

# Teacher of History

Recruitment Pack



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## *Improving Outcomes* *Transforming Lives*



# WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the ‘backbone’ of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to ‘improve outcomes and transform lives’.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it’s an exciting time to join us.

**Simon Garrill**

A handwritten signature in dark ink, appearing to read 'S Garrill'. The signature is written in a cursive, slightly slanted style.

**Chief Executive Officer**



# THE FOUR CRITICAL QUESTIONS

## WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



## HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



## WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



## HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.





# THE E21C BACKBONE

## MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

## CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

## ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

## SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

## QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

## CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

## WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

## TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

## BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

## SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

## PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

## OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



# OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

## SECONDARY SCHOOLS



11-19



11-19



11-19



11-16

## PRIMARY SCHOOLS



4-11



4-11



4-11



4-7



# CANDIDATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

## OUR COMMITMENT TO YOU:

- **Transparency:** we will treat you with respect, honesty and fairness
- **Protecting** your privacy: we'll ensure your information is secure and handled sensitively
- **Understanding:** you'll be given everything you need to make informed decisions
- **Showcasing talent:** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback:** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

## WE WILL:

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

## IN RETURN WE ASK THAT YOU:

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



# WELCOME FROM THE HEADTEACHER

Coopers is a popular and oversubscribed 11-18 school in the heart of Bromley. We are proud to be part of the E21C Trust, whose mission is to improve outcomes, transform lives and enable social mobility. This mission and our values of *trust, respect and resilience* underpin everything we do. Pupils experience a broad and balanced curriculum which is knowledge rich and inclusive. Through this and our extended curriculum, we build resilient learners and active citizens.

We are a coaching school. Our professional culture is one of constant development and all staff engage in our instructional coaching programme. All professional learning is underpinned by the principles of instructional coaching: granular action steps promote progress, deliberate practice builds strong mental models and rituals of renewal make improvement stick. We are committed to the development of all staff and create pathways for professional development based on the experience and ambition of all staff, both teaching staff and associate staff.

It's an incredibly exciting time to join us. Over the past few years, many colleagues have been internally promoted and we are always interested in recruiting ambitious, reflective and collaborative teaching and associate staff to work within our community. We are looking for individuals committed to becoming a part of our school community and promoting and sustaining the excellent routines, rituals and teaching that make Coopers an excellent school committed to getting even better.

**Claire Bessa**  
**Head Teacher**





# ABOUT THE SCHOOL

## Coopers School

Coopers is a community built on trust and respect that inspires resilience, ambition and success for all. We are a welcoming and thriving fully comprehensive school for young people aged 11 to 18. Our alumni demonstrate our track record in providing our pupils and students with the academic foundations and enriching experiences that enable them to create successful lives and careers. We prepare our young people for success and we would like you to be a part of this journey.

Our campus is set in 33 acres of beautiful parkland on the edge of Chislehurst. Over the years our exceptional educational facilities have been extended and developed, with the most recent addition being the Creative Arts Block. Our site is also home to the historic Mansion House, a Grade II listed building that serves our Sixth Form students.

The values of **trust, respect and resilience** guide our attitudes and behaviours in everything we do. Within our school culture, we know that trust is crucial in creating positive and productive relationships between staff and pupils. This is the cornerstone of our approach to behaviour and pastoral care. Respect ensures equity; all members of our community demonstrate consideration and kindness towards each other. Finally, we understand that learning is a journey, and that staff and pupils need to exhibit resilience and determination to reach their goals and achieve success. At Coopers School we have high expectations of all members of our community regardless of their role. We work collaboratively and push each other to be the best versions of ourselves.



# ABOUT THE ROLE

## Teacher of History

Based at Coopers School Chislehurst

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all of our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all of our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

### About the role

We are now looking for an inspiring, reflective and collaborative History teacher to work within our fantastic Humanities team in promoting the highest standards of learning, behaviour and engagement within their classroom to deliver the very best for each and every pupil.

To be successful, you'll be a strong teacher with a proven track record of success in your own classroom. As an excellent practitioner, you'll have a natural flair for developing practices that empower and motivate pupils to become the best they can be. We have no fixed view of the level of experience needed and therefore a successful ECT with a thirst for further pedagogical and professional development should also apply

Our new History teacher will not only join our school community but will benefit from working with practitioners from our family of schools within our Trust. As a school we are committed to developing our teachers through instructional coaching, bespoke CPD and a range of other opportunities across the Trust.

