



William Morris
Sixth Form
Empowerment through Learning

Job Vacancy Application Pack



Dear Applicant,

Thank you for your enquiry regarding our Geography Teacher vacancy. I am pleased to enclose an application form with further information including the job description and person specification.

Application forms must arrive by **9am on Monday 10th October 2022** and interviews will take place **W/C Monday 17th October 2022**.

Shortlisted candidates will be notified by phone and/or email. I apologise in advance that we will not be able to notify candidates who are not shortlisted.

You may return your completed application form by email to **recruitment@wmsf.ac.uk**

If you would like further information on the position, please do not hesitate to contact Rebecca Moore, School Business Manager, email **rmoore@wmsf.ac.uk**.

Yours faithfully

**The Human Resources Team –
William Morris Sixth Form**



Geography Teacher

Starting January 2023

Role: Permanent - 1-2 days a week

We are pleased to offer this part time, permanent position in our popular and successful Humanities department. This is an exciting opportunity for a talented and enthusiastic teacher to develop their career by working with our wonderful students. Applications are welcome from Newly Qualified Teachers.

Closing Date: 9am on Monday 10th October 2022

Interview Date: W/C Monday 17th October 2022

To apply, please visit our website **www.wmsf.ac.uk**, click on 'About Us' and scroll down for 'Staff Vacancies' or via out TES advertisements.

Applications to be sent to: **recruitment@wmsf.ac.uk**

We actively promote the safeguarding and welfare of all our students. Successful candidates will be subject to an enhanced DBS check.

If you have a second subject such as sociology, criminology, psychology, business we would be able to consider offering more days



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William Morris Sixth Form

We were originally established in 1994 as the sixth form for pupils in the secondary schools in Hammersmith and Fulham, but we soon attracted students from all over London, who come to study on both academic and vocational pathways.

William Morris is a vibrant, ambitious and creative learning community which inspires a drive to **learn**. Inclusive in approach, we invest in all of our students to give them the best learning experiences, opportunities and aspirations. We invest in our staff to give them the proper professional support, inspiration and career development.

Unashamedly comprehensive, through rigorous teaching, learning and assessment we ensure that no student is left behind and that every student has an equal opportunity to uncover and fulfil their potential and **achieve**. Our students are provided with the practical, critical and analytical skills that they can apply as they progress through life, together with a confidence and resilience that will enable them to succeed.

We **empower** our young people to aim high, to have a strong sense of their own self-worth and shared values, whilst also having a strong sense of the value of community both locally and globally and their potential to make a positive difference to the world around them.

The ethos we have established ensures the highest quality of education, guidance and relationships. The emphasis is on open access, equal value for all, individual attention, the development of independent learning skills, targeted support, high expectations and standards, improving progression routes, and finding the right balance between an adult environment and firm structures within which students can develop and succeed. The atmosphere is relaxed and warm but very purposeful. Students describe us as “friendly but strict” and our students are encouraged to address all staff by their first names. We focus on the WMSF experience for our students as being one where they learn, achieve and are empowered to progress.



Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

The Curriculum Offer

Our wide curriculum includes both academic and vocational courses at levels 3, 2 and 1. Individual students' learning programmes enable combinations of subjects where appropriate. We have a large and exciting A level provision with nearly 30 different advanced subjects and are delighted at the number and calibre of our A level students. We offer some mixed economy pathways at level 3, and are currently in the process of becoming a T Level provider from 2023.

At levels 1 and 2, we offer Foundation Learning, BTEC courses and GCSEs to meet the needs of students who wish to improve their basic qualifications. This includes provision for students to re-sit English and Maths at GCSE. William Morris prides itself on tackling under-achievement and offering the opportunity to gain knowledge and skills to students who may have underperformed at secondary school for a number of reasons. The provision of courses for students with special educational needs, including students from special schools, is a particular strength, and we currently have 51 students with statements or EHC plans and over 100 students on K-SEN. We also offer ESOL teaching and literacy support for many students to ensure success on their courses.

Our teachers and support staff are creative, dedicated and enthusiastic professionals who are experts in 16-19 education

Some of the ways we support our students



A personal tutor for each student who is responsible for monitoring overall progress, providing references for university and apprenticeships



A safeguarding team work to ensure every student is well-supported and cared for



Learning support help with academic development such as essay writing, revision, meeting deadlines and exam preparation



Counsellors offer a confidential counselling service, health education programme and advice service as well as a specialist welfare team



Teaching and Learning Strategies

As a Rosenshine School the development of successful teaching and learning strategies for our very mixed group of students is at the heart of WMSF. There is an emphasis on staff developing and sharing good pedagogical practice so that students become independent learners and teaching and learning are of the highest quality. We have a well-equipped library staffed by 4 highly qualified professional librarians, and a newly created careers centre, again with 4 qualified staff. Progression is key to the future success of our students. We have a very exciting CPD programme, delivered in curriculum area teams, course teams and leadership teams. In such an environment there are opportunities for teachers at all stages in their careers and we have always also welcomed those new to teaching (ECTs), who participate in a comprehensive induction programme. Each year we offer teaching placements to a number of PGCE students. All teachers, where appropriate, are expected to teach across our full range of courses and levels. This both counteracts narrow departmentalism and encourages parity of esteem for all courses and all students.

