

# Teacher of History with Politics and/or Economics



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Salary: Teachers' Main Pay Range/Upper Pay Range

Full-Time

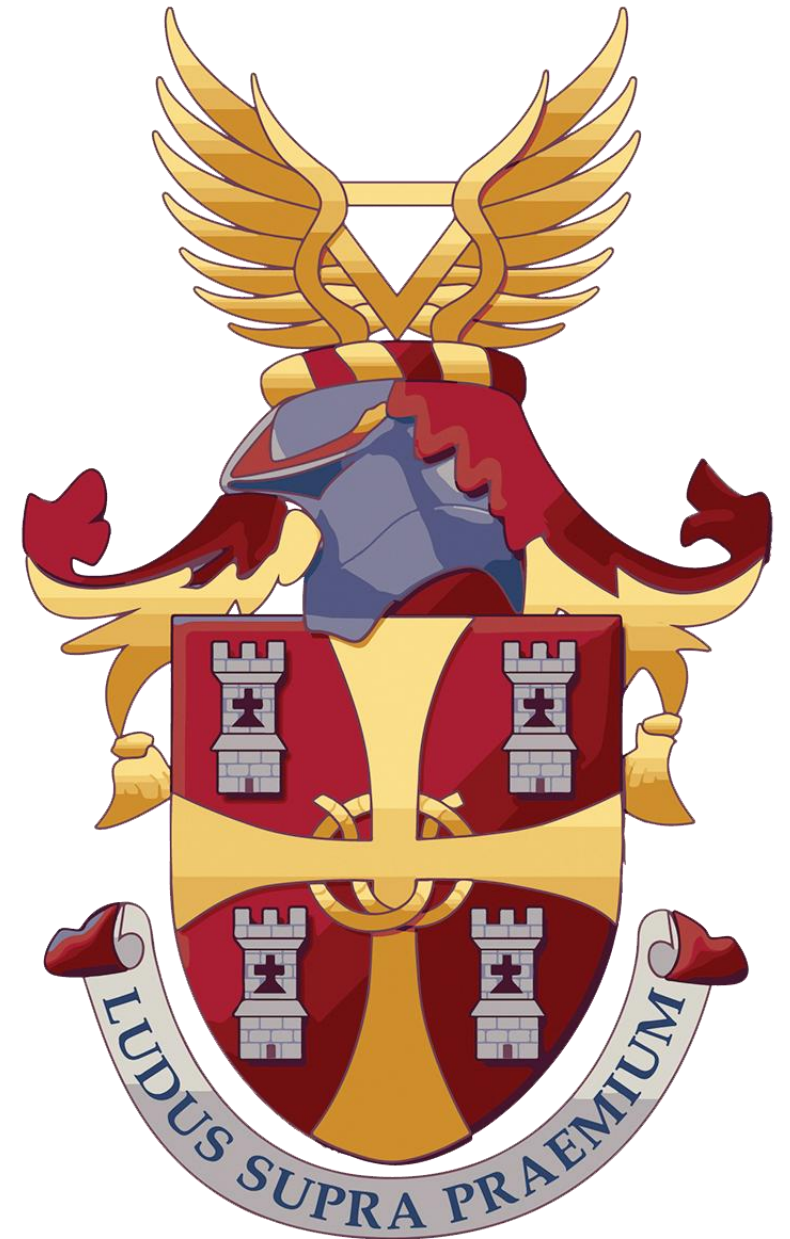
Required: September 2026

An exciting opportunity has arisen to join one of the country's leading grammar schools and offers teachers the opportunity to work with able and well-motivated students. We are seeking an inspirational, professional and dynamic teacher to build upon the reputation of our school. We welcome applications from Early Career Teachers. You will be passionate about your subject, and an engaging and an enthusiastic classroom practitioner. In return, we offer professional support and career development opportunities. We recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

Please visit the school website for further details and the employment application pack. Potential candidates who wish to informally explore more details about the role or school should contact the Headteacher at [recruitment@wghs.org.uk](mailto:recruitment@wghs.org.uk).

**Closing date for applications: 12 Noon on 8<sup>th</sup> May 2026**

**Interview date: 13<sup>th</sup> May 2026**





# Welcome to WGHS

Wolverhampton Girls' High School has a long and established history of providing outstanding education for girls for over 100 years. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. There is no charge or cost related to the admission of a student to the school and we welcome students from within the City of Wolverhampton and beyond.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support tailored to meeting individual needs leads to confident and well-rounded young women who are well prepared to take on the next stage of their lives. Students are highly motivated to learn and personalised learning lies at the heart of our provision. Students also benefit from exceptional learning facilities.

