



Bishop Fox's

Information for applicants

TEACHER OF HISTORY

September 2025

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www.bishopfoxs.co.uk



High Standards & High Expectations

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Dear candidate

Thank you for taking the time to consider our school for your next career move. Within this pack you will hopefully find many reasons for you to submit your application to work at Bishop Fox's School.

As the Headteacher, I hold a strong belief that the power of education can change children's lives and it is the right of every child to receive an excellent education. All staff in the school are dedicated to building opportunities for students to achieve the highest academic standards, ensuring that they are known as individuals and that their unique personality, talents and interests are nurtured and developed to the full. A Bishop Fox's education is about developing the whole child and providing opportunities for them to flourish within and beyond the classroom.

The school was built 30 years ago, housed in a beautiful location in the South of Taunton. The school's history stretches over 500 years as Bishop Fox's was originally founded in 1522. Student numbers are at an all-time high of over 1100 and we are planning to expand to 1200 over the next 3 years. There are four secondary schools in Taunton, and in this competitive environment, we are extremely pleased to be oversubscribed in all year groups.

We have high standards and high expectations in everything that we do. Students achieve well, working in an encouraging learning environment with quality teaching and support from our child-centred staff. We are committed to safeguarding and doing the very best for every one of our students on roll.

We are looking for someone who, either, is already or has the potential to become an outstanding teacher. In particular, you will see from the Person Specification that we are seeking a colleague who shares our ethos about education and will enhance our learning community. We are looking for a strong practitioner in the classroom and someone who has the ambition to get involved with the extra-curricular life of the school.

So, if you want and enjoy a challenge, are able to make a difference and care passionately about young people, then we will welcome your application.

Please submit your application form together with a letter (no more than two sides of A4) detailing your skills, qualities and relevant experience for this post. Applications should be returned to the school HR office or emailed to hr@bishopfoxs.co.uk. If you haven't received an acknowledgement within 48 hours, we recommend calling 01823 255011 to check your application has been received.

We look forward to hearing from you soon.

Yours sincerely



**KERRY TONKIN
HEADTEACHER**



For more information about the school, please visit our website: www.bishopfoxs.co.uk

HISTORY FACULTY

The History department currently has two subject specialists teaching History full time. A nurture teacher is also involved in teaching lower prior attaining Year 7 and Year 8 classes and when timetabling necessitates, a further teacher (usually a non-specialist), teaches at least one Key Stage 3 class.

In September 2020, The Humanities Faculty moved into a new suite of classrooms on the top floor of our new building – The Kingston Block. Here, the History department has two generously-sized, light, bright classrooms with spectacular views of the Blackdown Hills. Both rooms are equipped with a computer and interactive touchscreen display. We share an office with a small kitchen area, photocopier and additional staff computers with our other Humanities colleagues.

History is taught over a fortnightly timetable in both Key Stages. Currently the school delivers a two year Key Stage 3 curriculum whilst three years are dedicated to Key Stage 4. Other than a lower prior attaining nurture class in Years 7 and 8, History is taught in mixed ability classes throughout both the Key Stages. Year 7 have two hours of History lessons per fortnight, whilst in Year 8 this is increased to three hours. In common with the other GCSE option subjects, History has four hours of lessons per fortnight in Year 9 and five hours in Years 10 and 11. Our Year 9 students study a transition curriculum, preparing them for the GCSE course.

The History department's GCSE results have been rather inconsistent, depending upon the student cohort, although there has been a general trend of improvement in recent years, as indicated by our SISRA SPi measure (2020 = -0.08, 2021 = +0.18, 2022 = -0.46, 2023 = +0.26, 2024 = +0.39). We study the Pearson Edexcel GCSE History course, taking exams in:

- Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- Early Elizabethan England, 1558–88
- The American West, c1835–c1895
- Weimar and Nazi Germany, 1918–39

History is a popular GCSE option; we usually have three or four classes in each cohort. Class sizes for the GCSE course vary, but they often number 25 to 30 students. In Key Stage 3, class sizes usually number 28 to 30 students. We have well-established educational trips for Year 9 students to visit Cardiff Castle and Year 10 to visit Bovington Tank Museum. In both venues, students undertake workshops supporting the GCSE Paper 1 topics.

The members of the History department meet regularly and work together in a supportive environment to plan lessons, produce resources, update schemes of work and assessments, moderate work and contribute to the Team Improvement Plan. As part of the School's Staff Performance Management Policy (Professional Growth) all teaching staff, in discussion with their Line Manager, undertake research and are expected to develop their teaching skills. In relation to this the school's focus is upon delivering quality first teaching in our lessons with metacognition strategies being at the heart of our work. The History department's recent and current areas of development include modelling strategies, developing student talk for writing, setting appropriate levels of challenge whilst being mindful of cognitive overload and developing greater student confidence with independent extended writing skills. In the light of its work with metacognition, the department is continuing to develop its pedagogies for the teaching of key historical skills such as the analysis of historical sources and interpretations.



