



**Teacher of History  
Recruitment Pack  
Start Date: September 2026**





## WELCOME

Belper School and Sixth Form Centre is a warm, inclusive and inspiring place to learn and work. We combine strong academic standards, a rich and inspirational curriculum and a caring and supportive ethos to provide the very best education we can for our wonderful students. At the heart of the school is a strong sense of belonging and shared responsibility, which gives Belper its distinctive character and underpins everything we do.

Our lively and successful school of just over 1200 students, including around 180 Sixth Formers, has proudly served the community of Belper and the surrounding villages for over 50 years. Belper is a vibrant market town in Derbyshire, on the edge of the Peak District. Situated within the Derwent Valley World Heritage Site, it is known for its creative and inclusive spirit, hosting an annual arts festival and a popular Pride event, values which closely reflect our own.

Our vision is captured in the phrase:

*“Create your future. Be who you are, become who you aspire to be.”*

Supported by our *Be Belper Values*, this vision shapes daily life in the school. We are committed to nurturing a love of learning and boundless curiosity in every student. Through our broad curriculum, rich subject content and extensive extracurricular opportunities, we inspire students to discover their interests and develop their talents. We also place great importance on building resilience, independence and self-belief so that students leave us as confident, well-rounded young people ready to make a positive contribution to their communities and the wider world.

We have a distinctive ethos that is reflected in the unique ways we build mutual respect and trust across the school. Belper is a non-uniform school, and students address staff by their first names. This is a deliberate and important part of our culture which helps foster positive relationships and ensures every child feels known, valued and respected. While we value academic achievement highly, we also see it as our duty to develop responsible, compassionate and respectful citizens.

Visitors often comment on the calm, positive and purposeful atmosphere around the school, and we are incredibly proud of our students, who are consistently kind, polite and engaged in their learning. As Ofsted noted in May 2025, *“There is a calm and productive atmosphere around school. Staff have high expectations of pupils’ behaviour and conduct. Pupils are trusted to behave well, and they do.”*

We know that to provide the very best education, we must recruit, retain and invest in exceptional staff. Staff wellbeing is a genuine priority and is closely linked to our high levels of retention. We are proud that Ofsted’s May 2025 inspection recognised the positive culture we have built:

*“Staff are proud to work at the school. They appreciate leaders’ consideration of their work-life balance. They feel well led and managed”*

Thank you for your interest in Belper School and Sixth Form Centre. We hope this gives you a sense of the warm, supportive and inspiring community we have created, and we look forward to welcoming colleagues who share our values and ambition for young people.

**Mrs Matilde Warden BSc (Hons) NPQH**  
*Headteacher*

## HUMANITIES FACULTY AND HISTORY DEPARTMENT

The Humanities Faculty has a record of examination success and dynamic, teaching. We support an all-ability philosophy and the Humanities subjects are consistently amongst the most popular option choices for students at both GCSE and 'A' level.

Belper School is committed to providing a high-quality educational experience which develops in students the aspiration, knowledge, skills and understanding they require to create happy and successful futures for themselves. We summarise this vision in the phrase **"Create your future. Be who you are and become who you aspire to be."**

Our ethos is built on respect, inclusivity and responsibility, nurturing students to be individuals within a family approach. Central to this ethos is a focus on relationships which demonstrate mutual respect and equality.

## THE ROLE

The successful candidate will be an excellent classroom practitioner with a genuine love for their subject, strong subject knowledge, a calm and kind manner and consistently high expectations for both academic achievement and student behaviour.

The ability to teach a second subject at A level such as Economics, Sociology, Politics or Psychology would be an advantage although it is not essential.

The role also includes responsibilities as a form tutor, delivering a centrally planned and fully resourced PSHE curriculum. We place great value on the tutor role as a cornerstone of students' school experience and are therefore looking for someone who is committed to pastoral care and positive relationships with their students.

This full-time, permanent post would suit either an experienced teacher or an Early Career Teacher. For ECTs, we offer a highly supportive induction, high-quality mentoring and a strong programme of professional development through our Early Career Framework and wider CPD provision.

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to relevant safeguarding checks, including enhanced Disclosure and Barring Service checks, in line with the most recent guidance in *Keeping Children Safe in Education*. We are also committed to equality of opportunity in employment and service provision.

If teaching in this kind of environment appeals to you, we would be delighted to hear from you. Please follow the instructions on how to apply, and do not hesitate to contact the school if you have any questions.

## **APPLICATION PROCESS**

**Role Type:** Permanent, (Full time teaching post)

**Start Date:** September 2026

**Application closing date:** 9am, Friday 20 March 2026

**Interviews:** Week Commencing 23 March 2026

Please apply using the MyNewTerm, you will be asked to answer the following questions within your application.

**1. Why do you want to work at Belper School and Sixth Form Centre?**

*How do our school aims and ethos resonate with your own views on education and leadership?*

**2. What impact have you had on students in your career so far?**

*Please describe an experience(s) where you have had impact on your students. For ECTs, please describe an aspect of your teaching that you feel has gone particularly well.*

**3. What does High Quality Teaching look like in your classroom?**

*Give examples of how you ensure **all** students in your classes benefit from High Quality Teaching*

**4. How have you engaged in the wider life of the school within your current role?**

*Give examples of how you engage with the students and staff beyond your timetabled lessons and beyond your department.*

Belper School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. As this post involves regulated activity, references and online searches will be conducted for shortlisted candidates, successful appointments are subject to an enhanced Disclosure and Barring Service check and relevant recruitment checks that comply with guidance in the most recent version of Keeping Children Safe in Education. We are committed to equality of opportunity in employment and services.