We have excellent IT facilities and a strong team of technical staff to support us. We use Google Classroom as our VLE and all staff and students are issued with a Chromebook so they have full access to all learning resources at all times, both on and off site

One of our main priorities is to support individual teachers in developing their IT skills and through the G-suite we are constantly innovating delivery and practice.

The vast majority of A level and vocational students are encouraged to apply for higher education. Although many of them are non-traditional entrants, approximately 80% of A2 & V2 students progress to university each year including into the most prestigious institutions. We have also developed stronger support for students who apply for apprenticeships and are keen to raise our destination numbers in this area too. Our careers team play a vital role in raising students' aspirations and helping them through all application processes. Expert support is provided by our assistant principals, senior tutors, careers and higher education staff, and through a planned programme of tutorial activities.

Tutoring requires an active approach to pastoral work and specific skills in guidance, supporting and monitoring as well as building relationships.

The WMSF Vision

Create a culture of community, tolerance and aspiration which celebrates diversity and equality and inspires a drive to learn

Deliver a broad curriculum which embraces technology and empowers students to achieve their potential and make aspirational choices

Provide clear and dedicated pathways which enable students to make meaningful progression within the institution, through traineeships, and work, and beyond

Promote and support aspirations through advantageous university choices and quality apprenticeship progression routes which observe the needs of individual students

Ensure all students have the opportunity to participate in relevant and rewarding experiences which help them progress

Work with external partners to inspire students, broaden their knowledge of opportunities, create experiences and transform all our students into members of the global community

Our successful application rate on to higher education has typically been between 75 – 85%, an achievement we are very proud of considering the starting point of so many of our students.



Working at WMSF

We try hard to create a friendly, supportive and open culture in which staff can develop and thrive. Professional development for all staff is taken seriously and many opportunities are offered both in-house and externally.

Expectations at WMSF are very high and there is constant pressure for us to perform well and to provide the high quality learning environment we promise. We have developed strong internal monitoring procedures to ensure continuing high quality, with an emphasis on developmental lesson observation.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment, with young people from a wide range of backgrounds, and those who have had an unconventional secondary schooling experience. Our existing staff are of a high calibre and very committed to the student-centred philosophy at the heart of WMSF, and we wish to further enhance our community through recruiting staff with equal commitment to our belief of 'empowerment through learning'.

It is very important to us that all staff enjoy working in a diverse and richly rewarding inner-city environment

Best wishes

Mary Berrisford

Principal



Job Description

Job Title: Geography Teacher
Responsible to: Curriculum Area Lead

All teaching posts at William Morris Sixth Form

Job Purpose

To contribute to the planning, high quality teaching, review and evaluation of the relevant courses within WMSF.

Description of duties

Carrying out the duties of a teacher as set out in the School teachers' Pay and Conditions Act 1987, with the following specific responsibilities

Teaching across the academic and vocational curriculum and across all levels of work.

Working with the Curriculum Area Leader and the area team to ensure the highest quality teaching and learning to meet the needs of students and the standards set both by WMSF and by external bodies.

Working both within appropriate teams and independently to plan, develop, review and evaluate the curriculum.

Using student-centred teaching and learning strategies in order to develop the students' independent learning skills and promote their use of our flexible learning facilities, including Google Classroom.

Ensuring that the learning environment is always conducive to good learning and that any disruptive incidents are dealt with quickly in accordance with our policies and procedures.

Assessing student progress regularly, maintaining clear and accessible records of student attendance, punctuality and achievement, and providing regular reports of student progress in accordance with our policies and procedures. Working with students to develop their self-assessment skills.

Managing teaching and learning resources as appropriate.

Maintaining a safe working environment during teaching sessions, and ensuring that teaching rooms are cared for with displays well-presented and regularly updated.

Attending regular meetings of relevant subject, vocational and tutorial teams in order to ensure high quality teaching and learning.

Being actively involved in our performance management scheme.



Actively working on own self-evaluation and professional development, including taking part in both internal and external training.

Contributing to school liaison and marketing activities.

Actively promoting and monitoring our equal opportunities policy and practice.

Carrying out other professional duties as can reasonably be expected by your Line Manager.



