



**BROUGHTON**  
HIGH SCHOOL  
Achieving Together

**APPLICATION PACK**  
**FOR**  
**TEACHER OF HISTORY**  
**(MPR/UPR)**

**PERMANENT, FULL-TIME POST**

**1<sup>st</sup> SEPTEMBER 2025**



January 2025

Dear Applicant

**TEACHER OF HISTORY**  
**(MPR/UPR, Permanent, Full time post, from 1<sup>st</sup> September 2025)**

Thank you for expressing an interest in this post. There is a wonderful opportunity for us to appoint a Teacher of History to join our experienced and supportive team at Broughton, who will be required to teach History at KS3/KS4. Staff in the History department here at Broughton have a wealth of experience and have repeatedly produced excellent outcomes for our pupils.

Broughton High School is a wonderful place to come to work. Our motto 'Achieving Together' is really important to us and encompasses every member of our school community. We all work hard every day to provide the best learning and teaching environment for our pupils and each other. We have a highly experienced staff, supportive parents and marvellous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high. Details regarding results can be found on our school website, along with a significant amount of information about the History curriculum.

Measure	National	Broughton High School
Average GCSE grade	4.7	5.6
Grade 4+ English and Maths	67%	85%
Grade 5+ English and Maths	47%	68%

Our recent Ofsted Inspection graded us as 'Outstanding' in all areas. We were especially pleased with the comments made by inspectors about what it is like to attend Broughton High. Inspectors said:

- Pupils at this school are provided with an exceptional education.
- Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family.
- Pupils are kind and care about others. They know about and value each other's differences.
- Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.
- Clear and high ambitions are set for pupils, grounded in the school's motto 'Achieving Together.' These ambitions are fully realised.
- Pupils thrive academically, socially and emotionally.
- All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.
- Pupils enjoy each other's company at social times. They smile and laugh a lot.
- Pupils are fully focused on learning in class. Their behaviour is exemplary.
- Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy.

Headteacher: Mr David Botes

Please find enclosed this application pack:

- Post and person specifications
- Form Tutor job description
- Information about the History department
- General information about the school

Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

Please complete and return the enclosed application form, together with a supporting letter of application, by 12 noon on Monday 24<sup>th</sup> February 2025, to Mrs Sweeney, Headteacher's PA ([sweeneys@broughtonhigh.co.uk](mailto:sweeneys@broughtonhigh.co.uk)).

Interviews for the post will be held week commencing 3<sup>rd</sup> March 2025. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

If you wish to find out more about our school or this position, please contact Miss K Klunder, Head of History [klunderk@broughtonhigh.co.uk](mailto:klunderk@broughtonhigh.co.uk). Alternatively, you can contact me at [botesd@broughtonhigh.co.uk](mailto:botesd@broughtonhigh.co.uk).

Yours faithfully,



Mr D. Botes  
Headteacher



## **POST SPECIFICATION**

**POST TITLE:** Teacher of History  
**SALARY SCALE:** MPR/UPR

### **PURPOSES OF THE POST:**

- To teach History at KS3/KS4.
- To promote the educational opportunities and achievements of all pupils through the development of effective teaching and learning.
- To work as an effective member of the History department.

**RESPONSIBLE TO:**  
Head of History

### **AREAS OF RESPONSIBILITY:**

Working in accordance with the school's aims and stated policies, procedures and practices:

- To teach History throughout the school as required.
- To have clear aims and objectives for all lessons and to identify learning needs and devise ways of meeting these
- To ensure effective lesson preparation and resource development to meet the differing needs of pupils, including those with special educational needs.
- To ensure effective classroom management through efficient planning and delivery.
- To maintain accurate records of attainment and progress of all pupils, together with detailed records of lessons taught and homework set.
- To report details of pupils' progress and personal development in oral and written reports as required to parents, governors, other educational institutions, employers and support agencies.
- To promote, recognise and celebrate achievements.
- To assist in the development of appropriate curricular programmes of study.
- To take an active part in appropriate professional development activities, including staff induction, departmental and whole school in-service training and performance management.
- To act as a Progress Tutor to a designated group of pupils.
- To contribute to the supervisory and disciplinary duties within the overall organisational framework and the school day.
- To contribute to the school's management of overall organisational development through staff meetings, departmental meetings, year meetings and strategic groups.

