



Clifton High School
co-educational nursery pre-school to sixth form

Candidate Information
**HEAD OF HISTORY AND
POLITICS**



Clifton High School

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An Introduction to our School

Clifton High School is a forward-looking school set in beautiful surroundings in the heart of Clifton. We are a mid-sized, all-through, independent school of approximately 590 pupils, educating boys and girls from 3-18 years. 'Realising Individual Brilliance' is more than just a tagline at Clifton High, it is something we truly believe in and see exemplified in many ways, every day at our School. Each child's unique talents and qualities are nurtured and celebrated, in ways bespoke to them as an individual.

We have a distinctive approach to education to ensure each stage of a child's education adapts to their learning needs, both academic and personal. As children progress through the school into the Senior School, the Diamond Edge Model of Education is adopted in Year 7-9. This is where boys and girls are taught separately in core subjects, providing the best of single sex and co-education. Research has shown, and our experience has borne out, that this gives our pupils the best environment in which to learn. At the same time our boys and girls benefit from having social interaction on a day-to-day basis which is crucial for their personal, social and emotional development.

Clifton High School is known for its strong pastoral and family ethos. The safety and wellbeing of each pupil is our priority. We are a School that ensures a child's emotional and personal development is given the same level of importance as their academic achievements. Parents comment on the excellent relationships between staff and pupils - relaxed but always respectful. The rapport, encouragement and support available to every single child, pupil and student create an atmosphere where children and young people can develop happily and progress successfully.





Academic success is extremely important to us at Clifton High School and we have a selective admissions policy. Our students receive excellent results, and year on year the majority go on to secure their first choice of university, with a good number of Oxbridge candidates too.

There is a firm belief, however, that there is more to school life than just good grades and we put as much emphasis on our pupils' development as on their achievement. Our pupils and young people want to extend themselves beyond the classroom to acquire new skills and develop character traits which will equip them for life. We support our boys and girls wholeheartedly as they embrace with conviction and enthusiasm the rich extra-curricular opportunities available to them. As a school, we believe that the privilege of excellent education brings with it responsibility, and we send young people out into the world who are ready to make a real and positive contribution to society.

Four 'Houses' named after the School's founders: Percival, Pears, Wollaston and Winkworth, offer community structure across all ages. Teaching takes place on one site for the whole school with facilities including music technology and ICT suites, a dance and theatre studio, a modern fitness suite, product design room, modern laboratories, and a dedicated STEM room.

There are bespoke resources for learning and for play, including an environmental pond, eco garden, vegetable beds, outdoor classroom, fire-pit and mud kitchen. On-site sports facilities include swimming pool, climbing wall and gymnasium, strength and conditioning room, outdoor multi-use games area, a fitness suite and a sports science laboratory. At our nearby multi-sports complex, Coombe Dingle (which is shared in partnership with the University of Bristol), there are international standard pitches, tracks and courts at which games lessons and sports fixtures take place. Modern technologies are embraced through teaching and as a forward thinking school, Clifton High is always looking to new and innovative ways to engage children in learning and their own personal development.

To find out more about our the different areas of our School, and school life, please browse our website: www.cliftonhigh.co.uk



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Clifton High as a Business

Just like any other independent school, Clifton High is a business. Our product is a high-quality, desirable education. However, to ensure that we can continue to provide the education and experience that we are so passionate about, we must function as a successful business. This is largely down to fees; securing future pupils and retaining families, and maintaining and building on the good reputation we have. As such, all employees are representatives of the School and have a responsibility to market it. Our parents are our customers and are making big financial and emotional investments in our School. As such, the School and all its employees have a vested interest to deliver.

With a flourishing and affluent population, the demand for independent education in Bristol is strong. However, the offering from the independent sector is highly competitive, with more independent schools within the city and its outskirts than anywhere in the country other than North London.

As a school, we have learnt never to be complacent but to strive to keep competitive and ahead of the game. Clifton High School has a unique offering where extra-curricular activities and personal and social development are given emphasis alongside academic excellence. Our parents very much value this; indeed, it is an important reason why they choose us. Competition to attract pupils is high and as such we seek to appoint and retain staff of the highest calibre who act as ambassadors for the School and embrace and reinforce our ethos and values.

