



KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS

Educational excellence for our City



Teacher of Politics & History

0.8 FTE

Permanent

From September 2026

MPS/UPS

Information Pack

Dear Candidate,

Thank you for requesting information about our Teacher of Politics & History post, from September 2026.

We are a forward thinking, selective state grammar school with academy status, and belong to the King Edward VI Foundation of schools and Multi Academy Trust. We are incredibly proud to have been named as the Sunday Times State Secondary School for 2025, alongside the State Secondary School for Academic Excellence in the West Midlands, 2025. These accolades are borne out of the dedication of each and every member of our school community: staff, students, governors, parent and carers. This is an inspirational place to work and learn, and we hope you are inspired to consider applying for a position in our school.

Aside from the desire for our students to excel academically at KEVI Camp Hill School for Girls, we place great importance on their happiness and the development of them as individuals. By providing a full range of quality experiences both in and outside of the classroom, our students develop confidence, resilience and learn to make healthy choices - all of which helps to prepare them for life beyond school. Every single member of staff and the student body play their part in adding to the history of the school. I am very privileged to lead an outstanding team of colleagues. Their hard work, extensive subject knowledge and commitment to ensuring the academic results are outstanding, enabling our students to make excellent progress as they move through the school.

Our challenging, well-structured curriculum is designed with able students in mind and encourages them to develop their intellectual curiosity and use higher level thinking skills. We are extremely proud of the breadth of our Curriculum at all Key Stages and believe it offers students genuine choice. Whilst Maths, Biology and Chemistry are very popular subjects at A Level, we have thriving Arts, Languages and Humanities subjects which are also popular choices for our students. Our extra and supra-curricular offerings are wide and varied and cater to all manner of tastes. Our school House System is woven through all aspects of school life and is just one example of the way in which we both support students pastorally and also develop student leadership.

A major strength of our school is the level of pastoral care. Students are extremely well supported by their Teachers, Form Tutors and Heads of Year. At Camp Hill Girls, we deeply value wellbeing and recognise that good mental health, along with a safe and supportive environment, are essential for building resilience and helping our young people thrive. We are committed to deepening our understanding of trauma and attachment theory and are proud to be a Trauma Informed Attachment Aware (TIAAS) school. Our students demonstrate excellent behaviour and attendance and are highly motivated, eager, and engaged in all aspects of school life.

Camp Hill Girls is culturally rich and diverse, welcoming students from an extraordinary range of backgrounds. As a school community we recognise, celebrate, respect and delight in our differences, and use them as opportunities to learn and become more tolerant about the world around us. This is a caring school which Ofsted recognised, making reference to the fact that "understanding of equality, diversity and inclusion permeates all aspects of school life". We truly believe in the experience we have on offer at Camp Hill Girls.

We believe KEVI Camp Hill School for Girls is an inspirational place to be and invite you to come and see for yourselves. We very much look forward to welcoming you to our school.

Karen Stevens

Headteacher

The History/Politics Department

We are seeking a Part-Time Teacher of Politics to join our successful History and Politics Department. The role will primarily involve teaching A Level Politics, with the additional responsibility of teaching History up to and including GCSE. There may also be the opportunity to teach A Level History, depending on experience.

Politics is a growing and dynamic subject within the department, and we welcome candidates who are passionate about engaging students in contemporary political issues and developing their critical thinking skills. The History and Politics Department is well-established and highly successful, with History remaining a popular choice at GCSE and both subjects popular at A Level.

CURRENT STAFFING:

Mr Matt Franks, Subject Leader

Mr Tim Boylan

Mrs Helen Kinnaird

Mr Adam Underwood

All members of the department teach across the age range in the school. Administrative support for the Department is provided.

ACCOMMODATION AND RESOURCES:

The department is well-resourced. Modern textbooks are provided for all students and there is access to a comprehensive library. IT facilities include IWBs in each room.

