

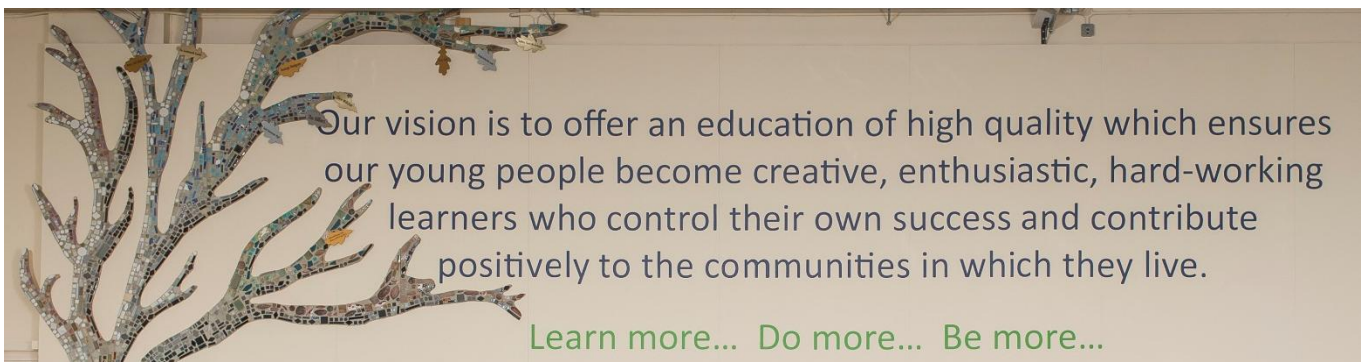


PRIESTLANDS SCHOOL

Learn more... Do more... Be more...

Information for Applicants

History & RE Teacher



Our vision is to offer an education of high quality which ensures our young people become creative, enthusiastic, hard-working learners who control their own success and contribute positively to the communities in which they live.

Learn more... Do more... Be more...



Priestlands is an exciting school in which to work and we are proud of its many achievements. We are committed to being a leading comprehensive school that serves the entire community, provides high quality education across the curriculum and has ambitious plans for its continued success and development. Our headline GCSE results and progress score consistently place us among the top schools in Hampshire and the New Forest and demonstrate that Priestlands is consistently delivering positive outcomes for all groups of students, year on year.

We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives.

However, Priestlands is about far more than exam results as our motto, *Learn more... Do more... Be more...*, implies. Our aim is to develop well rounded young people who have the skills and attributes to be successful in life and make a positive impact in our community.

We are looking for someone with a commitment to education, a capacity for hard work and a passion for continuous improvement. We are also looking for someone who enjoys their work and has a keen sense of humour! If you would like to have an informal chat on the phone about the post, or even visit the school before application, please do contact me.

You can be assured that a warm welcome awaits whoever is appointed. Priestlands is a mutually supportive and friendly staff community, dedicated to the continued professional development of all staff.

I very much hope that having read the enclosed details, you will wish to apply for the post and become part of the Priestlands team. If so, please complete and submit the online application form as soon as possible as we may invite candidates to interview before the closing date.

We reserve the right to close a vacancy earlier than the advertised date if we receive applications that meet the criteria. Once a vacancy has closed, we are unable to consider further applications, so please submit your application as soon as possible to avoid disappointment.

Should you require any further information please do not hesitate to contact us. I look forward to hearing from you.

Peter Main

Headteacher



Teacher of History & RE (MPR/UPR)

Required September 2026

We are seeking to appoint an enthusiastic and inspirational teacher of History & RE to join our thriving departments. Both subjects at Priestlands are supportive and exciting departments to work within. They prioritise the development of their pedagogy through the sharing of ideas and expertise in order to teach lessons that challenge and stimulate all students. They are enthusiastic, ambitious and mutually supportive.



We are looking for candidates who will be able to fit into our hard-working team and who will share our commitment to delivering excellent outcomes for students. You will be able to demonstrate the professional and personal qualities necessary to consistently inspire our students across Key Stages 3 & 4. In Key Stage 4 students study OCR GCSE History B (Schools History Project), and AQA A GCSE Religious Studies. You will be keen to uphold our values and actively contribute to the further development of History & RE in the school as part of a strong, successful and specialist team. This is a fantastic opportunity for a well-qualified and passionate teacher to work with highly engaged students who are supported by a wider school culture of readiness, respectfulness and responsibility.

We are recognised for our excellent induction programme and support, therefore newly qualified and early career teachers are encouraged to submit an application, as well as experienced candidates.

