BBS

Ambitious Proud Caring

Learning Community Trust

# Candidate Information Pack

## History Teacher

**Required:** January 2027

**Closing Date:** 20th October at 3pm

**Interview Date:** 22nd October 2026

# Welcome to Burton Borough School a proud member of the Learning Community Trust

Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,

Mrs C Bedford

Principal
Burton Borough School

# Contents of the Pack


1. About Burton Borough School
2. Your Professional Learning
3. Job Description
4. Person Specification
5. Safeguarding
6. Local information / How to find us

# About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that "leaders are driven and determined" and that the school is "taking effective action to improve the quality of education".

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.

# Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.

# Learning Community Trust Job Description
## Teaching Staff

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|---|---|---|---|---|---|
| Job Title: | History Teacher | Salary: | ECT's/MPS/UPS | Work Schedule: | 1.0 |
| Location of Role: | Burton Borough School | | | | |

**Trust Mission and Vision**

***Mission Statement:*** Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens

***Vision:*** Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

**Role Specific Information**

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|---|---|
| Main purpose of role | • Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document<br>• Meet the expectations set out in the Teachers' Standards |
| Duties and Responsibilities | **Safeguarding**<br>• 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.<br>• Support the academy and Trust culture among pupils, managing behaviour effectively to ensure a good, safe and enjoyable learning environment.<br><br>**Quality of Education**<br>• **Planning:** To plan effectively to ensure high quality delivery to all pupils at all times<br>• **Classroom Management:** Establish a positive and organised classroom climate that promotes focus, participation, and respect.<br>• **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.<br>• **Innovation:** Deliver exciting, engaging, modern approaches to learning that inspires all pupils to be the very best that they can be.<br>• **Clear Communication:** Provide explicit and concise instructions to ensure pupils understand expectations and learning objectives.<br>• **Curriculum Development:** Design and implement a rich and rigorous curriculum that aligns with educational standards and pupil needs.<br>• **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.<br>• **Subject Expertise:** Demonstrate a deep understanding of the subject matter and effectively convey knowledge to pupils.<br>• **Scaffolding and Modelling:** Offer guidance, examples, and support to help students grasp new concepts and essential knowledge.<br>• **Independent Practice:** Provide opportunities for pupils to practice and apply their learning independently, reinforcing understanding.<br>• **Assessment and Feedback:** Utilise effective formative assessment strategies to monitor pupil progress, identify areas for improvement, and provide timely feedback.<br>• **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 academy's 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.
- **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.<br><br>**Employee qualities**<br>• **Ambitious** - A strong desire for success, growth, and learning. Ambitious employees are motivated and driven to achieve their goals.<br>• **Humble** - Humble employees are open to feedback, willing to learn, and embrace change.<br>• **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<br>• **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<br>• **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. |
| Specific additional role based on specific appointment: | N/A |

This job description may be reviewed as part of the appraisal process and may be subject to amendment or modification after consultation with the post holder

It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holders' professional responsibilities and duties, including the provision of high-quality teaching and learning across the Academy and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of the principal or the Learning Community Trust or the incumbent of the post.

*The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) and an online search for the successful applicant. References 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 be undertaken for all shortlisted candidates prior to the interview.*

*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.* Child_Protection_and_Safeguarding_Policy_2025-26_v3(1).pdf