The school is respected as one of the best state schools in the country, regularly achieving examination results which place it at or near the top of national league tables. This success has also been recognised by Ofsted, with the school achieving five successive "Outstanding" inspections. In the most recent inspection in November 2023, we were graded Outstanding in every category.

Whilst academic achievements are an important part of life at WGHS, students enjoy the wide range of other opportunities. These include participation in the thriving house system, and opportunities in the fields of sport, music and drama. There is a plethora of activities for the students to engage in from leading whole school events; to organising charity fundraising activities; participating in debating competitions and enjoying expeditions abroad.

Our team of dedicated staff ensures that students are well supported to achieve academic success, within a caring community. We have placed pastoral care at the centre of our school community through our "Hub". Pastoral care provided is exceptional, focusing upon student wellbeing and equipping students with the skills and knowledge that will support them to navigate life beyond the school.

The school's motto: Ludus Supra Praemium (which translates as "the game before the prize"), emphasises the value of taking part as a member of the school community. Our girls are encouraged to develop skills for lifelong success in terms of understanding themselves as learners and developing as responsible citizens, demonstrating care and respect for all members of the community. As a result, they leave WGHS with fond memories, and equipped as confident and independent minded young women ready to take on the challenges ahead and enjoy success in their chosen fields.

WGHS is a special place to be, with its supportive atmosphere encouraging all students to achieve their best in all aspects of school life. Thank you for your interest in this exciting opportunity, we encourage you to apply and come and join our community.

**Mrs Trudi Young**  
Headteacher



# Ludus Supra Praemium

*“the game before the prize”*

We value highly the experiences students gain both in and out of the classroom. The House System offers wide variety of opportunities for students deliver softer skills including events such as the annual House Arts, House Winter Games and Sports Day events.

Our staff offer a range of extra-curricular opportunities in school and a variety of opportunities for students to travel abroad. This has included expeditions to Iceland, Russia, Nepal and China!



# Our School

WGHS has a rich history of providing an excellent education. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. It is an exciting place to be!

We are a warm and friendly school with a community atmosphere. Pastoral care and support are our top priority, ensuring that students and staff feel happy, safe and secure.

We offer an exceptional enrichment programme with a plethora of activities for students to engage in, from leading whole school events, organising charity fundraisers, sports, music, drama, debating competitions and expeditions abroad. Our house system also provides many opportunities for girls to engage in fun activities.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and tailored support to meet individual needs, leads to academic excellence.

Our school is respected as one of the best state schools in the country, regularly achieving examination results which place it near the top of the national league tables. Our success has also been recognised by Ofsted with the school achieving five successive 'Outstanding' inspections.

Our school motto: *Ludus Supra Praemium*, emphasises the value of taking part as a member of the school community. We encourage developing skills for life long success, developing happy, confident and resilient young women.





# Our Students

All, of our students, are high achieving and almost all go on to study university courses with girls accessing some of the most competitive courses at the most sought-after institutions.

Examination results are exceptional, year after year.

Fewer students than the national average are eligible for the Pupil Premium (Years 7 to 11) (142) and 7 Service Children. 20 students are eligible for the 16-19 Bursary and we have 0 Looked After Children.

We have 32 students with SEND needs.

The proportion of students from ethnic minority groups is 79% with Indian students making up 36% and 34% who speak English as an Additional Language.

There is a very strong community ethos across the school with the House system at its heart. Students compete enthusiastically in a range of different competitions. These events, together with academic and pastoral mentoring across the year groups, ensure that students actively support each other from Years 7-13. Students seize leadership opportunities, running many clubs at lunchtime and leading a variety of fundraising activities.

All of our girls want to and are encouraged to achieve their personal best. They support each other in and beyond the classroom to strive for excellence and subsequently achieve great success in all areas.



# Our Staff

We have 127 staff; 85 teachers of whom 26 are part-time; and 50 support staff. There are 15 Curriculum Leaders, 2 Directors and 4 House Leaders. The Extended Leadership Team is comprised of the Headteacher, 2 Deputy Headteachers, 3 Assistant Headteachers, 2 Associate Senior Leaders and 3 Senior Support Staff.