POLITICS CURRICULUM:

We study the AQA A-Level Politics course, which includes:

- **Paper 1:UK Government and Politics:**
Students focus on **UK Government and Politics**, exploring how the British political system operates. Students study the constitution, the role of Parliament, the Prime Minister and Cabinet, and the judiciary, including the Supreme Court. They also examine devolution, democracy, participation, elections, political parties, pressure groups, and the influence of the media, as well as electoral systems and referendums.
- **Paper 2: US Government and Politics alongside comparative politics**
The second paper looks at **US Government and Politics**. This includes the US Constitution, Congress, the Presidency, the Supreme Court, federalism, civil rights, and elections. Students also compare the UK and US systems, identifying similarities and differences in their structures and political cultures.
- **Paper 3: Political Ideas**
The third area covers **Political Ideas**. Students explore the core ideologies of Liberalism, Conservatism, and Socialism, and study an additional ideology—**Feminism**. This involves understanding the principles of feminism, key thinkers, and internal debates within the movement, as well as how feminist ideas influence political thought and policy.

HISTORY CURRICULUM:

At KS3 Topics studied are:

Year 7

- The course examines the effect of conquest on Norman England and Muslim Spain, considering how military success reshaped societies, governance, and cultural identities in both regions.
- It includes a comparative study of the cultures of medieval England and the medieval Islamic empires, exploring similarities and contrasts in religion, art, learning, and daily life.
- Students also investigate the development of the English medieval state, tracing how institutions, law, and monarchy evolved during this period.

Year 8

- The course includes a comparative study of early modern England and Mughal India, examining how these two societies developed politically, economically, and culturally during a period of significant global change.
- Students explore the voyages of discovery and political change in the UK in the 16th and 17th centuries, considering how exploration, trade, and emerging global connections influenced domestic politics and the transformation of monarchy and parliament.
- The final theme focuses on the industrial revolution and the development of the British Empire, analysing how industrialisation reshaped society, economy, and Britain's role as a global power.

Year 9

- Students explore campaigns for equality across class, gender, and race, beginning with the fight for women's suffrage in the UK and the social and political changes it brought.
- They examine civil rights movements and migration, focusing on the struggle against racial segregation in the United States and the experiences of the Windrush Generation in post-war Britain.
- The course concludes with an investigation into the Holocaust, analysing its causes, consequences, and enduring lessons for human rights and global justice.

At KS4, students currently follow the AQA specification. Topics studied are:

- Germany 1890-1945: Democracy and Dictatorship;
- Conflict and tension: 1918-1939;
- Britain – Health and the People, c1000 to the present day;
- Elizabethan England, c1568-1603.

At KS5, students currently follow the AQA specification. Topics studied are:

- The Tudor period, 1485 – 1603. A study in breadth covering time of remarkable change, religious turmoil and some of English history's most memorable characters.
- Revolution and Dictatorship 1917 – 1953. This depth study focuses on Russia in one of the twentieth century's most fascinating and turbulent periods.
- Students also undertake a historical investigation considering reasons for German unification in 1871.

ENRICHMENT ACTIVITIES:

These have included visits to Warwick Castle and The Imperial War Museum, the Birmingham Back to Backs, the Museum of the Jewellery Quarter as well as to Amsterdam and Rome joint with the Religious Studies department.

STUDENTS:

We are most fortunate in the skills, talents and qualities which our students possess. Their responsive nature and willingness to learn and succeed provide an exceptional teaching and learning environment. They offer an enthusiastic secondary teacher a fulfilling opportunity to truly enjoy the teaching of their subject at an intellectual level. There are currently nearly 400 students in the Sixth Form, drawn from our Year 11 and from other local schools.

REQUIREMENTS AND RESPONSIBILITIES IN THE POST:

We wish to appoint a well-qualified graduate who can actively contribute to the department and who can teach their subject up to and including A Level. Recently qualified colleagues and ECTs with relevant experience are very welcome to apply. There is a clearly articulated and detailed programme for ECTs, as well as induction arrangements for all colleagues joining the school.

MAKING AN APPLICATION:

Applicants should complete the application form which includes the names, addresses, telephone numbers and e-mail addresses of two referees. A concise but comprehensive letter of application is expected of no more than two sides. **The details should reach the Headteacher by 9.00am, Monday 23rd February 2026.** Applicants will be able to tour the school on the day of interview. Please contact Matt Franks, Subject Leader at m.franks@chg.kevibham.org if you have any specific questions.

INTERVIEW ARRANGEMENTS:

Interviews are likely to take place during the week beginning **2nd March 2026**. On the day of interview, applicants will have an opportunity to tour the school and speak to students.