## Person Specification

| CRITERIA | QUALITIES |
|---|---|
| **Qualifications and experience** | • Qualified teacher status<br>• Degree in History<br>• Successful teaching experience in Secondary Phase, KS3 and KS4 in History.<br>• 2 consecutive successful appraisals/ performance reviews or ECT equivalent. |
| **Skills and knowledge** | • Highly competent in all elements of the Teachers' Standards<br>• Achievements and contribution to educational settings are substantial and sustained<br>• An excellent knowledge of the National Curriculum<br>• An excellent knowledge of effective teaching and learning strategies<br>• An excellent understanding of how children learn<br>• Extensive knowledge of how to adapt teaching to meet pupils' needs<br>• Ability to build effective working relationships with pupils<br>• An excellent knowledge of guidance & requirements around safeguarding children<br>• Extensive knowledge of effective behaviour management strategies<br>• Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area you teach<br>• A more developed knowledge and understanding of your subject/curriculum area and related pedagogy, including how learning should progress<br>• Flexible, creative and adept at designing learning sequencing within and across lessons as part of the curriculum<br>• Good ICT skills, particularly using ICT to support learning |
| **Personal qualities** | • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the academy.<br>• High expectations for children's attainment and progress<br>• Ability to work under pressure and prioritise effectively<br>• Commitment to maintaining confidentiality at all times<br>• Commitment to safeguarding and equality |

This post has been identified as a customer facing role and therefore the Learning Community Trust is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As an academy the Trust is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring level C Proficient User under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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| Type of criminal records checks required for this post | Ticked as required |
|---|---|
| None | |
| Basic Disclosure | |
| Standard Disclosure | |
| Enhanced Disclosure | x |
| Working with Adults - Regulated Activity | |
| Working with Children  - Regulated Activity | |

Information on types of criminal records checks is available at:
https://www.gov.uk/disclosure-barring-service-check

# Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.

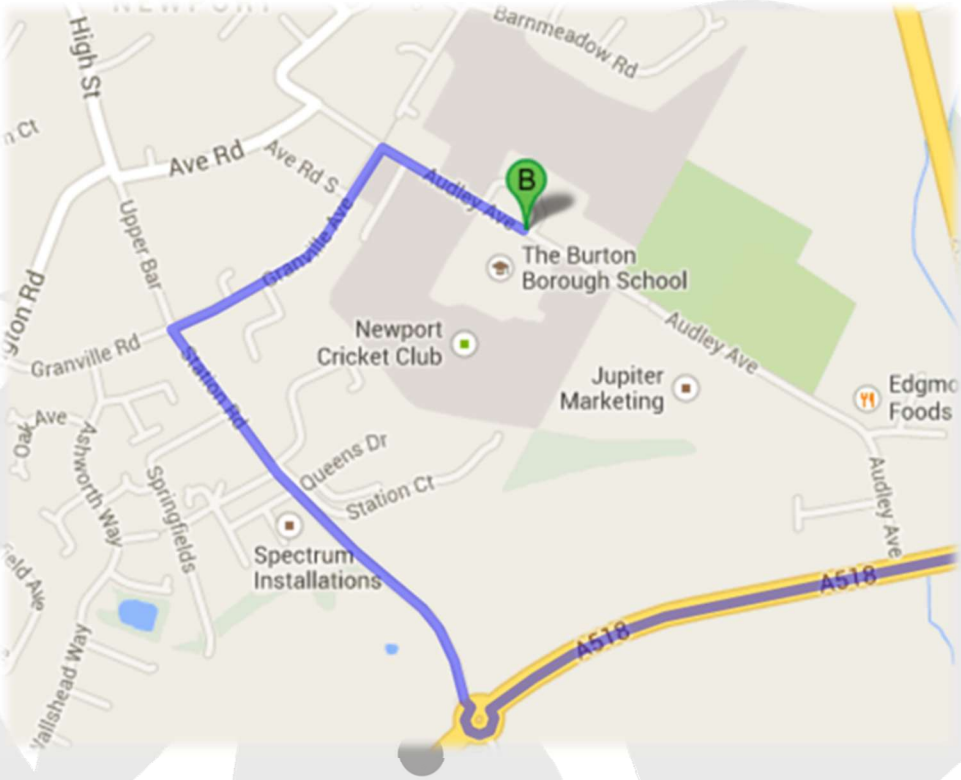
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result as risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

# Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.




# How to find us

**From the North**: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

**From the South:** At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.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**Newport**
**Shropshire**
**TF10 7DS**
**Telephone**: 01952 951408
**Email**: burtonborough@lct.education
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**Facebook/Instagram**:
@BurtonBorough


Learning Community Trust