Priestlands School is a forward thinking and dynamic school and we would welcome any potential applicants who would like to visit the school prior to interview.

This post offers an excellent experience for the successful candidate, who:



- has excellent subject knowledge and understanding of History & RE, is creative, determined and enthusiastic
- is dynamic, innovative and inspirational in the classroom; able to stimulate and engage students across the age range
- is able to forge strong positive relationships with students, colleagues and parents
- is an outstanding, organised and committed teacher with high expectations of themselves, students and colleagues, to ensure students succeed and are challenged to achieve their potential, raising standards
- has a coherent vision of History & RE in the curriculum and their special contribution to the whole curriculum
- has an understanding of quality in Learning and Teaching
- is seeking further promotion and career enhancement
- is confident, resilient, resourceful and has a sense of humour.



The School

Priestlands School, an 11-16 mixed comprehensive school, became an academy in August 2011. Serving the South of the New Forest, our catchment area covers an area of outstanding beauty, stretching from Beaulieu in the East, to Brockenhurst in the North, and Milford-on-Sea at its most westerly point. To the South lies the Solent, a very popular sailing area in the country.

We serve eleven primary and junior schools, although our intake includes children from other schools, including a number of private schools. Our intake pattern is eight forms of entry.



Our Facilities

Priestlands is situated on a large and pleasant campus, which we share with Pennington Infant and Junior Schools. The School is surrounded by some 25 acres of playing fields.



There are ten Science laboratories, Design and Technology workshops, IT facilities throughout the school, as well as general classrooms. We also have a Learning Support Centre known as The Hub.

Our buildings include a Grade II listed building, which houses Art and Child Development. We re-commissioned our formerly derelict Grade II listed Coach House building and reclaimed the original Victorian Walled Garden where we keep animals, as well as growing fruit, vegetables and flowers.

We have access to an excellent indoor swimming pool which is part of the Lymington Health & Leisure Centre, currently run by Freedom Leisure. The school owns a gymnasium, synthetic turf pitch, sports hall and floodlit tennis courts, enabling us to offer a very wide range of sporting activities, and we are proud of our sporting record.

We have a modern contemporary study centre housing our Library, and which KS4 students can use after school to study independently to complete homework, research and revision.

There are ICT clusters in many subject areas, including Art, Careers, Design Technology, Maths, Music, Science, the Study Centre and The Hub. Interactive Whiteboards are installed in all History, Maths and Modern Languages classrooms. Ceiling-mounted data projectors can be found in all other subject areas.



The Curriculum

At KS3, students follow a common timetable, which includes English, Mathematics, the Sciences, ICT, History, Geography, Religious Education, a Modern Language (French, German and Spanish are offered), Technology, Performing and Visual Arts (Art, Drama and Music), Physical Education, and a tutorial PSHCE period.

We operate a condensed KS3 curriculum, so that all students complete their KS3 assessments at the end of Year 8, not Year 9. This has allowed the development of a more personalised and enhanced KS4.



At KS4, all students currently follow an extended core comprising: English Language and Literature, Mathematics, Science, Citizenship (Ethics and Philosophy, careers, enterprise and health), PE and tutorial work. Within Science, most students follow the Combined Science course with some taking Separate Sciences.

With the introduction of the English Baccalaureate, we refined our KS4 curriculum pathways, so that students intending to attend university are strongly encouraged to choose a Modern Language and Humanities subject.

Option subjects currently available include: Art (3D and Fine Art), Applied Business, Child Development, Computer Science, Design Technology, Drama, French, Food & Nutrition, Geography, German, History, Horticulture and Small Animal Care (non-exam course), ICT, Media Studies, Music, Photography, Physical Education (GCSE and OCR Sports Studies), Religious Studies, Spanish, and a non-examination Study Support course.

Students are taught mostly in mixed ability groups in Year 7, and may be 'set' thereafter, although subject areas use the opportunities offered by block timetabling to group children flexibly. Our intention is to develop more individualised styles of teaching and learning, and we offer increasing opportunities for students to develop independence and a sense of ownership of their learning. Special Needs provision is overseen by our Special Needs Co-ordinator. It is our policy that all teachers are teachers of children with special needs. For the most part, children are supported in mainstream lessons, withdrawal being rare.

