



# SHENFIELD HIGH SCHOOL

TEACHER OF SOCIAL SCIENCE

Information for candidates



**SHENFIELD  
HIGH SCHOOL**

## **VACANCY**

### **Teacher of Social Sciences (suitable for ECTs)**

**Required September 2024**

Required for September 2024 a knowledgeable and skilled teacher to join our very successful social sciences team. We are particularly interested to hear from candidates who can offer Psychology at A Level. We also teach Citizenship, Careers, PSHE, Sociology, and Health & Social Care in the department and would welcome applications from anyone in these areas.

The successful candidate will be an outstanding practitioner or have the potential to be so with the ability to inspire young people.

In KS3 we see pupils fortnightly for Personal Development (PSHE) and weekly for Beliefs and Values (RE). In KS4 we offer a weekly non-examined PSHE course and examined courses in Sociology and Health and Social Care. At KS5 we offer A Levels in Law, Philosophy, Psychology and Sociology and BTEC course in Health and Social Care.

We are ambitious for the continued development of social science provision here at Shenfield High School and want to recruit colleagues with talent and passion that they can communicate to the students.

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

The school is conveniently located close to Shenfield mainline station on the line into London Liverpool Street and home to the eastern terminus of the new cross rail Elizabeth Line. The school's location attracts outer fringe London allowance.

If you would like an informal discussion about this position and/or a pre-application visit please contact the Headteacher's PA, Mrs Watson: [c.watson@shenfield.essex.sch.uk](mailto:c.watson@shenfield.essex.sch.uk)

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This appointment is subject to an enhanced disclosure check and positive references.

Application details from the School's website: [www.shenfield.essex.sch.uk](http://www.shenfield.essex.sch.uk). Please apply using the application form and a covering letter that outlines how your experience and skills fulfils the job description and person specification.

**Closing Date is Monday 5<sup>th</sup> February at 9 a.m.**



# SHENFIELD HIGH SCHOOL

## JOB DESCRIPTION: CLASSROOM TEACHER

Shenfield High School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### **Job details**

**Salary:** MPS/ UPS

**Contract type:** permanent FULL TIME

**Reporting to:** Team Leader for Social Science

### **Overall Purpose of Post**

All teachers are accountable to the Headteacher through their Line Manager. The post holder will be expected to perform the following duties and meet the teaching responsibilities as set out in the School Teachers' Pay & Conditions Document (STPCD) and to the quality as laid out in The Teaching Standards/ ECT Framework.

### **Main purpose**

- To implement and deliver an appropriately broad, balanced, relevant curriculum to students and to support the curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and or form tutor.
- To facilitate and encourage a learning experience, which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment and achievement.

Share and support the school's responsibility to provide and monitor opportunities for the personal and academic development of children and young people.

### **Teaching and Learning**

Teachers are expected to:

- Plan and prepare schemes of work, courses and lessons, which provide students with the opportunity to achieve their individual potential.
- Teach, according to their educational needs, the students assigned to him/her. This involves setting and marking work for the students to complete in school and elsewhere.
- Assess, record and report on the development, progress and attainment of students.
- Organise and participate in extra-curricular activities, where appropriate.
- Ensure the effective deployment of classroom support.
- Monitor and support the overall progress and development of students.
- Contribute to raising standards of student attainment/achievement.
- Apply the Behaviour for Learning Policy so that effective learning for all can take place.
- Maintain an environment which is conducive to learning.

### **Assessing and Reporting**

Teachers are expected to:

- Provide or contribute to oral and written assessment, reports and references relating to individual students and groups of students.
- Maintain accurate and up to date student records.
- Track student progress and use the data to inform teaching.

### **Standards and Quality Assurance**

Teachers are expected to:

- Support the aims, ethos and values of the school
- Be aware of national developments relevant to subject and current best practice.
- Undertake lesson observations as part of the department observation schedule and professional development arrangements.
- Promote and model good relationships with pupils, colleagues and parents.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the school's behaviour policy and uniform regulations.
- Participate in staff training and take a lead in own professional development.

### **Other Requirements**

- Participate in arrangements made for their performance management.
- Review, from time to time, their methods of teaching and programmes of work.
- Participate in arrangements for their further training and professional development as a teacher.
- Contribute to the department's SEF and development plan and its implementation.

- Assist the Team Leader in identifying resource needs, and to work with the team to ensure that resources are used effectively and shared for the benefit of all students.
- Supervise students outside lesson time in morning and afternoon sessions, for example during lesson changeovers.
- Attend meetings regularly, including parents' evenings, which are part of directed time.
- Maintain good order and discipline among students and attend to their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere, as well as having regard to safeguarding.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

### Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree Level Qualification + Secondary PGCE or QTS Qualification for the Secondary Phase</li> <li>• Willingness and desire to undertake further professional development and training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of planning and teaching Secondary Curriculum</li> <li>• Experience of teaching to a high standard</li> <li>• The ability to promote good progress and outcomes by pupils</li> <li>• The ability to manage behaviour effectively to ensure a good and safe learning environment</li> <li>• An ability to make accurate and productive use of assessment</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• The ability to demonstrate good subject and curriculum knowledge ICT competent</li> <li>• Highly effective communication skills with both children and adults, including parents/carers</li> <li>• An ability to identify, focus on and work towards achieving key objectives</li> <li>• Highly effective time management skills and an ability to meet deadlines and work under sustained pressure</li> <li>• Unswerving commitment to implementing whole school/staff policies relating to the safeguarding of children.</li> </ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Positive values and attitudes and adopt high standards of behaviour in a professional role.</li> <li>• Genuine commitment to high quality teaching</li> <li>• A commitment to equal opportunities and inclusion</li> </ul>
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**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:**

**Next review date:**

**Headteacher/line manager's signature:**

**Date:**

# ABOUT US

*“Our vision is to prepare our students to embrace all opportunities and fulfil all ambitions. We strive to ensure our students are known and known well and prepared for a future of lifelong learning”*

Shenfield High School is a standalone 11-18 Academy with a comprehensive ethos and a commitment to high academic standards supported by a significant investment in pastoral care and wellbeing.

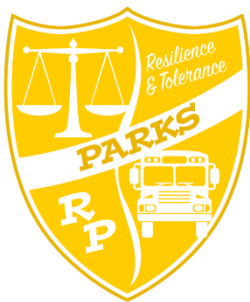
We have over 1500 students on roll including more than 300 students in our sixth form; this year we have received over one thousand applications for 240 places in year 7 in September 2023.

We offer a broad and rich curriculum from years 7 to 13 with a full commitment to the traditional academic, creative and the physical. Our reputation for sport, both elite and recreational and for our creative arts is second to none for a state comprehensive school. Through the efforts of our highly engaged staff the curriculum runs strongly through into the extracurricular with clubs and activities offered in all areas.

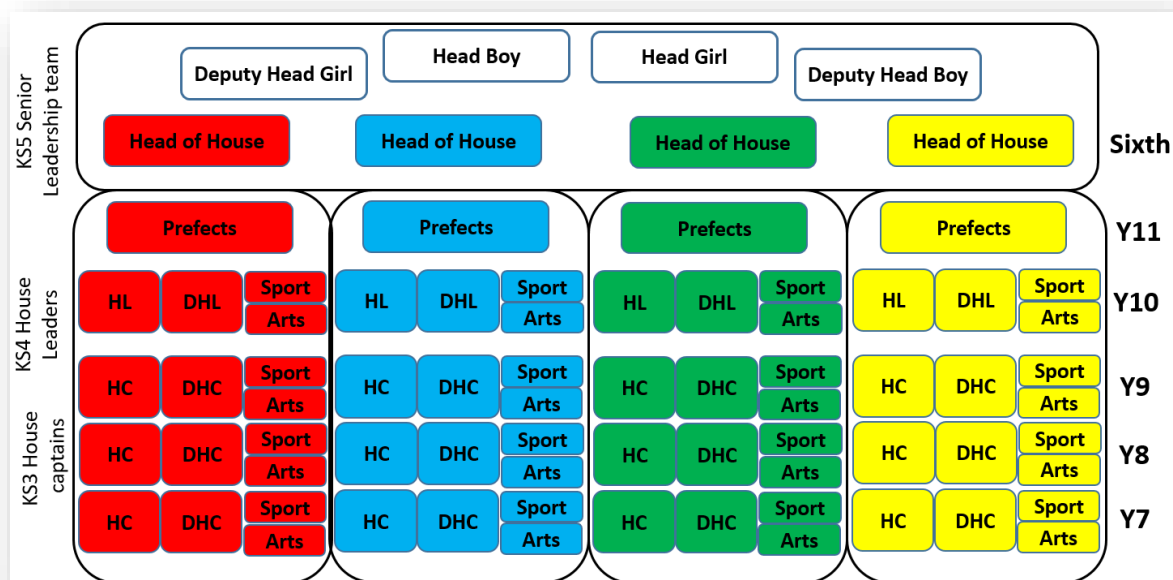


The whole school community has devoted significant time in the past two years revisiting the school values and the House System.





Our school values form the basis of our behaviour and rewards policies and underpin our school culture whilst our House System forms the scaffold for our student leadership structure.



SHENFIELD  
HIGH SCHOOL

RESPECTFUL  
RESPONSIBLE  
READY



Student Leadership is no more evident than in our Combined Cadet Force (CCF). Our contingent is affiliated with the Royal Anglian Regiment and is the largest school contingent in the country outside of fee-paying schools.



## SUPPORT

Our greatest asset is our staff, 'Team Shenners'. Our teaching staff are very experienced and committed to Shenfield High School and they are complimented by a group of newer entrants to the profession who bring fresh ideas and energy to the school. The teaching team works hand in hand with the highly qualified and experienced support staff who are integral to the daily functioning of the school.