All applicants must be able to provide evidence of their Right to Work in the UK prior to commencement of employment. As part of our need to comply with UK immigration rules, you will be required to provide Home Office stipulated documentation prior to interview.

## PERSON SPECIFICATION TEACHER OF HISTORY

|   | ESSENTIAL  | DESIRABLE   |
|---|--|---|
| <b>QUALIFICATIONS</b>                   | <ul style="list-style-type: none"> <li>• A degree – 2.2 or above in a History related subject</li> <li>• Qualified Teacher Status, with specialism(s) related to the subject (History).</li> <li>• Ability to teach across the full 11-18 age and ability range.</li> </ul>  | <ul style="list-style-type: none"> <li>• Further professional qualifications.</li> <li>• Appropriate in-service training / CPD according to experience</li> </ul>           |
| <b>PREVIOUS EXPERIENCE</b>              | <ul style="list-style-type: none"> <li>• A track record of success in teaching and learning across Key Stages 3 to 5</li> <li>• Involvement in the monitoring of progress and attainment at student and class level.</li> <li>• Experience in developing teaching and learning in an inclusive environment.</li> </ul>   | <ul style="list-style-type: none"> <li>• Involvement in curriculum initiatives and extra curricular developments.</li> </ul>  |
| <b>TEACHING PROFESSIONAL COMPETENCY</b> | <ul style="list-style-type: none"> <li>• Ability to teach a range of Humanities subjects across KS3</li> <li>• Ability to teach GCSE History to GCSE</li> <li>• Ability to teach History to A level</li> <li>• Ability to articulate characteristics of effective teaching and learning with evidence of good practice.</li> <li>• Good classroom management technique.</li> <li>• Knowledge and understanding of effective assessment and its contribution to learning and progression.</li> <li>• Able to use student data to raise standards.</li> <li>• Knowledge of strategies related to key issues in education eg gender issues, equal opportunities, SEND.</li> <li>• Ability to contribute to Schemes of work / Lesson Plans.</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to teach, Sociology, Psychology or Economics to A level</li> <li>• Involvement in extended curricular provision</li> </ul> |
| <b>TEACHING PROFESSIONAL COMPETENCY</b> | <ul style="list-style-type: none"> <li>• Excellent communication skills.</li> <li>• Good ICT skills and an awareness of its potential.</li> <li>• Knowledge of e-learning</li> </ul>   |   |

|                           | ESSENTIAL   | DESIRABLE   |
|---------------------------|---|---|
|                           | <ul style="list-style-type: none"> <li>• Knowledge and understanding of current Teaching and Learning issues</li> <li>• Express a vision for subject development</li> </ul>   |   |
| <b>PERSONAL QUALITIES</b> | <ul style="list-style-type: none"> <li>• Commitment to an ethos of high standards, personal fulfilment, and academic success.</li> <li>• A capacity to inspire through a love of teaching.</li> <li>• Strong sense of initiative and determination</li> <li>• Ability to remain calm under pressure.</li> <li>• Ability to be a team player.</li> <li>• A commitment to the safeguarding and welfare of children.</li> <li>• Commitment to the school's equal opportunities policy.</li> <li>• Strong educational values which are in line with the school ethos</li> </ul> | <ul style="list-style-type: none"> <li>• Involved in educational developments beyond what is required.</li> <li>• Self-confidence, personal impact, and presence.</li> <li>• Eager to acquire further skills and career enhancement.</li> </ul> |

*Evidence for these attributes will be taken from the application details, references and interview*

## **ROLE DESCRIPTION TEACHER OF HISTORY**

**Job title:** Teacher of History (Humanities)

**Contract type:** Permanent (Full time)

**Reporting to:** Responsible to Head of Humanities/ Head of Year

### **MAIN PURPOSE**

The key responsibilities of this role are:

- Teaching.
- Joint resourcing of the Faculty
- Tutoring a group of students within a Year system and contributing to the Personal and Social Education programme.
- Carrying out assessment procedures required by the school and external bodies.
- Consulting with colleagues both formally and informally.
- Fulfilling administrative tasks efficiently and punctually.
- To promote the best possible education for **all** learners

## **DUTIES AND RESPONSIBILITIES**

- a) Have a secure knowledge and understanding of her/his specialist subject(s) and a detailed knowledge of National Curriculum and other statutory requirements.
- b) Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. Set appropriate and demanding targets for learning, building on prior attainment.
- c) Identify students who have special educational needs, and know where to get help in order to give positive and targeted support.
- d) Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- e) Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships; act to deal with inappropriate behaviour in the context of the behaviour policy of the school.
- f) Assess how well learning objectives have been achieved and use this to inform future teaching. Mark and monitor students' class and homework providing constructive oral and written feedback and setting targets for students' progress.
- g) Pastoral care of a tutor group.
- h) Registration of students in accordance with legal and school requirements.
- i) Reporting regularly and occasionally as circumstances may require.
- j) The care and best use of pastoral areas.
- k) Professional commitment to the whole life of the school including involvement in decision-making procedures and active care of the environment.
- l) Contributing to the school and faculty development plan and to the development and well-being of the school in any way that may be required by the Head.
- m) Taking responsibility for their own professional development. Understanding the need to keep up-to-date with developments on pedagogy and in the subjects they teach.
- n) Establish effective working relationships with colleagues and associate Staff

## **ADDITIONAL RESPONSIBILITIES:**

Additional responsibilities will be negotiated with the post-holder annually as part of his/her Appraisal Review, commensurate with his/her level of experience.

This role description is to be read in conjunction with the relevant section of the current edition of the School Teachers Pay and Conditions document, specifically the Framework of Professional Standards for Teachers.

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that post holder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.*