Although not an “International School”, Clifton High welcomes international pupils, embracing the cultural and social diversity they and their parents bring to our community.





Being a Clifton High Employee

A lifestyle choice

Working at Clifton High School involves a commitment to the vision, culture and heart of the School; all staff work with colleagues to ensure that the School fulfils its aims.

All Employee Expectations

Clifton High School expects its staff to adhere to and demonstrate the School's values and required behaviours, setting the highest of standards. All employees are expected to understand the vision of the School and how their role can contribute to upholding this vision. There are numerous policies to guide and support staff, including a Staff Professional Code of Conduct. The new Medium-Term Strategy is being developed under the new Head of School who started in September 2020. Exciting work has already begun on introducing iPads and 'Bring Your Own Device' policies to enhance learning, as well as an overhaul of the Senior School curriculum to ensure Clifton High remains unique in the market; traditional, yet forward thinking. In addition, the School is a member of the Society of Heads, a partnership which advises on and fosters good codes of practice and high professional standards, and provides a supportive network to fellow member independent schools.

In a school of this size, with its own particular set of dynamics, flexibility and adaptability of staff are essential. Classes are smaller than most other schools offer, and so there is an expectation for staff to offer support for all pupils who require it. Furthermore, whilst focusing priority on excellence in the teaching and learning of our young people, as well as their personal development, staff, too, are encouraged to learn new skills and advance their own professional growth. The School encourages its young people to acquire skills and its staff must lead by being open to new skills and knowledge .

Our pupils are fun, inquisitive, enthusiastic and rewarding, and staff are expected to share and champion our passion for bringing out the best in each and every one of them. Classes are small, giving staff the opportunity not only to strive to achieve the highest standards within it, but also to make a significant contribution beyond it. All staff enrich and strengthen the wider life of the school by undertaking duties and offering and supporting activities or clubs. You will be encouraged to self-evaluate through an evolving performance development plan. As role models for our young people, you are encouraged to show planned and focused career development.

We very much want every individual to feel part of a community where every member of staff, whether it be teaching, support, business, administration or otherwise, is interdependent and shares its common goal and set of understandings—that we are an educational institution with the health, safety, well-being and education of our young people at its core. Realising Individual Brilliance is not just for the pupils! We must remember, too, that the parents are our customers, making emotional and financial investments to send their children to us.



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The School Ethos and Aims

Our Ethos

We aim to produce young people with the ability to think independently, who have a strong belief in themselves, confidence to pursue their ambitions and the resilience, flexibility and adaptability to succeed whatever life presents.

Our Aim

At Clifton High School, our aims are based around five key areas:

- Teaching and Learning
- Standards and Expectations
- Self-development and Adaptability
- Communication
- Business of Education

What do we have to offer you?

- Committed and supportive staff
- Motivated children with a desire to learn
- A drive to change and be better
- A culture of high ambition and excellent pastoral care throughout the school
- A history of embedded excellent best practice
- A creative and inspiring ethos and school values that our children and team carry for life
- Strategic, committed and supportive leaders





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Department Overview

Philosophy

The History and Politics Department aspires to sustain and promote the School's overall guiding principal of 'realising individual brilliance' within a community where every pupil is happy, safe and secure.

Aims:

- Engage pupils' with the study of both History and Politics and foster a love of the subjects
- Create an environment where effort is valued and recognised, allowing pupils to feel safe and positive about learning from their mistakes
- Provide well-structured lessons which are creative, energetic, relevant and accessible for all pupils, whilst retaining in them high levels of focus and productivity
- Provide opportunities for full pupil participation through a variety of collaborative and independent tasks
- Provide students with a range of opportunities to immerse themselves in History and Politics outside of the classroom and to see the real-life applications of the subject
- Encourage critical, logical and objective thought through the application of higher-level thinking and analytical writing
- Lead by example, with staff who approach teaching and learning with enthusiasm and demonstrate commitment to improvement
- Encourage and support pupils in pursuing further study and careers in the fields of History and Politics