It is our regular practice to ask short-listed candidates to teach a short lesson of 20-25 minutes. The group to be taught will be determined by the requirements of the post. Candidates will find our students accepting and welcoming.

TRAVEL EXPENSES AND REIMBURSEMENTS:

Normal second-class travel is payable to all applicants who attend for interview, plus reasonable overnight expenses where this applies. Candidates from abroad receive travel expenses paid from the port of entry or airport.

We look forward to receiving your application.

Job Description: Qualified Teacher:

Core purpose:

To provide a high-quality educational experience for all students.

General duties and responsibilities:

To carry out the duties of a schoolteacher as set out in the “School Teacher Pay and Conditions” document.

To continue to meet the required National Standards for Qualified Teacher status.

Knowledge and understanding:

- Be familiar with the school’s current systems and structures as outlined in policy documents including Health and Safety, Safeguarding and Child Protection Policies, Behaviour Policy and implement them.
- Have a secure knowledge and understanding of the concepts and skills in specialist subject(s) and a detailed knowledge and understanding of the National Curriculum programmes of study.
- Understand specialist subject(s) framework of 14-19 qualifications and the routes of progression through it.
- Select and make good use of IT where appropriate within subject teaching.
- Understand and know how national, local comparative and school data can be used to set clear targets for student’s achievement.
- Understand how students’ learning in the subject is affected by their physical, intellectual, emotional and social development.
- Be familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

Planning, teaching and class management

- Plan and deliver in relation to the examination boards and with regard for the school’s aims and objectives, own policies and schemes of work, the teaching programme for all students within the class.
- Provide clear structures for lessons and for sequence of lessons, which maintain pace, motivation and challenge.

- Make effective use of assessment information on students' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Ensure coverage of the relevant examination syllabuses and School Programmes of Study.
- Exploit opportunities to improve students' basic skills in literacy, numeracy and IT.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which students feel confident, both in the classroom and around school.
- Use a variety of teaching and learning styles to keep all students engaged.
- Be familiar with Codes of Practice and identification, assessment and support of students with special educational needs.
- Evaluate own teaching critically to improve effectiveness.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess and record each student's progress systematically with reference to the school's current Assessment Policy and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the Headteacher and parents as required.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate effectively and appropriately in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.

This job description may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually.

King Edward VI Camp Hill Girls' School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo an enhanced Disclosure and Barring Service check.

Person Specification: Qualified Teacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Appropriate subject degree • Qualified teacher status/PGCE. 	<ul style="list-style-type: none"> • Strong honours degree (2:1 or above).
Experience	<ul style="list-style-type: none"> • Experience of teaching KS5 Politics with KS3 and 4 History. 	<ul style="list-style-type: none"> • Pastoral experience • Some Sixth form teaching experience.
Classroom teaching skill	<ul style="list-style-type: none"> • Record of successful teaching • Meeting national standards. 	<ul style="list-style-type: none"> • Innovative and creative approaches to teaching and evidence of strong performance • Confident use of IT.
Knowledge and understanding	<ul style="list-style-type: none"> • A clear philosophy about the teaching of the specialist subject • Knowledge of appropriate teaching methods for delivering the specialist subject • Subject knowledge sufficient to challenge able students and achieve high outcomes. 	<ul style="list-style-type: none"> • Ability to take responsibility for own professional development • Awareness of strategies for supporting wellbeing, learning and achievement for high ability students.
Curriculum	<ul style="list-style-type: none"> • Familiarity with the nature and purpose of assessment and reporting • Understanding of how to support students to make academic improvements. 	<ul style="list-style-type: none"> • Familiarity with current national educational initiatives and strategies. • Experience of working with exam boards.
Personal attributes	<ul style="list-style-type: none"> • Ability to work under pressure and meet deadlines • Good personal organisation • Good interpersonal skills • Ability to work independently and cooperatively as a member of a team • Reliability and integrity • Ability to demonstrate suitability to work with children – this will include motivation, ability to maintain appropriate relationships, emotional resilience to challenging behaviour. 	<ul style="list-style-type: none"> • Range of interests and willingness to participate in and lead extra-curricular activities • Pragmatism, humour and optimism when dealing with other members of staff.

