

Candidate Brief

Teacher of Classics

From September 2022



Founded in 1862, Haileybury is a school that is rooted in history and tradition, however it is also an innovative, progressive institution that seeks to provide the best possible education for all of our boys and girls. Pupils here are known and valued and are supported along their own pathways. We are an outward facing institution, underpinned by values built on service and humility

The **academic provision** at Haileybury seeks to develop learners who are academically ambitious, intellectually curious, imaginative and independent. We want our pupils to acquire the skills, knowledge and understanding that they will need to make the world a better place, and the sense of responsibility and compassion required to do so. We believe in offering pupils flexibility and choice in a progressive context; they are encouraged to follow their personalised pathways. This academic year we have strongly encouraged the pupils to speak out and express their views through our Oracy programme; this term we have placed great emphasis on the importance of Pupil Voice.

At Haileybury, **our curriculum** is innovative and progressive. We would therefore like to appoint teachers who can facilitate learning that is fluid, collaborative, research-driven and connected.

Our school is an **academic community**. In particular, we are looking for teachers who will contribute to the intellectual nature of our community, and engage our girls and boys as thinkers. We are looking to develop a series of projects in which we would collaborate with other academic Institutions and we would encourage our fellows to help forge these links.

The outstanding **co-curricular** offer at Haileybury provides both breadth, in terms of opportunity, and depth in terms of specialist provision. By supporting them through challenging experiences in the co-curriculum, we believe pupils develop character, confidence and a sense of identity. Equally, we want our pupils to enjoy their co-curricular experiences and to find fulfilment from developing new skills and achieving goals.



The role

Job Title : Teacher of Classics

Responsible to : **Sam Koon (Head of Classics)**

General

Haileybury is seeking a well-qualified, inspirational person to teach Classics throughout the school.

The post would suit either an NQT seeking a first post or a more experienced teacher looking for a new challenge within an intellectually stimulating environment. All teachers are expected to play a full part in the wider co-curricular life of the school.

As a teacher, the successful applicant for the post will also be expected to undertake duties as a Tutor and as part of the School's games and activities programme. All these should be carried out to the highest standard to ensure the all-round quality of education for pupils at Haileybury.

We strive to ensure that our staff body reflects the diversity of our pupil body. We therefore encourage applications from ethnically diverse candidates. Appointments will be made on merit.

The Classics Department

An opportunity has arisen to join an outstanding Classics department. Latin is taught from Lower School 1 (Year 7) and continues for all students throughout Key Stage 3. We use *Lingua Latina Per Se Illustrata* as the spine of the course and augment this with lots of engaging and level-appropriate stories and novellas. In Lower School 2 (Year 8) students also have the opportunity to study Classical Greek (or German) and about a third of the year group choose this option.

In Removes (Year 9) the year-group more than doubles with new entrants to the school and all c.140 pupils study Latin and Classics through our bespoke course. The aim of the course is to train Classicists and allow students to discuss vital issues of the modern world through the 'safety' of the ancient. The first topic focuses on Roman identity and values, the second looks at Roman women and deals with issues of sexism and misogyny, the third focuses on Roman views of other peoples and highlights problems of racism, and the fourth analyses different forms of Roman entertainment and asks questions about cruelty and how the nature of entertainment might reflect wider society. Throughout the course students engage with primary source material and we use tiered readers, video translations and interlinears to allow all students to access authentic Latin. The aim of the course is to provide the skills and knowledge necessary for success in Latin, Greek or Classical Civilisation at GCSE and A Level/IB, but also to offer all students a valuable and developmental interaction with the ancient world.

In Key Stage 4, we offer Latin, Greek and Classical Civilisation at GCSE (OCR), usually with two classes of Latin and Classical Civilisation and one for Greek each year. At Key Stage 5, we offer Latin, Greek and Classical Civilisation at A level (OCR) and both Latin and Greek for the International Baccalaureate.

The focus of the department, in the classical languages, is Comprehensible Input. As such we aim to provide a wide range of comprehensible and compelling texts, limiting vocabulary but not grammar and we encourage extensive reading. We also encourage active Latin (and Greek) and try to normalise communication in the target language.

The department is housed in a recently renovated teaching block on the campus. Classrooms are innovative learning spaces, equipped with iPads, MacBooks and Apple TVs, as well as white boards and other teaching resources.

The post holder is expected to:

Key responsibilities

Key Tasks

- To set a professional example (for example, in matters of dress and punctuality) that are of the highest level and that will enable the individual teacher to act as role model for pupils;
- to support the ethos of the School and to work in accordance with its desired aims and policies;
- to share responsibility for all pupils within the School (especially those in individual's teaching or tutor groups) in liaison with appropriate Heads of Department, HMs and senior managers;
- to play an active role in the life of the School, including the co-curricular activities programme.