Pastoral Organisation

It is our intention that our curricular and pastoral work should be integrated. At present, almost all teachers are tutors, and all students have a tutorial lesson each week. The school is year-based, each year having a team of tutors and a Head of Year. Year groups also have an Assistant Head of Year (a staff development opportunity – unpaid but with a laptop!). Each year group has an assigned Pastoral Support Manager, an experienced member of the support staff who fields most phone calls, investigates incidents and supports and mentors students.

Heads of Years have responsibility for monitoring learning across their Year Groups. Year Teams rotate from Years 7 to 11, to maximise continuity.



In addition, a House System operates to provide opportunities for competition and to cement relationships across year groups.

All students wear the school uniform, which is modern, comfortable, affordable and practical. Our Behaviour Management Policy defines expectations clearly, provides opportunities to reward and recognise students who model Priestlands Values, provides a structure which can be fairly and consistently applied throughout the school. The Priestlands Values of the 3Rs, being Ready, Respectful and Responsible, are displayed throughout the school.



School Leadership



There is a regular pattern of meetings, which aims to provide ample opportunities for staff to participate in the decision-making process. We enjoy a close working partnership with our Governors, who are well integrated in the School's management structure.

We have approximately 160 members of staff, more or less equally divided between teaching and support, who are characterised generally by their enthusiasm, and commitment to Priestlands and its students.

We are committed to the professional development of all staff, and aim to develop continually as a professional learning community.

Ofsted

Priestlands had its most recent Ofsted inspection in February 2023. We were judged as Good, with many very strong features recognised in the report, which also said several things of which we are very proud, including:

- "The school has a welcoming and inclusive ethos."
- "Leaders are rightly proud of the positive relationships between staff and pupils."
- "Pupils feel safe in school, and they are confident that staff will deal with issues effectively."
- "The curriculum in each subject is well organised. Leaders have clearly identified the important knowledge and skills that pupils need in order to achieve well. Teachers deliver the curriculum effectively."
- "Clear routines and positive relationships ensure classrooms are effective learning environments."
- "Staff are proud to work at the school. They appreciate the support and professional development provided."
- "Leaders and those responsible for governance ensure the school has a strong safeguarding culture."



Priestlands GCSE Results 2025

At Priestlands we pride ourselves on consistently delivering excellent outcomes at GCSE Level, year on year. We are proud of our academic record and believe all children are capable of making exceptional progress. We encourage them to embrace challenge, pursue excellence and to be resilient in overcoming obstacles. Above all we want to ignite in our students a love of learning which will serve them well throughout their lives.



The government baseline measure of Progress 8 demonstrates that students at Priestlands consistently achieve higher grades than their peers nationally. You can view more at: <https://www.compare-school-performance.service.gov.uk/compare-schools>. The Class of 2025 did very well with a strong overall performance, a significant number of top grades 7-9 and many outstanding individual successes too:

	Achieving 5+ 9-4 (including English & Maths)	Achieving 9-7 in English & Maths	Achieving 9-5 in English & Maths	Achieving 9-4 in English & Maths	Achieving EBacc 9-5	Achieving EBacc 9-4
All students						
School 2025	66%	15%	51%	70%	19%	22%
School 2024	68%	16%	58%	77%	23%	26%
School 2023	65%	20%	52%	72%	17%	22%
School 2022**	77%	25%	64%	81%	23%	24%
School 2020**	76%	19%	59%	79%	20%	22%
School 2019	75%	17%	55%	78%	18%	25%

** Affected by Covid pandemic disruption

2021 saw a very strong cohort leave with outstanding GCSE grades but, because of the unique set of circumstances (covid related) at the time, we decided, alongside other local schools, not to publish headline figures.



The Future

We want to continue to improve the quality of all that we do, especially the quality of the learning experiences we offer our students.

By becoming reflective practitioners, constantly reviewing and evaluating what we teach and how, we believe we can continue to develop as a school. We hope to provide good career development and opportunities for our staff.

The next few years will continue to be both challenging and interesting. We look forward to receiving your application.

Application Procedure

Please visit our website - <https://www.priestlands.hants.sch.uk/join-us/vacancies>

Click on the relevant vacancy and then the 'apply now' link which will take you to the online application form.

In the personal statement section we would ask you specifically to describe:

- your experience to date;
- your reasons for applying for the post and your suitability for it;
- your view of the challenges and opportunities which would await you in your first year in post.

Applications should be submitted as soon as possible as we may invite candidates to interview before the closing date.

We reserve the right to close a vacancy earlier than the advertised date if we receive applications that meet the criteria. Once a vacancy has closed, we are unable to consider further applications, so please submit your application as soon as possible to avoid disappointment.



Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.