There is a strong sense of support and community amongst the staff.

Staff are actively encouraged to inform the planning of future whole school priorities. In addition, staff make valuable and active contributions to several school-working groups.

All staff receive an annual appraisal with a mid-year review, alongside ongoing professional development. Career development is an expectation for all, and we provide support within school to help colleagues to develop. There are opportunities to lead whole school training sessions and to share expertise across and within departments.

We are very fortunate to be supported by a team of dedicated and high-quality support staff who support the school in a variety of ways. These include administration, finance, learning support, data and examinations and site.

Students and parents have high expectations of the staff as a result of their thirst for learning and ambition. This makes our focused learning environment a very rewarding one of which to become apart.

# Our Facilities

The school is steeped in traditions from over its 100-year history, but we are forward looking and aiming for continuous improvement. In the last ten years we have benefitted from over £14 million investment in our school. Work is now completed on a £3.4 million funded project. This included provision of four new science laboratories and refurbishment of two others, as well as an Activity Studio.

# History & Politics Department

## History Department

- All students study National Curriculum History in their form group in Key Stage 3.
- The subject is taught in a lively and engaging way, with learning supported by a range of imaginative tasks. Pupils find the subject both interesting and challenging.
- The programme of study maintains a clear chronology consisting of Medieval Realms, the Making of the United Kingdom and Britain 1750-1900 (incorporating detailed studies of Black Peoples of the Americas through the Triangular Slave Trade and Empire) and the Twentieth Century World.
- Over 60% of students choose to continue studying History to GCSE level.
- AQA History – Germany 1890-1945; Conflict and tension between East and West 1945-1972; Medicine through time c1100 to the present and Elizabethan England 1558-1603
- A'level History - Tsarist and Communist Russia 1855 -1964, The Making of Modern Britain 1951-1997 and NEA on the 17<sup>th</sup> century Witchcraze.
- The Department, at present, consists of three full time and two part-time specialist members of staff.
- Recent GCSE and A' level results have been excellent, above the school average and well above the national average.
- The department in the past has been responsible for Debating throughout the school including Junior Inter-Form Debating, Senior Debating, and House Debating. In external debating competitions Wolverhampton Girls' High School has achieved considerable success, qualifying from regional heats and performing creditably on Finals Day in both the Cambridge Union Debating competitions. We are looking for someone who would be interested in playing a role in this.

## Politics Department

- Politics is an optional subject in the sixth form and we currently have one group in both Year 12 and 13.
- The subject is taught in a lively and engaging way, with regular debate and discussion. Pupils enjoy the opportunity to study a subject that has such relevance to their lives and many go on to study it at university.
- The programme of study in Year 12 and 13 follows the AQA syllabus. There are 3 papers examined and the content is based around Government and Politics of the UK, Political Ideologies and a comparative study of the US and UK. The optional ideology studied is Feminism.
- Results over the last few years have been excellent and Politics has maintained a very strong value added score.
- The department runs many enrichment activities, including a trip to Westminster, visits from speakers and whole school mock elections. A desire to assist in the delivery of these would be welcomed.



# Economics Department

## Department Introduction:

Economics was once called the “The Dismal Science” as the writings of Thomas Malthus suggested that the people of the world were doomed to unending suffering and poverty. However, in a time when many believe that things have never been so bad, economics gives us the tools to bring light, hope and wisdom. In the year 2000 the Millennium Development Goals aimed to cut the world’s 1990 poverty rate in half. This was achieved.... five years early. Never, in the history of humanity have people lived so long, had such access to medicine or been able to live without the constant fear of hunger.

It is development economists who have helped to set the frameworks for poverty reduction. It is market economists that have supported the development of pharmaceutical drugs and brokered price agreements that allow for access to HIV drugs in Africa. As the world considers how to respond to the challenges of climate change, it is economists who will shape the government policies required to change people’s behaviour and to encourage investment in new technological solutions.

Whilst economics is about money and investment and firms, that’s not its main function. Its function is to have a set of skills and analysis to make people’s lives better.

## Department Aims:

The department aims to introduce students to the main areas of economic analysis. At the individual level, microeconomics studies the use and allocation of the world’s scarce resources. What should be produced and when, through the use of markets? It also looks at how and when markets fail to use resources effectively in areas such as healthcare and the environment and how people make poor decision through the study of behavioural economics. At the national level, macroeconomics focuses on how the economy works and the wider government policies for improving people’s lives.

