Assistant Headteacher
Supported to:	Deliver outstanding learning experiences and life opportunities
Work expectations:	Full-time. 1265 hours a year.
Grade:	TMS
Disclosure level:	Enhanced
Collaborative role in your curriculum areas [s]	<ul style="list-style-type: none"> • To be actively involved in, and to make a full contribution to; the development of appropriate syllabuses, resources, schemes of learning, home-learning, assessment policies and learning and teaching strategies. • To play a fully informed professional role in the self-assessment procedures of the curriculum area and the development of agreed targets. • To be fully prepared for directed time meetings and inset within the curriculum area. <p>To be an actively involved in extracurricular history clubs.</p>
Collaborative role in your school:	<ul style="list-style-type: none"> • To be fully prepared for directed time meetings and inset within the whole school area, and for meetings/training when representing the school at external venues. • To contribute to whole school innovation and initiatives at the planning, implementation and evaluation stages. • To articulate your personal views, those of your curriculum area and subject new pedagogical development and relate these to the changing needs and aspirations of our

	<p>students and stakeholders.</p> <ul style="list-style-type: none"> • To contribute honestly and accurately to whole school self-evaluation, intervention and developmental processes. • To adhere to, and be aware of, all school policies and procedure.
Personal effectiveness and professional development:	<ul style="list-style-type: none"> • To benefit fully, in terms of professional development by participating fully in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs. • To continue personal development in the relevant areas including; subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills. • To engage actively in the Performance Management Review Cycle taking responsibility for the successful completion of your targets. • To ensure the effective/efficient deployment of classroom support by sharing learning plans and intended outcomes with the LSA. • To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school. • To be self-reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students.
Assessment and intervention	<ul style="list-style-type: none"> • To maintain appropriate records as per the school marking and assessment policy and to provide relevant, accurate and up-to-date information that can be accessed immediately. • To complete the relevant documentation to assist in the tracking of students' progress and subsequent intervention. • To track student progress and use assessment data to plan appropriate personalised lesson plans. • To be responsible for student under-achievement in your classes; the identification of the under-achievement and the planned intervention response. • To utilise available national and school data to evaluate student progress and your own effectiveness.
Parental engagement	<ul style="list-style-type: none"> • To communicate effectively with the parents/carers of students as appropriate. • To communicate and co-operate with external agencies supporting our students and their families. • To follow agreed systems for communications in the school. • To complete student reports on an annual basis following school guidelines on reporting. • To take part in Parents Evenings, being fully prepared to provide personalised information and intervention strategies that include all concerned. • To contribute to the school web-site in areas that will inform and engage with our parents/carers. • To promote a positive and welcoming image of the school through activities such as Open Evenings, Parents Evenings, Information Evenings, and extra-curricular events.
Value for money and safety	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To prepare materials and resources for lessons utilising non-teaching staff. • To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the

	<p>benefit of the School, subject area and the students.</p> <ul style="list-style-type: none"> • To maintain a positive, safe environment that supports learning in which students feel secure and confident.
Care and guidance	<ul style="list-style-type: none"> • To be an informed and caring Learning Tutor to an assigned group of students. • To ensure that tutor group activities are delivered in line with the weekly programme. • To promote the general progress and well-being of individual students and of the tutor group as a whole. • To retain an overview of the subject progress of all the assigned group of students and to encourage as necessary. • To oversee the welfare of the assigned group of students. • To recognise the achievements of each individual in school and out of school. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To contribute to the preparation of action plans, progress reports and annual reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • 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 monitor and support individuals on report and target cards.
Classroom skills and expectations	<ul style="list-style-type: none"> • To plan effectively using the school lesson observation criteria as a guideline. • To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required. • To ensure that all students are aware of the grades/levels they are currently working at, the skills required to achieve that level, their target level or aspirational level and the skill development needed to attain [or exceed] their target • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students. • To undertake a designated scheme of learning and modify to suit the specific class. • To ensure a high quality learning experience based on acknowledged good practice based on discussed and agreed school approaches and Ofsted subject guidance. • To contribute to Suspended Timetable activities. • To research, prepare, update and share subject materials. • To use a variety of delivery methods, including new technology, which will engage students and meet demands of the relevant syllabus and online learning. • To ensure that arrangements for students, with due regard for IEPs, are in place. • To set high expectations for students' behaviour through well focused teaching and through positive and productive relationships. • To operate, in a balanced manner, the school BFL system and send the relevant data to the manager for Reflection. • To provide the Examinations Officer with clearly identified entries for examinations and to give dates and names for specific modules/unit tests/coursework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To assess, grade and give written/verbal subject specific feedback as required, according to the school policy. To use features of Assessment For Learning regularly allowing the students

	<p>to become personally responsible for the assessment and monitoring of their own progress.</p> <ul style="list-style-type: none"> • To build into the assessment system the opportunities for self/peer reflection and checking. • To follow the School's Code of Conduct for working with students. • To ensure that home-learning is set at the appropriate time, that it has a student friendly set of instructions and level guide and that it is marked promptly with subject specific feed-back given.
Staff expectations	<ul style="list-style-type: none"> • To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example. • To behave, dress and act as a positive role model and representative of Meols Cop High School in all situations when liaising with stakeholders and community representatives. • To treat each other courteously and professionally, to take and seek advice and to always be supportive and aware of the needs of colleagues. • To support the school in meeting its legal requirements for collective worship. • To actively engage in personal development as agreed. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
Individual needs	<p>This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.</p> <p>Other reasonably similar duties may be allocated from time to time in line with the general character of the post and its grading.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>
Special Conditions	<p>This post is exempt from the Rehabilitation of Offenders Act 1974. All teachers must have Enhanced CRB disclosure.</p>