Courses across the year groups

- In Year 7, pupils study an introduction to History and Britain 1066 – 1485.
- In Year 8, pupils study Britain 1485 – 1750 and the Slave Trade
- In Year 9, pupils study The British Empire, Suffrage, WWI, The Holocaust, World War II and an introduction to the Cold War
- At IGCSE, we follow the Cambridge IGCSE History, which focuses on 20th Century History. In Year 10, pupils prepare for IGCSE Papers 1 and 2 by studying International Relations from 1919 and German History in the build up to World War II. In Year 11, they complete a coursework piece on Weimar and Nazi Germany
- At A level, we follow the AQA History specification. In Year 12 and 13, students' study two units: Revolution and dictatorship: Russia, 1917–1953 and The Tudors: England, 1485–1603. In Year 13, students also complete a piece of coursework on an aspect of US History such as Black Civil Rights or on a study of The British Empire

Extra-curricular activities

The History and Politics Department runs several clubs outside of lessons, including:

- History Help Club
- Year 7 and Year 10 Historical Film Clubs
- Young Contrarians – discussion forum



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Department Overview continued

Events run by the department:

- Regular delivery of school assemblies
- Open evenings and mornings
- Involvement with Year 6 Taster Day
- Masterclass outreach visits to local primary schools
- Year 7 – Chepstow Castle
- Year 8 – SS Great Britain and Sealed Knot Visit
- Year 9 – Imperial War Museum
- Year 10-11 – WWI and WWII Battlefields
- Year 12 – Hampton Court
- Year 13 – Houses of Parliament and Westminster Abbey
- Years 10-13 – Moscow and St Petersburg
- We are always looking for ways to add to the breadth of opportunities that we can provide for our pupils. The desire to contribute new ideas and take responsibility are therefore essential attributes of our staff

Pupil groupings

- History and Politics are always taught in mixed ability groups, as we feel these best aid discussions
- Pupils are expected to achieve at least a Grade 6 at IGCSE to be considered for A level History although it is not a requirement to have taken IGCSE History, and in this case a Grade 6 in one of the English subjects is a requirement
- The School is selective in its intake and this is reflected in the high standard of its academic results. A significant percentage of pupils opt to study History and Politics in the Sixth Form

Facilities

- Within the History and Politics Department we have two dedicated classrooms with interactive whiteboards. The History and Politics Department also has accompanying storage facilities and excellent links with the School Library



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Job Description

JOB TITLE:	HEAD OF HISTORY AND POLITICS
DEPARTMENT:	HISTORY AND POLITICS
REPORTS TO:	DEPUTY HEAD

GENERAL QUALITIES

The Clifton High School teacher will be articulate and inspiring, confident, stable and supportive, highly able and innovative. They will have stamina, energy and drive, with the ability and determination to attain and maintain very high educational standards and to raise their pupils' standards of achievement to the very highest levels.

SAFEGUARDING

All staff at Clifton High will be committed to Safeguarding and promoting the welfare of children and young people across this 3-18 School, both in and out of the School. They will also ensure that any volunteers they have engaged to work with the children and young people are also committed to Safeguarding and are fully aware of the School's policies and procedures beforehand.

MAIN RESPONSIBILITIES:

TEACHING AND MANAGING PUPILS' LEARNING

The Head of Department will ensure that:

- There is full curriculum coverage, continuity and progression in all subjects for all pupils, including those of high ability and those with special educational needs
- Teachers are clear about pupils' learning objectives in lessons and can assess and understand the sequence of teaching and learning in their subjects
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subjects and of different pupils
- All the teaching in the department enables pupils to develop study skills and to learn more effectively with increasing independence

ASSESSMENT AND EVALUATION

The Head of Department will be able to:

- Analyse and interpret relevant evidence to revise policies, refine departmental practice, raise expectations and targets and improve teaching methods
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, using this information both to recognise achievement and to assist pupils in setting targets for further improvement
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement



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MAIN RESPONSIBILITIES CONTINUED:

PUPIL ACHIEVEMENT

The Head of Department will be able to:

- Establish clear targets for pupils' achievement and evaluate progress and achievement by all pupils, including those with special educational needs
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils

KNOWLEDGE AND UNDERSTANDING:

The Head of Department will know and understand:

- What constitutes excellence in teaching and learning
- The main strategies for raising pupils' achievement

COMMUNICATIONS:

RELATIONS WITH PARENTS AND THE WIDER COMMUNITY

The Head of Department will be able to:

- Establish a partnership with parents to involve them in their children's learning, as well as providing information about curriculum, attainment, progress and targets
- Develop effective external links in order to extend and enrich the department and the school as a whole, enhance teaching and develop pupils' wider understanding
- Communicate effectively, orally and in writing, with parents, external agencies and the wider community

RESPONSIBILITY FOR:

PLANNING AND SETTING EXPECTATIONS

The Head of Department will be able to:

- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
- Establish, with the involvement of the department team, short, medium and long-term department development plans which:
 - Contribute to whole-school aims, policies and practices
 - Are based on a range of comparative information and evidence, and in particular, the attainment of pupils
 - Identify realistic and challenging targets for improvement
 - Be understood by all those involved in putting the plans into practice
 - Be clear about action to be taken, timescales and criteria for success



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PLANNING AND SETTING EXPECTATIONS CONTINUED:

- Work with appropriate colleagues, to ensure that individual education plans are used to meet the learning needs of pupils with exceptional learning needs, that those plans set subject-specific targets and that work set is well-matched to pupils' needs
- Think creatively and imaginatively to anticipate and solve problems and to identify opportunities
- Make full use of additional opportunities for curriculum enrichment

MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

The Head of Department will be able to:

- Help staff achieve constructive working relationships with pupils
- Create effective and supportive staff teams
- Establish clear expectations and constructive working relationships among staff, devolving responsibilities, delegating tasks and evaluating practice, all within a framework of clearly understood professional accountability
- Appraise staff as required by school policy and use the process to develop the personal and professional effectiveness of teachers
- Ensure that new teachers are appropriately monitored, supported and assessed in relation to defined professional standards and requirements of the school's job description
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary - for example, higher education, and subject associations

MANAGING RESOURCES

The Head of Department will be able to:

- Establish staff and resource needs and advise and senior managers of likely priorities for expenditure
- Manage the department's budget effectively
- Allocate available resources with maximum efficiency to meet the objectives of the school improvement plan and subject plans, and achieve good value for money
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the School

STRATEGIC LEADERSHIP

The Head of Department will be able to:

- Create a strong and shared sense of a unified and vibrant department
- Develop and implement policies and practices to ensure that the Head is well informed about department provision, about the department's success in meeting objectives and targets, and about department-related professional development plans
- Create a climate which enables other staff to develop and maintain positive attitudes and confidence in their teaching
- Stand aside from their department/subject responsibilities and take a whole school view
- Think laterally in terms of seeing their department/subject alongside others
- Have logical thinking to understand the effects of their decisions on others
- Have an ability to take a wide perspective and see department/subject or area concerns in the context of the whole school



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MANAGING OWN PERFORMANCE AND DEVELOPMENT

The Head of Department will be able to:

- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, department management and involvement in school development
- Achieve challenging professional goals

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post.



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PERSONAL SPECIFICATION FOR HEAD OF HISTORY AND POLITICS

Skills and Abilities	Essential Proven ability to performance manage staff through excellent interpersonal skills Excellent verbal and written communication skills High level teaching skills and an excellent classroom practitioner in an academic subject Provide leadership to achieve academic excellence Ability to work in collaboration with Senior Leadership Strong communication skills to facilitate effective teamwork
Experience	Essential Proven experience of recent and successful teaching of the subject Ability to teach History to A level Experience of monitoring academic progress by the use of data tracking and target setting to raise attainment and identify under-performance Desirable Ability to teach Politics to A level
Qualifications and Professional Development	Essential Degree and QTS Desirable Higher degree Evidence of professional study Evidence of management training
Personal Qualities and Competencies	Essential Commitment to the Safeguarding of our pupils Willingness to undertake training as required Adaptable and flexible Flexibility to undertake any other responsibilities as many be reasonably required by the Head of School commensurate with this post A willingness to be involved in the wider life of the School
Attitudes and Outlook	Essential Boundless energy and vision Ability to work under pressure and a capacity for hard work Ability to appreciate the needs of the whole school Positive and proactive approach to continuous improvement Ability to work as a member of a team

All of the aspects listed above will be assessed based on your application form, interview and through teaching a lesson



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Thank you for showing interest in the role of
Head of History and Politics