Teaching

- Planning and preparing of courses and lessons, using a variety of teaching methods across the full scope of the students from Year 7 through to Sixth Form, including GCSE, A Level and International Baccalaureate (IB)
- assessing, marking, recording and reporting on the development, progress and attainment of pupils in line with School and departmental policy;
- promoting the general progress and well-being of individual pupils and groups of pupils;
- exercising proper care of teaching materials, equipment and rooms and maintaining a stimulating teaching environment;
- following the agreed policies in the Departmental Handbook with regard to such matters as programmes of study, teaching methods, supporting pupils with Learning Support needs and homework;
- advising and co-operating in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

Assessment and Reporting

- Participating in the School's Performance Review arrangements both as a reviewer and as a person under review;
- participate in the School's weekly Professional Development programme;
- as a teacher new to the School take part in the School's programme for induction and review of new teachers
- reviewing from time to time teaching methods and programmes of work;
- participating in arrangements for further external training and professional development as a teacher.

Behaviour Management

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in School activities elsewhere;
- to require from pupils, standards of behaviour, dress, punctuality, effort and attendance that are consistent with the School's expectations.

Meetings

- Participating, as required, in meetings at the School which relate to the curriculum, the organisation of the School or pastoral matters.

Cover

- Supervising and, when appropriate teaching any pupils whose teacher is not available to teach them as required by the Head of Department or the Deputy Master.

Tutor

- When required to undertake duties as a Tutor as detailed in a separate job description.

Person Specification

Qualifications

Essential

- Educated to a degree level in a relevant Classics subject;

Desirable

- Evidence of continued professional and personal development.
- a teaching qualification.

Experience

Essential

- Experience of teaching at GCSE and A-Level standards;
- evidence of high-quality classroom teaching;
- working knowledge of teachers' professional duties and legal liabilities.

Desirable

- Experience of teaching Edexcel A Level Classics;

Skills/Knowledge

Essential

- Excellent subject knowledge and an enthusiasm for the subject;
- an ability to inspire students through effective teaching;
- an ability to communicate clearly both verbally and in writing;
- an ability to work effectively as part of a team;
- a good level of organisation and an ability to keep to deadlines;
- a willingness to reflect;
- a commitment to extra-curricular activities and to the school's involvement in the wider community;
- competent user of ICT.

Desirable

- An interest in fostering a varied approach to learning;
- an appreciation of the use of digital tools in teaching and learning;
- a familiarity with the Google Workspace

Benefits package

Haileybury is a community and is proud to offer its teaching staff a wide range of benefit, some of which are listed below.

- Professional development Programme (PDP). They appointed person will receive bespoke, individualised support from a designated mentor, who will support them both professionally and personally.
- The post holder will either receive accommodation in a nearby location or a live-out allowance, which will be discussed at the point offer.
- Private medical insurance.
- The children of the academic staff receive a fee remission, subject to the school's entry requirements.
- There is also a generous pension scheme.
- The teaching staff are also welcome to become part of the schools Common Room, which is a warm and welcoming environment.
- The school has a recently opened and is proud of its Wellbeing Centre which is open to staff, with events taking place such as the school's Book Club, Toddler Group and Pride Alliance.
- There is also an on-site pool, gym and Athletic Development Centre, with exercises classes all free of charge for staff.
- Free lunch and other meals dependent on duty times.
- The school has a full-time Health Centre
- There is a resident Church of England Chaplain.

Please note that salary and other associated benefits will be discussed at the point of offer.

Equal Opportunities

Haileybury is an equal opportunities employer and is committed to a policy of treating all our employees and job applicants equally. It is our policy to take all reasonable steps to employ and promote employees on the basis of their abilities and qualifications, without regard to age, disability, sex, gender reassignment, pregnancy, maternity, marital or civil partnership status, race (which includes colour, nationality and ethnic or national origins), sexual orientation, trade union membership, religion or belief.



Travelling to Haileybury

Air

London Heathrow (50 minutes by car), London Stansted (30 minutes by car) and London Luton (40 minutes by car) airports are within easy reach of Haileybury. London Gatwick Airport (75 minutes by car) is only slightly further away. All are served by rail links to central London.

Rail

There are two main line railway stations close to Haileybury. Hertford North to London (Moorgate or King's Cross) is a 40-minute journey. Broxbourne to London (Liverpool Street) is 35 minutes. Hertford North is a five minute car ride from Haileybury and Broxbourne is 10 minutes away.

Road

Haileybury is conveniently located close to the A10 and easily accessible via the M25, A1(M), M11 and A414.

- From the South East: Leave the M25 at junction 25 to join the A10 north (Cambridge), exiting the A10 at Hoddesdon.
- From the South West: Leave the M25 at junction 21a to join the A405, then the A414 to Hatfield and on to Hertford. The B1197 leads to Hertford Heath village.
- From the North: Leave the A1(M) at junction 4 for the A414 to Hertford, or leave the M1 at junction 7 (St Albans) for the A414 to Hertford.
- From the East: Via the M11 leave at junction 7 (Harlow) for the A414 to Hertford.