At Shenfield High School we recognise that starting at a new school whether a new entrant to the profession or more experienced can feel daunting and comes with added pressure. The evaluation extract below highlights some of the key actions taken this year in support of staff wellbeing:

- Three Year School Strategic Plan put in place to limit lurches based on annual outcomes
- 'People' a key part of strategic framework for all decision making
- Weekly briefing to limit whole staff emails and to ensure the week ahead is planned for
- Meeting time for 2023-24 stripped back
- Team Leader briefings reduced in frequency and duration
- Teacher contact time reduced across the board in 2023-24
- Wall planner showing key dates for the year ahead
- No requirement for data drops in school monitoring cycles
- Only one parental report each year with no requirement of written input from teachers
- All staff have access to external support service  
<https://www.educationsupport.org.uk/>
- HR Manager and Head teacher are MHFA trained
- Senior designated mental health lead in post ([Georgia Edwards](#))
- New mental health strategy in place
- GOVOX introduced to support individuals with tips to support mental wellbeing and to also provide school leaders with information on wider staff concerns

Shenfield High School is a strong community of staff, students, and their parents. Parents are very supportive of the school and recognise the uniqueness of some of the opportunities their children are afforded by attending the school.

As a standalone academy it is our governing body that works in partnership with the Headteacher and senior team in setting the strategic direction of the school. Our governors come from a variety of backgrounds and professions and are very supportive of the school. On the following page you can find an overview of our strategic framework that highlights our key focus areas for the years ahead.

# SHENFIELD HIGH SCHOOL

## VISION

Our VISION is to prepare our students to embrace all opportunities and fulfil all ambitions. We strive to ensure our students are known and known well and prepared for a future of lifelong learning.

## MISSION

Our MISSION is to provide our students with a comprehensive education delivered through structured and engaging learning experiences that guide them along a well-planned and well-matched curriculum. We are clear that our students need positive outcomes from their school career and this goal is best served by their attendance in lessons. Our support systems are designed to further this aim.

## VALUES



### RESPECTFUL

We treat each other with kindness and dignity valuing the diversity of our community.



### RESPONSIBLE

We take accountability for our actions and recognise the impact of our choices on our community.



### READY

We are given the tools and knowledge to face all expectations and use them to take full advantage of the opportunities.

## STRATEGIC FRAMEWORK 2023-2026

### PEOPLE

The wellbeing and safeguarding of our students and staff is at the heart of all school operations and improvement.

The workload of staff is a prime consideration in the introduction or review of policies, systems or structure

Our workforce is highly qualified, skilled and engaged with high professional capital. Their professional development is aligned to school improvement and provides for choice and autonomy

There are clear expectations of our workforce that provides a reassuring clarity of purpose and accountability

We strive to be the employer of choice for professionals in the area with high recruitment and retention rates



All students have access to a curriculum pathway that is well matched to their individual need but ambitious for their individual progress. Our reputation is strong for academic and pastoral support

The curriculum provides for the engagement and development of head, hands and heart with a commitment to retain the creative, cultural and physical aspects alongside the core academic curriculum

The timetabled curriculum is enriched by a broad extracurricular provision

Our students have the knowledge, understanding and tools to keep themselves safe and have high aspirations for their next steps. They are able to thrive within the social, economic, and environmental challenges of the future world

### CURRICULUM

### FACILITIES AND OPERATIONS

Our fiscal responsibility ensures we are financially secure and able to provide our school community with the facilities and digital resources needed to fully embrace the widest possible curriculum and school experience

Our facilities are constantly being improved and developed. The environment promotes a culture of productivity and supports maximum engagement and achievement across the whole curriculum and across all years including the sixth form

A consideration of our carbon footprint is integral to all developments to our infrastructure and operations; steps are taken to mitigate any negative impact on the environment



Our community reputation for sporting and performing arts excellence is matched by a reputation for academic excellence across the curriculum

Our parents are an important part of the school community with their voice being heard in school developments. They are supported to, in turn, help their children socially and academically

Stakeholder voice is an important contributor to school self-evaluation

Governors explore and monitor partnership and collaboration options for the school that have the potential to add value to its provision

Our students feel part of a wider community and know their contribution to it through volunteering and fundraising

The school site will support the community through the accessibility of its facilities

### COMMUNITY

# THE APPLICATION PROCESS

The best way to find out about our school is to visit our website and come for a guided tour of the site.

If you are interested in a tour, contact the Headteacher's PA, Mrs Watson  
[c.watson@shenfield.essex.sch.uk](mailto:c.watson@shenfield.essex.sch.uk)

- **The deadline for applications will be Monday 5<sup>th</sup> February at 9 a.m..**
- Please visit our website for an application form [Job Vacancies - Shenfield High](#) or email our HR Manager Mrs Whordley [k.whordley@shenfield.essex.sch.uk](mailto:k.whordley@shenfield.essex.sch.uk)
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position. Please take note of the person specification and keep your statement to no more than two sides of A4.

Interviews are a two way process, please ask as many questions as you have and make sure you feel this is the school for you.

If your interest in our school has been piqued by anything you have read here then we would love to hear from you.

We wish you well in your search.

**Clare Costello**

Headteacher



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