Person Specification Teacher

All teaching posts at William Morris Sixth Form

- Appropriate academic qualifications, qualified school teacher status and evidence of further professional training. Industrial experience desirable when relevant to the curriculum. (E)
- Successful experience as a classroom practitioner on a range of courses. For beginner teachers, successful teaching practice. (E)
- A thorough knowledge of the 16-19 curriculum with recent experience of teaching 16-19 year olds highly desirable. (D)
- An understanding of the teaching and learning strategies appropriate to the 16-19 age range across the curriculum and the ability both to ensure high quality teaching and learning and to promote independent learning. (E)
- The ability to be innovative in curriculum planning and teaching and learning. (E)
- An understanding of the role and importance of assessment and recording achievement in students' learning. (E)
- An understanding of the support and guidance needs of students. (E)
- A commitment to the student-centred ethos of WMSF. (E)
- Experience of and a commitment to a collaborative approach to work, and good interpersonal and communication skills. (E)
- Evidence of a commitment to equal opportunities policies and the ability to monitor their operation (E)

Term dates for 2022-23 William Morris Sixth Form

	First Day	Half Term	Last Day	No of Days
AUTUMN 2022	Thursday 25 th Aug 2022	Monday 24 th Oct – Friday 28 th Oct 2022	Friday 16 th Dec	76
SPRING 2023	Tuesday 3 rd January 2023	Mon 13 th Feb – Fri 17 th Feb 2023	Friday 31 st March 2023	59
SUMMER 2023	Monday 17 th Apr 2023	Monday 29 th May – Friday 2 nd June 2023	Thursday 13 th Jul 2023	58
TOTAL				193

Enrolment of new students will commence from Thursday 25th August 2022 when Curriculum Area Leaders/Senior Tutors or nominated deputies will be requested to assist.

The above does not include staff training days which will be held during 'twilight sessions' after the school day.

**London Borough of Hammersmith and Fulham
Community Secondary Schools**

	First Day	Half Term	Last Day	No of Days
AUTUMN 2022	Thursday 1 Sep 2022	Mon 24 th Oct – Fri 28 th Oct 2022	Friday 16 th December 2022	72
SPRING 2023	Tuesday 3 rd January 2023	Mon 13 th Feb – Fri 17 th Feb 2023	Friday 31 st March 2023	59

SUMMER 2023	Monday 17 th April 2023	Mon 29 th May – Fri 2 nd June 2023	Friday 21 st July 2023	63
TOTAL				195

Safer Recruitment Information for Applicants

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

Safeguarding Children and Young People

William Morris Sixth Form (WMSF) has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce. The post you are applying for involves working with children and/or young people and you will be subject to our safer recruitment process.

Pre-Employment Vetting

As part of our safer recruitment process, WMSF operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below: -

Declaration of Previous Convictions

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended makes certain regulated activity (i.e. work with children and/or young people) exempt from the Act and therefore requires individuals seeking to work with these groups to be subject to Enhanced Criminal Records Bureau Disclosure checks, amongst others. This post is classed as exempt under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended. Therefore, you are required to reveal all convictions, both spent and unspent, in your application.

Disclosure and Barring Service Check (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS check; this will include a check against the Protection of Children Act (PoCA) List and List 99. A List 99 check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

For posts working with children and/or young people, our policy requires all new employees to complete a DBS application form before your employment commences.

Where an applicant is not normally resident in the United Kingdom, or has been resident outside the United Kingdom for more than 6 months, an additional police check will be carried out with the normal or most recent country of residence.

Qualifications/Registration with a Professional Body

If the post applied for requires a specific qualification and/or registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

References

Applicants are required to provide a minimum of two referees, one of whom must be your most recent employer and should be able to confirm your suitability to working with children and/or young people. If you have undertaken voluntary work with children and/or young people you may use the voluntary organisation employer as a referee.

If you have not previously worked with children and/or young people you must provide a character reference from someone who is able to confirm your suitability to work with children and/or young people. This would normally be someone in authority, e.g. a lecturer, doctor or community leader. Please note that character references are normally only accepted as a supplement to an employer's reference.

In addition, we will seek references from educational establishments for those applicants with no previous employment history.

In all cases, we will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Under no circumstances will Open References (i.e. addressed "to whom it may concern") be accepted.

Eligibility to Work in the UK

We have a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Right to work in the UK can be validated through sight of original documents or online. When relying on original documents, these must be from the lists of acceptable documents prescribed by the Home Office. When relying on an online right-to-work check, the new employee will provide a share code inviting the employer to view their status online. The employer will download the information presented, noting by whom and when the check was completed. We will also need to confirm that the employee presenting themselves for work is indeed the individual presented through the portal.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of Hammersmith and Fulham Council's medical assessment procedure.