## Key Stage 5:

A-Level economics follows the Edexcel syllabus. Students are taught initial introductions to basic micro and macro economics in the first term. Students then look deeper into microeconomic concepts such as externalities, information failures, competition and the labour market. In Year 13 students study further macroeconomic concepts looking at the detail of monetary and fiscal policy, international trade and economic development.





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**Reporting to: Curriculum Leader**

**Pay Scale: Teachers' Pay Scale**

## **PURPOSE**

Under the reasonable direction of the Headteacher, to carry out the professional duties of a teacher as circumstances may require.

To perform, in accordance with any directions which may reasonably be given by the Headteacher from time to time, such particular duties as may reasonably be assigned.

To share the school's responsibility for monitoring, promoting and supporting the general progress, development, well-being and discipline of individual students and of any class or group of students assigned to the teacher, providing opportunities for personal and academic growth, and monitoring and evaluating progress in these areas.

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, and to support a designated department/subject as appropriate.

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.

## **TEACHING**

To teach the students assigned according to their educational needs, including setting and marking work to be carried out by the student in school and elsewhere.

To stimulate learning through the use of a variety of delivery methods and the provision of high-quality learning experiences which are appropriate to student needs and address the demands of the syllabus.

To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

To mark, grade and give written/verbal and diagnostic feedback as required.

To maintain good order and discipline among the students in accordance with the school's policies and procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.

To safeguard the health and safety of students both when authorised to be on the school premises and when engaged in authorised school activities elsewhere.

To participate in arrangements for preparing students for public examinations, in assessing students for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for students' presentation for and supervision during such examinations.

To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.

To supervise and, so far as is practicable, to teach any students whose teacher is not available to teach them.



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## **PASTORAL**

To be a Form Tutor to an assigned group of students.

To liaise with the Pastoral Leader to ensure the implementation of the school's pastoral procedures.

To register students' attendance, supervise them, accompany them to assemblies and encourage full attendance and full participation in other aspects of school life.

To monitor and evaluate the progress of students and keep up-to-date student records as may be required.

To contribute to the preparation of Action Plans, Progress Files and other records of and reports on the educational, personal and social needs of students.

To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about source of more expert advice on specific questions.

To alert appropriate staff to problems experienced by students and to contribute, where appropriate, to the resolution of these problems.

To contribute to PSHCE, Citizenship Education, Work Related Education and Enterprise Education according to school policy.

To apply the Behaviour Policy so that effective learning can take place.

## **PLANNING**

To advise and co-operate with the Headteacher and other teachers on the preparation, development and implementation of appropriate syllabuses, schemes of work, resources, policies, teaching and learning strategies and pastoral arrangements.

To contribute to the departmental/subject development plan and its implementation.

To plan and prepare courses and lessons.

To contribute to whole school planning activities.

## **CURRICULUM**

To assist the Subject Lead to ensure that teaching and learning complement and support the school's mission, aims, objectives and strategic plans.

To assist in the process of curriculum development and change so as to ensure its continued relevance to the needs of the students, of examining and awarding bodies and of the school's mission, aims, objectives and strategic plans.



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## **STAFFING**

To participate in the Appraisal process.

To participate in arrangements for further training and professional development as a teacher, including the school's staff development programme, and to undertake training and professional development to meet needs identified through the Performance Management process.

To ensure the effective/efficient deployment of classroom support.

To work as a member of a designated team and to contribute positively to effective working relations within the school.

## **QUALITY ASSURANCE**

To contribute to the school's self-evaluation and review procedures.

To contribute to the process of self-evaluation and review of the department/subject in line with agreed school procedures, including evaluation against quality standards and performance criteria.

To seek/implement modification and improvement where required.

To review from time to time methods of teaching and programmes of work.

To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

## **MANAGEMENT OF INFORMATION**

To maintain appropriate records and to provide relevant accurate and up-to-date information for Arbor, registers, etc.

To complete the relevant documentation to assist in the tracking of students.

To use data and information to track student progress and to inform teaching and learning.



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## **COMMUNICATIONS**

To participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.  
To communicate and consult, as appropriate, with the parents of students.  
Where appropriate, to communicate and co-operate with persons or bodies outside the school, after consultation with the appropriate staff.  
To follow agreed policies for communications within the school.