PERSON SPECIFICATION
Teacher of History

AREA	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Good Hons Degree 	<ul style="list-style-type: none"> • Master's Degree 	<ul style="list-style-type: none"> • Application Form • References
Experience	<ul style="list-style-type: none"> • Experience of teaching History in a mainstream secondary school • Evidence of successful subject outcomes • Evidence of being a strong practitioner • A consistently good teacher • Evidence of Teaching Standards 	<ul style="list-style-type: none"> • Experience of working with young people • Potential to become an outstanding teacher 	<ul style="list-style-type: none"> • Application Form • References
Skills and Attributes	<ul style="list-style-type: none"> • A passion for teaching History • Good classroom management • Effective inter-personal and communication skills • Ability to communicate a vision and inspire others • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • Willingness to take responsibility • Excellent communication skills • Ability to work independently • Ability to enthuse young people to want to learn • Ability to use and integrate ICT in teaching • Creative approaches to teaching and learning • Ability to build effective working relationships with staff and other stakeholders • Ability to adapt teaching to meet students' needs • Knowledge of guidance and requirements around safeguarding children 	<ul style="list-style-type: none"> • Ability to lead a team • Ability to manage a budget 	<ul style="list-style-type: none"> • Letter • Interview • References
Personal Qualities	<ul style="list-style-type: none"> • Professional integrity and high expectations • Willingness to work hard • Adaptability • Ambition • Sense of humour • Can do, positive and 'nothing is too much trouble' approach • Sensitivity, empathy and warmth • Pride in one's own performance and that of others • Willingness to be involved in the extra-curricular life of school • A genuine like for young people • A passion for learning and leading learning • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to safeguarding and equality 		<ul style="list-style-type: none"> • Interview • References



JOB DESCRIPTION

JOB TITLE: Class Teacher & Form Tutor

REPORTS TO: Curriculum Team Leader & Head of Year

MAIN PURPOSE OF JOB

CLASS TEACHER

Is responsible for making the education of students a priority and being accountable for achieving the highest possible standards in work and conduct to meet the Teacher Professional Standards. Has strong subject knowledge and keeps knowledge and skills up-to-date. Has the ability to create positive professional relationships and works with parents in the best interests of the students. Acts with honesty and integrity.

FORM TUTOR

The main responsibility of a form tutor is to provide outstanding pastoral care and support which enables our students' to achieve their full potential. Form tutors act as the primary point of contact for students, guiding their personal, social and academic development.

MAIN RESPONSIBILITIES AND DUTIES

CLASS TEACHER

- Sets high expectations which inspire, motivate and challenge students by implementing and delivering an appropriately differentiated and engaging curriculum.
- Contributes to the Team Improvement Plan and supports the implementation of whole school policies.
- Contributes to and delivers departmental Schemes of Work.
- Manages the classroom environment to ensure effective learning takes place.
- Monitors student progress, ensuring appropriate assessment, recording and reporting of student achievement is carried out and relevant information is provided to the Curriculum Team Leader / Head of Year.
- Uses tracking data to identify and challenge student underachievement and inform teaching and learning.
- Ensures the effective deployment of Learning Support Assistants.
- Contributes to and implements IEP's as appropriate.
- Produces reports and other requests for information within the required deadlines which are appropriate and are of high quality.
- Communicates with parents as appropriate.
- Actively supports and promotes high standards of teamwork within the subject area, ensuring work is set in the event of known absences and unplanned absence where appropriate.
- Identifies own CPD to meet personal needs and wider school priorities.

FORM TUTOR

Student Welfare and Pastoral Support

- Act as the primary point of contact for students in their tutor group.
- Build positive relationships to foster trust and support.
- Monitor students' well-being and provide guidance or intervention when needed.
- Address concerns related to mental health, behaviour or personal issues.

Attendance and Punctuality

- Ensure accurate attendance registers are maintained daily.
- Promote the importance of good attendance and punctuality for academic success.

Uniform and Behaviour Standards

- Ensure students adhere to the school's uniform policy and uphold behaviour expectations.
- Address issues promptly to maintain high standards in line with the school ethos.

Academic Mentoring and Monitoring

- Oversee students' academic progress, including homework and report monitoring.
- Set targets and encourage positive attitudes toward learning.
- Provide guidance on how to improve performance and engage with learning.

PSHE Education and Assemblies

- Deliver sessions on personal, social, health, and economic (PSHE) education and Relationships and Sex Education (RSE) as part of the school's curriculum.
- Encourage discussions that promote social awareness, personal development and life skills.
- Effectively deliver our rich tutor programme including SMSC and British Values.
- Escort the tutor group to assemblies and supervise during these events.

Communication and Liaison

- Serve as a link between the school, parents / guardians and subject teachers.
- Communicate effectively with parents / guardians about students' progress, achievements or concerns.
- Participate in meetings and contribute to the pastoral team led by the Head of Year.

School Ethos and Extracurricular Involvement

- Promote the school's values and encourage students to take part in extracurricular activities.
- Act as a positive role model and inspire students to engage positively within our school community.

DUTIES AND RESPONSIBILITIES FOR UPPER PAY RANGE

- Makes a substantial and significant contribution to the wider life and ethos of the school. This will be something tangible, contributing to the achievement of the schools' strategic priorities, as captured within the School Improvement Plan.
- Role models highly competent teaching and professional effectiveness consistent with Teacher Standards and supports the professional development of colleagues.
- Takes a leading role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Proactively participates in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.

CONTACTS AND RELATIONSHIPS

The Postholder is responsible to the Headteacher in all matters. To the relevant Head of Year in respect of student welfare and pastoral matters, and the Curriculum Team Leader in respect of the subject timetable and of curriculum development.

Assists with the supervision of the teaching and support staff allocated to work in the subject.

Interacts on a professional level with colleagues. Seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the subjects in the school curriculum with the aim of improving the quality of teaching, learning and standards of achievement in the school.

Fosters positive relationships with parents, outside agencies and the wider community to promote the school in a positive light and secure the best outcomes for the students at the school.