### **TERMS AND CONDITIONS**

The above responsibilities are subject to the general duties and responsibilities contained in the current Teachers' Pay and Conditions Document.



## PERSON SPECIFICATION

### **POST TITLE: Teacher of History**

We are looking to appoint a suitably qualified teacher whose career to date has shown that he/she has acquired the appropriate organisational, leadership and management skills for this exciting and demanding post.

### **ESSENTIAL CRITERIA**

The successful candidate will:

- be qualified to teach **History at KS3/KS4**.
- **Qualified Teacher Status** (or will have been awarded QTS by September 2025).
- be committed to **raising standards** of achievement at all levels of ability.
- fulfil their responsibilities with **energy, enthusiasm** and **commitment**.
- have a sound **understanding of History** and its place within the National Curriculum.
- have **demonstrated high standards** in the necessary professional competencies required of teachers e.g. subject knowledge, subject application, classroom management, assessment, recording and reporting of student progress.
- have a positive and active interest in his/her own **professional development** and the professional development of colleagues.
- have excellent communication and organisational skills.
- work well as a **member of a team**.
- have an interest and expertise in the use of **ICT**.
- be willing to be involved in the **extra-curricular activities** of the department / school.
- be dependable, conscientious, patient, understanding, have a sense of humour and will respect the school's tradition for high professional standards in terms of personal appearance and dress.

**JOB DESCRIPTION:** FORM TUTOR

**RESPONSIBLE TO:** HEADTEACHER, HEAD OF YEAR



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## **Rationale**

The Form Tutor at Broughton High School is the key figure in a pupil's development. S(he) is the first point of contact for pupils and their parents. As such s(he) has an important role in the management of the personal, social and academic progress of each pupil within that Form Group. (S(he) has the responsibility of working with the Head of Year, relevant Pastoral Support Manager and Subject Teachers to ensure that each pupil feels secure and has a sense of pride, a positive attitude and the motivation to achieve all his/her goals. The following identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role. The Form Tutor is crucial in the pursuit of all issues linked to progress.

### **1. Management of Pupil Learning**

- To have an overview of each pupil's performance across the curriculum.
- To monitor and mentor pupils within the framework of the School system of target setting, including attendance.
- To identify strengths and areas of difficulty or underachievement in learning.
- To liaise with the appropriate staff so that the necessary action can be taken.
- To manage and mentor a pupil's learning and support pupils in achieving targets and, if possible, achieving beyond.
- To respond to pupils who experience problems in their learning and to liaise with appropriate staff.
- To check and sign School Planners each week.
- To be responsible for the delivery of pastoral support and care as required.
- To prepare pupils in Tutor time for their part in reviews
- To provide an informed overview of performance for parents when requested to do so, but particularly in the context of School Reports and Parents' Evenings.
- To follow up, where appropriate, comments that parents may make on School Report reply slips.

### **2. Provision of Care and Support**

- To be available to all pupils in the Form Group for support and guidance.
- To liaise with appropriate staff to provide support for pupils with specific problems.
- To contribute to the induction and support of pupils who are new to the Form Group.
- To oversee the contribution made by the Form Group to School Assembly and the daily Form time for reflection.
- To supervise the Form Group during School Assembly.
- To record, monitor, reward and celebrate pupils' achievements within the framework of the School system of Rewards in order to encourage positive motivation.
- To be aware of and support pupils in the Form Group with Behaviour Management Plans.
- To manage and support Pupil Council issues as appropriate.



### 3. Management of Pupil Behaviour

- To encourage high standards of manners and good behaviour at all times.
- To ensure that pupils know and understand the terms of the Home School Agreement.
- To encourage positive attitudes on the part of all pupils towards each other.
- To check daily that all pupils comply with the School uniform standards. To take action to reinforce those standards, liaising with parents as and when necessary. To refer persistent offenders to the relevant Pastoral Support Mentor with any notes of action taken and responses.

### 4. Maintaining Links between Home and School

- To be accessible, at appropriate times, either in person or on the telephone, to parents who have concerns about the progress or well being of their children.
- To monitor the Pupil Planner for communication between home and School in order to respond promptly to messages from parents.
- To liaise promptly with the Pastoral Support Mentor/Attendance Officer in response to messages concerning absenteeism.