## **MARKETING AND LIAISON**

To take part in marketing and liaison activities such as Open Days/Evenings and Parents' Evenings.  
To contribute to the development of effective subject links with external agencies.

## **MANAGEMENT OF RESOURCES**

To contribute to the process of ordering and allocation of equipment and materials.  
To assist the Subject Lead to identify resource needs and to contribute to the efficient/effective use of physical resources.  
To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, the department/subject and the students.

## **OTHER SPECIFIC DUTIES**

To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.  
To support the school in meeting its legal requirements for worship.  
To promote actively the school's corporate policies.  
To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.  
To undertake any other duty as specified by STPCD not mentioned in the above.



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## **OTHER SPECIFIC DUTIES**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, following consultation, may be changed to reflect or anticipate changes in the post which are commensurate with the salary and job title.



Person Specification - Teacher of History with Politics and/or Economics  
Reporting to: Curriculum Leader

AREA	ESSENTIAL	DESIRABLE
ATTAINMENT	Good Honours Degree or equivalent in the subject Qualified Teacher Status	Interest in pursuing further qualifications
EXPERIENCE	Recent relevant and successful teaching experience.	Experience of teaching students of high ability and securing excellent outcomes Recent relevant and successful experience teaching other A-Level subjects Experience of teaching A-Level History, Economics and/or Politics
TRAINING	A positive attitude towards professional development and own learning	Clear sense of responsibility for own Continuing Professional Development Evidence of recent participation in CPD activities
PERSONAL QUALITIES	Relates well to colleagues, students and parents Approachable Conscientious and self-motivated Ability to take a lead role A good team player Uses initiative and takes responsibility Ability to work under pressure and to challenging deadlines	Willing to seek and respond to advice positively Creative thinker Sense of humour
KNOWLEDGE & SKILLS	Subject knowledge sufficient to challenge the most able students and achieve high outcomes at GCSE and A-Level A good understanding of curriculum developments in the subject Able to use a range of teaching and learning strategies Teaches to a high standard Motivates and relates to students Good classroom management Good personal organisation Good communicator, orally and in writing Developing ICT skills	Able and willing to engage in extra-curricular activities Confident and competent user of ICT Ability to teach another subject at Key Stage 3
VALUES	A clearly articulated educational philosophy for the subject and the management of it Belief in the ethos of selective, single-sex education Commitment to high standards	Commitment to Personalised Learning
REFERENCES	Two unreserved references including current Headteacher	References indicate confidence, integrity, competence and effectiveness
OTHER	Ability to respond effectively to change Demonstrable integrity	Evidence of personal interests beyond school

# Staff Wellbeing Charter

WGHS takes the wellbeing of all staff very seriously. The charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. The staff are very supportive of each other we ask all staff to be committed fully to the charter below through their actions.



No student or class data collected for data's sake



Staff marking expectations are minimum and workload regularly reviewed



Clear expectations around communication. There is no expectation to respond outside of the school day, although you can choose to do so



A flexible and generous discretionary leave policy. Teachers can leave from 3pm when they are free



Deadlines well publicised and annual calendar consultation



A flexible opt-in approach to directed time



Complimentary drinks in the staffroom at break time



Gym Pass scheme available to all staff



Opportunities for career development



Meetings have a clear purpose, agendas are issued one week in advance, and those leading meetings ensure they are kept on track and finish on time



Paycare health and wellbeing plan (including counselling service) available to all staff



The school will endeavour, wherever possible, to champion and enable flexible working



Calendared sanctuary weeks with no meetings/events



Coaching and shadowing opportunities



Complimentary Christmas dinner for all staff each year



Half-termly breakfast social for all staff



Your wellbeing matters.  
The school is committed to prioritising and promoting staff wellbeing.



Wellbeing is a shared responsibility.  
The school is committed to giving all staff the support they need to take responsibility for their own and other people's wellbeing.



## How to Apply

To apply for this post, please complete the application form and submit it with a supporting letter. In your letter you should state:

1. Your reasons for applying for the post
2. The experience you believe to have prepared you for the post
3. The skills and strengths you will bring to the school with reference to the person specification

Important - Please note that the application form must be completed in full and submitted for the attention of the Headteacher by post or to [recruitment@wghs.org.uk](mailto:recruitment@wghs.org.uk)

***This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to satisfactory references which will be required prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications and verification of the Right to Work in the UK. Please note police checks will also be required for time spent working outside of the UK.***

