



CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Teacher of History Application Pack



Teacher of History

Salary: ECT/Main Scale/UPS

Contract: FTE

Contract Term: Permanent

Closing Date: 26th February 2026 at 9am

Shortlisting: 27th February 2026

Interviews W/C: 2nd March 2026

Job Start: September 2026 or earlier if candidate is available



Principal: Mrs Barton

Apley Avenue, Wellington, Telford, TF1 3FA

Telephone 01952 951409

www.charlton.uk.com

About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a "Good" Ofsted rating and a long tradition of serving its local community. At Charlton we take pride in students' progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals' needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes. Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

Respect Responsibility Resilience

As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT. Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.

Staff Wellbeing Offer

At Charlton School, we believe that supporting our people goes beyond the workplace. That's why we are proud to offer a comprehensive Employee Assistance Programme, designed to provide confidential guidance, practical resources, and wellbeing support whenever it's needed. Whether it's professional advice, personal challenges, or simply a listening ear, our EAP ensures that every member of our team has access to the tools and care that help them thrive both at work and in life. Our complimentary staff offers include:

- **Counselling:** Confidential sessions with qualified counsellors
- **Nurse Support:** Speak with registered nurses about health concerns
- **24/7 GP Access:** Consult with a GP anytime and arrange prescriptions to your local pharmacy
- **Physiotherapy:** Telephone consultations and referrals to local clinics for physical discomfort or injury.
- **Mindfulness & Mental Wellbeing:** Guided relaxation, live sessions,
- **Lifestyle Support:** Including fitness plans, nutritional advice, weight management, and food sensitivity testing.



History Department

The History Department at Charlton School is central to the school's commitment to providing an engaging, broad and inclusive curriculum. History plays a vital role in developing students' curiosity, critical thinking and understanding of the world, helping them become informed, reflective and responsible citizens. History is a popular and extremely successful option subject at Key Stage 4.

Teaching and Learning

Teachers of History deliver a well-structured and ambitious curriculum across Key Stage 3 and Key Stage 4, aligned with the National Curriculum and Edexcel GCSE specifications. Lessons encourage students to think critically, analyse evidence, explore interpretations and communicate effectively. Clear modelling, structured discussion and purposeful tasks support students in developing strong historical understanding and disciplinary skills.

Curriculum and Planning

The department works collaboratively to plan coherent schemes of work that build students' knowledge chronologically and thematically. Teachers contribute to shared resources and curriculum development in line with the Learning Community Trust Learning Framework. This ensures consistent progression and a rich, engaging learning experience. At Key Stage 3, the curriculum develops core historical concepts such as causation, change and continuity, significance and evidence. At GCSE, students deepen their knowledge through focused depth and breadth studies.

Enrichment and Support

Teachers of History contribute to wider opportunities that enhance students' engagement with the subject. This includes themed events such as the recent Holocaust Memorial Event, visits to heritage sites or curriculum enrichment activities. Intervention sessions and targeted support help students develop confidence and succeed at GCSE. The department works to highlight the value and relevance of History in modern society and future career pathways.

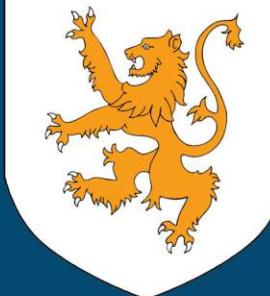
Professional Development and Teamwork

The History Department is collaborative, reflective and committed to ongoing improvement. Teachers engage in regular professional development, share effective practice and contribute to whole-school priorities. Early Career Teachers receive structured support, and all staff are encouraged to develop their subject knowledge and pedagogical expertise.

Ethos and Expectations

Teachers of History are expected to uphold Charlton School's values, foster positive relationships and maintain high expectations for behaviour and learning. The department promotes resilience, curiosity and independent thinking, and firmly believes that all students are capable of achieving highly in History.





Job Description

Title:	Teacher of History
Contract:	FTE
Contract Term:	Permanent
Salary:	ECT, Main Scale, UPS
Purpose of Job:	Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document and meet the expectations set out in the Teachers' Standards

Duties and Responsibilities

Safeguarding

- To uphold the academy's policies in respect of Safeguarding, Child Protection, Prevent and CSE to ensure the safety and well-being of all pupils.
- Support the academy and Trust culture among pupils, managing behaviour effectively to ensure a good, safe and enjoyable learning environment.