Our greatest asset are our amazing young people, who are ready to learn – join us and make a difference.







# JOB DESCRIPTION

**JOB TITLE: Teacher of History**

**CLOSING DATE:**

**SALARY: Competitive – dependent on experience**

**CONTRACT TYPE: Permanent**

**WORKING HOURS: 32.5 Hours a week**

**LOCATION: Coopers School, Chislehurst**

**REPORTING TO: Head of History**

## JOB PURPOSE

To provide excellent teaching of English that facilitates high quality learning for all students. Encourage all students to be the best they can be through setting the highest of expectations.

## KEY ACCOUNTABILITIES/RESPONSIBILITIES

- Take part in duty teams as required.
- Work effectively with others to achieve tasks.
- Manage the Learning and Teaching process of students in your responsibility area.
- Challenge any low expectations from students or parents.
- Lead aspects of the department under the reasonable directive of your HoD.
- Attend departmental and school functions, including Options Evening and Open Evening.
- To meet all relevant deadlines as and when requested.
- To ensure adequate cover work is set in accordance with whole school practice.
- Teach throughout the age and ability range as required or with relevant training to teach in other curriculum areas at the direction of the Head Teacher.
- Ensure all lessons are thoroughly planned and delivered to at least a 'good' standard
- Evaluate the impact of all activities on the quality of learning and teaching.
- Carry out the assessment, monitoring, recording, and reporting of students' attainments and achievements in accordance with the Assessment Policy.
- Have thorough knowledge of and regularly use student data to track progress.
- Develop student literacy, numeracy, and ICT in lessons through high quality teaching.
- Pay due regard to the differing needs and abilities of students when planning curriculum delivery.
- Play a full and active role in departmental Curriculum development.
- Support all whole school policies.
- Fully participate in the school's Pastoral Management and organisation, including the acceptance of a form tutor role as required.
- To actively support the school's Rewards System.
- Ensure the effective use of associate staff as required.
- Take an active part in the school's appraisal cycle.
- Develop your CPD needs in consultation with your Head of Department with due reference to Curriculum Area and whole school priorities.
- Seek advice from and consult with your line managers as and when necessary.
- Actively seek out expertise both within school and externally to enhance student learning.



- Maintain regular communication with parents via telephone, letters, contact books, written reports.
- Report any issues of repair and maintenance according to school practice.
- Deploy and use curriculum resources effectively and efficiently.
- Maintain the physical environment of your teaching area(s) to a high standard. Pay regard to the up to date display of students' work (and other forms of display).
- Ensure all learning and teaching resources are up to date, engaging and challenging.
- Support students in reaching positive outcomes academically and holistically

## PERSONAL SPECIFICATION

### QUALIFICATIONS

- Good Honours degree
- Teaching Qualification
- Evidence of other professional studies

### SKILLS, CAPABILITIES AND EXPERIENCE

- Evidence of successful involvement in teaching at KS3, KS4 or post 16, including recent developments in the teaching and learning of curriculum areas.
- Involvement in key departmental development.
- Strong involvement in whole school and extra-curricular activities.
- Strong and methodical administrative skills
- Positive student behaviour management skills
- Excellent communication and interpersonal skills
- Strong ICT competence
- Analytical and problem-solving skills
- Evidence of successful involvement in teaching at KS3, KS4 or post 16, including recent developments in the teaching and learning of curriculum areas.
- Strong public presence
- Good communicator
- Ambitious and self-confident
- Student focused commitment
- Ability to inspire
- A clear educational vision
- Strong motivation and sense of initiative
- Open transparent work ethic
- Flexibility
- Role model for students and staff
- Seek support and advice when needed
- Excellent attendance and punctuality
- Ability to persuade and negotiate as well as good interpersonal skills.
- Able to use own initiative and work alone when necessary
- Ability to overcome communication barriers with children and students
- Demonstrate an ability to cope with stressful situations
- Demonstrate experience in conflict resolution
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Positive attitude to use of authority and maintaining discipline





- Ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Ability to choose the right kind of vocabulary for the situation in hand without a great deal of hesitation.
- Ability to listen to stake holders and understand their needs.
- Ability to tailor your approach to each conversation to be appropriate to the stake holder, responding clearly with fine shades of meaning, even in complex situations.



\*We reserve the right to this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

We look forward to hearing from you.

***Education for the 21<sup>st</sup> Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21<sup>st</sup> Century is fully committed to equality and to valuing diversity as an employer and a provider of education.***





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