

# Notting Hill & Ealing High School, GDST

## Teacher of History – Part-time Approx. 0.75 Maternity Cover From March 2016

This is an exciting opportunity to teach in a dynamic and successful department. Notting Hill & Ealing High School is an academically selective girls' school with 590 in the Senior department and 300 in the Junior department. Our public examination results are consistently excellent and girls go on to study a wide range of subjects at prestigious universities. Creativity is encouraged in all subjects and girls here are passionate about Art, Drama, Debating, Music and Sport, performing to a very high standard in all these areas. There is a deep-seated ethos of respect, tolerance and understanding and girls take a very active role in fund raising for local and global charities. This is an exceptionally warm and friendly community in which to work.

### **The Post**

The post of Teacher of History becomes available in March 2016 and is a part-time post in the Senior school to cover a maternity leave. The vacancy provides the opportunity for a well-qualified, experienced and inspirational teacher of History to teach throughout the school up to and including Advanced level. The successful candidate will be expected to bring academic rigour and fresh ideas to the department, and also to contribute to whole-school initiatives.

### **Person Specification**

We are looking for a well qualified History graduate with excellent subject knowledge and a passion for the teaching of History. The successful candidate will be a good communicator who can enthuse and inspire both pupils and colleagues and will have exciting ideas about the teaching of History.

### **The Department**

The History Department currently consists of three full-time teachers, two part-time teachers who teach other humanities subjects, and the Academic Deputy Head who teaches some History and Politics lessons. History is a popular and successful subject throughout the different stages of the school. Our GCSE, AS and A2 results are consistently excellent. We achieve this level of success through challenging and thought-provoking lessons as well as our range of extracurricular activities. We aim to achieve more than good results; we aim to instil in our students a love of History and learning about the past, and of thinking about historical and political controversies.

### **Curriculum**

The department teaches a broad range of topics with the aim of conveying a broad sense of the continuity and change of History, and of the development of society, politics, the economy, and nationhood over time. It also delights in exploring human stories that are of particular interest.

**At Key Stage 3**, girls follow a course of study that is informed by, but not confined to, the National Curriculum. Throughout these first three years, we aim to develop in girls a love of History and a firm understanding of the skills required to study past societies, events and people. We hope to develop skills of selection and analysis through the use of extended writing. Evaluation of sources is an essential part of a historian's role and therefore it is central to our work in Years 7 to 9. Students complete two major assessed tasks over the course of the year as well as a final examination.

**Year 7** students begin the year with an introductory Historical skills module, which recognises that students arrive at secondary school with different levels of knowledge and historical interests. Girls then study Medieval History beginning with 1066: the Norman Conquest. A visit to the Tower of London helps to develop understanding of the effects of this momentous period on the British Isles. This course runs broadly up to 1500, and is complemented by a Summer-term introduction to the Islamic World, which offers a mirror to early Western European development, opens up our understanding of the present, and complements study in other subjects such as Religious Studies.

**Year 8** historians look at the Making of the UK, in the crucial period 1500 to 1750. They study the causes of the English Civil War and its impact on society, and try to understand how and why English people fought each other to define the politics, religion, and culture of the emerging nation. Diversity is the key to Year 8: students explore the Black Peoples of the Americas, and students' understanding of the issue of Slavery is contextualised and enhanced by a visit to the Museum of London Docklands to participate in an interactive Slavery workshop.

**Year 9** students continue their three-year study of British History with a look at the UK during arguably its most profound period of change, over 1750 to 1900. This encompasses the Industrial revolution, and its wide-ranging effects on British society, politics, and the economy. In the Spring and Summer terms, we look at the two World Wars of the 20<sup>th</sup> Century, including a module on the Holocaust. We cement this with a summer day trip to the Imperial War Museum.

**Key Stage 4** History is a very popular option at GCSE, with 60 girls set to take the 2016 papers from a cohort of 90. We currently follow the OCR History B Modern World course. The options chosen are the USA 1919-41, international relations, through the Cold War conflicts of the post-World War Two period, and a depth study on British Society 1890-1918, concentrating particularly on the struggle for women's rights and the vote, the Liberals' creation of the Welfare State, and on changes in life within Britain during World War One. Students conclude the course with a controlled assessment which makes up 25% of their overall GCSE grade, completed wholly in school with guidance, on Germany 1918-45. Due to changes to the GCSE curriculum at a national level, next year's new GCSE cohort in Year 10 will be studying for the CIE IGCSE course.

**Sixth Form** Our students take the subject for different reasons – some have decided that it is a subject that they may like to study at university, whilst others may be pursuing very different academic disciplines later, and see it as an enjoyable complement to their studies.

**History:** Our Year 12 students are currently studying for the new OCR AS and A Level course. We are preparing for AS examinations in Britain 1930-97 and French Revolution 1774-1815. The successful candidate should be prepared to take over these units and be familiar with the OCR specification.

Our Year 13 students are still following the AQA specification, completing coursework on Civil Rights in the USA c.1865-1965, and a taught examined course on Britain 1951-2007. Next year, the new OCR A Level course will include a study of Russia 1855-1964 and an independent coursework assignment.

**Government and Politics:** we follow the Edexcel specification, studying British politics at AS and the major political ideologies and contemporary global issues at A2.

### **Extra-curricular**

The department runs a broad range of extra-curricular activities to enhance learning and appreciation of the past. Sixth-form trips have included a day at the Houses of Parliament, evenings at the British Library's History and Politics exhibitions, workshops at the National Archives in nearby Kew, and relevant London performances of relevant theatre productions. We have very much

enjoyed taking a range of exciting foreign trips each October in recent years, taking five trips to Berlin, one to Russia, and one to Paris for our study of the French Revolution. We will also be taking Year 10 to Ypres for a visit to the battlefields. Such trips are often supplemented by cultural experiences such as films, plays, exhibitions that take advantage of our being located in one of the world's best cities for museums.

### **Facilities and Equipment**

History is taught in three rooms which are used almost exclusively for that purpose, and are equipped with excellent multimedia facilities. Teachers use Tablet PCs projected onto large screens, and these allow for the flexible use of some highly interactive applications and resources. We use ICT wherever it enhances the development of historical knowledge, skills and understanding.

### **Terms and conditions of the Post**

Salary is according to qualifications and experience. A GDST supplement is paid.

### **Application and Interview Process**

Applications should be submitted by **4.00pm on Wednesday 2 December 2016**. Candidates should complete the application form provided and also include a covering letter and full curriculum vitae with details of qualifications and experience and the names, addresses, telephone numbers and email addresses of two professional referees, one of whom should be the Head of their present or most recent school.

Shortlisted candidates will be invited for interview from the week beginning Monday 7 December. As part of this process they will be expected to teach a lesson of up to 35 minutes, for which a full prior briefing will be given. All applications will be acknowledged and candidates who have not heard from us further within two weeks of the closing date should assume that the post has been filled.

Please see attached full information regarding the Girls' Day School Trust guidelines on the Safeguarding of Children.

Further information about the school can be found on our website at: [www.nhehs.gdst.net](http://www.nhehs.gdst.net)

November 2015