Quality of Education

- **Planning:** To plan effectively to ensure high quality delivery to all pupils at all times in line with the LCT Learning Framework
- **Classroom Management:** Establish a positive and organised classroom climate that promotes focus, participation, and respect.
- **Engagement Strategies:** Employ a variety of techniques to capture and maintain pupils' attention, creating an inspiring learning experience and a thirst for learning that raises pupil aspirations.
- **Innovation:** Deliver exciting, engaging, modern approaches to learning that inspires all pupils to be the very best that they can be.
- **Clear Communication:** Provide explicit and concise instructions to ensure pupils understand expectations and learning objectives.
- **Curriculum Development:** Design and implement a rich and rigorous curriculum that aligns with educational standards and pupil needs.
- **Pupil Achievement:** Tailor instruction to meet the needs of all pupils, especially those with additional needs and identified sub-groups, to ensure that - regardless of background or starting point - all pupils can achieve exceptional educational outcomes.
- **Subject Expertise:** Demonstrate a deep understanding of the subject matter and effectively convey knowledge to pupils.
- **Scaffolding and Modelling:** Offer guidance, examples, and support to help students grasp new concepts and essential knowledge.
- **Independent Practice:** Provide opportunities for pupils to practice and apply their learning independently, reinforcing understanding.
- **Assessment and Feedback:** Utilise effective formative assessment strategies to monitor pupil progress, identify areas for improvement, and provide timely feedback.
- **Pupil progress:** Analyse pupil performance through effective assessment and identify areas for improvement, offering targeted interventions, both in the lesson and beyond, to help them achieve their full potential.
- **Homework:** Uphold the academies homework policy.
- **Department Development Plan:** To support the delivery to the DDP, lead on areas as appropriate and provide evidence of completion as required.



Professional learning and development

- **Coaching:** actively participate in coaching to enhance teaching practices and improve pupil outcomes.
- **Subject knowledge:** Continuously seek opportunities to further enhance subject knowledge.
- **Trust network:** Participate in network hub meetings and other professional L&D activities.
- **Collaboration:** Willingness to work with others to share good practice and develop resources.
- **Appraisal:** To work effectively with line manager to support academy and personal development progress through proactive engagement in the appraisal cycle.

Personal & Professional Conduct

- **Code of conduct:** Follow LCT code of conduct.
- **Adhere to Ethical Standards:** Maintain the highest standards of conduct, both inside and outside the academy, to uphold the integrity of the profession in line with Nolan's Principles and Teacher Standards.
- **Respect Academy Values:** Embrace the academy's ethos, policies, and practices, demonstrating commitment and professionalism in all aspects of your work.
- **Passion and Enthusiasm:** Demonstrate a passion and enthusiasm for education and the teaching of pupils that translates to an energy and hunger in pupil learning.
- **Understand Professional Responsibilities:** Fully understand and fulfill your professional duties and responsibilities as outlined in relevant statutory frameworks.
- **Promote Public Trust:** Strive to maintain public trust in the academy, trust and the profession by acting with integrity and upholding ethical standards.
- **Treating pupils with dignity:** Building relationships rooted in mutual respect and always observing proper boundaries appropriate to a teacher's professional position.
- **Pupils' Wellbeing:** Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- **British Values:** Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- **Objectivity:** Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Other professional requirements

- **Communication:** Communicate proactively and effectively with colleagues, pupils, parents and carers.
- **Wider contribution:** Contribute fully to the wider curriculum and enrichment programmes of the academy, Trust and local community
- **Operations:** Adhere to the policies and practices of the academy including staff code of conduct and GDPR practice.
- **Extra-curricular:** contribute to the extra-curricular programme and show a willingness to support academy trips and activities.

Employee qualities

- **Ambitious** - A strong desire for success, growth, and learning. Ambitious employees are motivated and driven to achieve their goals.
- **Humble** - Humble employees are open to feedback, willing to learn, and embrace change.
- **Emotionally intelligent** - The ability to recognise and regulate one's own emotions, while also understanding and responding to the emotions of others. Encompassing skills such as empathy, self-awareness, and effective communication
- **Resilient** – The capacity to adapt to change, overcome challenges in both the whole academy and classroom settings, while maintaining a success-oriented mindset and a readiness to flourish
- **Collaborative** - demonstrate strong collaboration skills, with the ability to work effectively as part of a team, foster open communication, and actively contribute to professional development opportunities.

Person Specification

Experience, Knowledge and Skills

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> Qualified teacher status Degree Relevant teaching experience
Skills and knowledge	<ul style="list-style-type: none"> Highly competent in all elements of the Teachers' Standards Achievements and contribution to educational settings are substantial and sustained An excellent knowledge of the National Curriculum An excellent knowledge of effective teaching and learning strategies An excellent understanding of how children learn Extensive knowledge of how to adapt teaching to meet pupils' needs Ability to build effective working relationships with pupils An excellent knowledge of guidance and requirements around safeguarding children Extensive knowledge of effective behaviour management strategies Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area you teach A more developed knowledge and understanding of your subject/curriculum area and related pedagogy, including how learning should progress Flexible, creative and adept at designing learning sequencing within and across lessons as part of the curriculum Good ICT skills, particularly using ICT to support learning
Personal qualities	<ul style="list-style-type: none"> A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the academy. High expectations for children's attainment and progress Ability to work under pressure and prioritise effectively Commitment to maintaining confidentiality at all times Commitment to safeguarding and equality

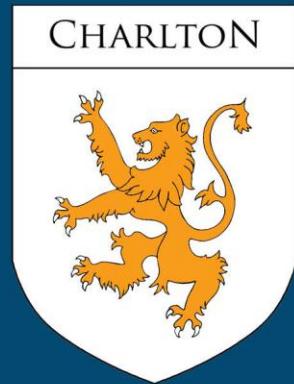
Sorry but CV's will not be accepted.

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy

[here.](#)



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