### 5. Other duties and responsibilities

- To carry out the legal responsibility of marking the Register each morning and following the necessary procedures required by the DfE.
- To ensure that absences are followed up through the school's Attendance Office(r).
- To inform the Pastoral Support Mentor on a weekly basis about pupils with unauthorized absence or poor attendance records.
- To distribute Reports or other documentation which may be specific to particular Year groups.
- To ensure that all necessary Home School Communication is completed by pupils and forwarded to Admin staff for filing, including Data Sheets and Home School Agreements.
- To attend and contribute to Year Team Meetings.
- To carry out such other duties as may be necessary to ensure the smooth running of the School.
- To use 'Lesson Monitor' to record attendance, lateness, rewards and any consequences
- **To be committed to the safeguarding and protecting the welfare of young people.**

*The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Form Tutor. Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.*

Job Description prepared by: David Botes

Date: January 2025

Agreed by postholder: \_\_\_\_\_

Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_



## History Department

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The History department aims to provide a climate which will enthuse and inspire pupils as well as developing the confidence and competency of all pupils. We aim to challenge pupils to reach aspirational targets. Teachers within the department work well together to reach these goals. Drawing upon a wide range of teaching approaches, members of the department are encouraged to develop their own ideas, teaching styles and resources, all of which they share with their colleagues. Academic rigour and high expectations for all pupils underpin all decisions and approaches within the department.

History is a vital subject for helping pupils understand and make sense of the world in which they live. We want our pupils to be inquisitive and to be able to critically analyse issues and information with confidence. Pupils will study elements of British, European and wider world History from a range of perspectives and are encouraged to engage with genuine historical debate and scholarship. History lessons involve a variety of approaches. There is the expectation that pupils are actively involved in discussion, with opportunities for paired talk and whole class discussion. Reading is essential in History and pupils engage with a range of source material, articles and scholarship on a regular basis. Pupils have the opportunity to engage with contemporary historical sources in the majority of lessons. Homework is set weekly as appropriate for all year groups and may include tasks such as preparatory reading material, revision or activities to consolidate learning in lessons.

Currently, the department is staffed as follows:

<b>Miss Katherine Klunder</b>	Head of History
<b>Mr David Botes</b>	Headteacher, Teacher of History
<b>Mr Sam Hughes</b>	Teacher of History, Head of Year 10
<b>Miss Bethany Peters</b>	Teacher of History/Teacher of Music/Cover Supervisor
<b>Miss Katie Wright</b>	Teacher of History/Teacher of Geography

We pride ourselves on being a friendly and warm department who work well as a team, into which we look forward to welcoming a new member.

Standards and progress in History are significantly above national percentages. High standards have been achieved through consistent approaches to teaching and learning, effective monitoring and tracking of pupils and lots of hard work as well as very high standards of discipline. The History department is a strong team who support each other particularly well. Collaborations within and beyond the department are a feature of life at Broughton. Sharing good practice is a key strength of the department.

### Facilities

Each History classroom is well equipped with a computer and an interactive white board. The school also has a suite of laptops that are available for use with classes. A broad range of interactive learning software is also used by the department. The provision of suitable resources is not a barrier to continued success.

### **HISTORY at Key Stage 3 (Years 7, 8 and 9)**

Year 7 pupils receive 2 hours of History lessons a week.

In Years 8 and 9, pupils receive 4 hours of History over a three-week timetable.

### **HISTORY at Key Stage 4 (Year 10 and 11)**

Pupils opting to take an examination course in History will follow the AQA GCSE syllabus.





## GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection in September 2022, Broughton was judged to be an **outstanding school** in every respect:

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall Effectiveness	Outstanding

There are currently 928 pupils on roll (6 form entry – standard number 180) with 54 teaching and 46 support staff, including 8 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2024, 84% of pupils achieved a Grade 4 or higher in both English and Maths. 91% of pupils passed English with a 9-4 Grade in Literature or Language. 88% of pupils passed Maths at Grade 4 or higher and 99% of pupils passed Biology, Chemistry and Physics at Grade 5 or higher.

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we moved away from numerical naming of classes e.g. Set 1 to Set 7, to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. All pupils have the opportunity to fulfil the EBacc criteria and whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Form Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Heads of Year are responsible for the leadership and co-ordination of the work of Form Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

**David Botes, Headteacher**  
**January 2025**