



KING WILLIAM'S COLLEGE

Subject Lead: Head of History (Maternity Cover) - Job Details

Title:	Subject Lead History (Maternity Cover – 1 year)
Reports to:	Head of Humanities
Job location:	King William's College



King William's College and The Buchan School are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Designated Safeguarding Lead or Principal.



The School

King William's College

Opened in 1833, King William's College is set in a stunning coastal setting on the Isle of Man. It is an exceptional school in a very special environment. This independent boarding and day school for girls and boys aged 11 to 18 is one of the most established International Baccalaureate schools in the British Isles. It is vibrant, friendly and fun, and whether you are from the Island or from far afield, you will bond with this unique location.

With 37.1 acres of inspiring space; 19th Century architecture, five rugby pitches, four football pitches, three cricket pitches, floodlit astroturf, sports hall, swimming pool, landscaped gardens, two boarding houses and a chapel large enough to accommodate the whole school, King William's College is truly a special place.

The Buchan School

In recently restored buildings on the King William's College site, The Buchan School offers a supportive and caring environment, where pupils are encouraged to develop their own individual talents.

Our curriculum is unique with a strong focus upon academics: Art, Music, Drama, Languages and a range of Sports. Class sizes are small and our pupils are taught by subject specialist teachers throughout the curriculum to ensure that they reach and exceed their potential. The Buchan School has developed an excellent reputation for academic excellence and achievement in both sport and the performing arts. The School consists of three departments: Nursery, Pre-Prep (Reception to Year 2) and Prep (Year 3 to 6).

We provide a broad range of opportunities for all our pupils, not only within the classroom, but also by taking full advantage of our incredible school grounds and the beautiful Isle of Man. At the Buchan, you will find a community buzzing with happy children, developing lively, independent and enquiring minds, guided and encouraged by outstanding teaching staff throughout the curriculum.

The Buchan Nursery

At The Buchan Nursery, we strive for the happiness of every child through a secure, friendly and caring environment.

Nursery is where your child's education begins and a love of lifelong learning is established. Nursery education should be an extension of home life where children gain experience and confidence through play. We will work with you to provide the opportunities for your child to take the first gentle steps to making them independent learners. Our philosophy at The Buchan Nursery is to learn and play in a nurturing environment that provides the stepping stones for every child to fulfil their potential. At the Buchan Nursery, we recognise that every child is a competent learner and we endeavour to support children in becoming resilient, capable, confident and self-assured. We value the diversity of individuals and recognise that children develop in individual ways and at varying rates.

The Department

History is a popular and successful subject which achieves excellent results. The department has a full-time subject lead and another teacher who contributes to the teaching of younger students. Class sizes are small – seldom more than 20. Students embark on the Edexcel IGCSE in Year 10. Many students go on to choose History as one of their IB subjects in the sixth form. A number of students have gone on to study History and related courses at university.

The Appointment

We are seeking a well-qualified, motivated and enthusiastic individual to teach History throughout the age range and to take on the management of the subject for 1 year from February 2027 to February 2028. Experience of teaching the International Baccalaureate would be welcomed. We would be open to full or part-time applicants.

King William's College is committed to the education of the whole person and therefore the extra-curricular and pastoral dimensions are vital adjuncts to the achievements of high academic standards.

The Role: Teacher

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. They are expected to carry out the professional duties of a teacher in accordance with the school's policies.

Teachers are expected to become an integral part of the College community; all teachers are expected to contribute to the extra-curricular activities programme.

Key Responsibilities for Subject Lead

Leadership

- Assist the Head of Faculty in organising, teaching, assessing and developing the curriculum.
- Act as a pedagogical leader for the subject.
- Foster a lively and enthusiastic learning environment within the subject.
- Assist the Head of Faculty in identifying areas for professional development within the subject.

- Assist the Head of Faculty in identifying areas for development of the subject within the broader aims of the school.

Management of teaching staff

- Assist the Head of Faculty in training and developing colleagues in the subject.
- Assist colleagues in the planning and delivery of their schemes of work, and provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Recognise and utilise the strengths of each member of the team by differentiating and delegating tasks appropriately.
- Ensure that work is provided for classes of absent colleagues and that cover is arranged in accordance with the school's agreed procedures.
- Advise the Head of Faculty on present and future subject staffing matters including recruitment, current responsibilities, professional appraisal.
- Assist the Head of Faculty in the professional review of colleagues in the subject.

Management of pupils

- Ensure that safeguarding protocols are maintained in the subject in line with the Safeguarding Policy and the latest update of Keeping Children Safe in Education.
- Assist the Head of Faculty in organising students into teaching groups and sets.
- Co-ordinate the provision of schemes of work that ensure continuity and progression in the subject for all students, including gifted and talented students and those with specific learning needs.
- Promote independent learning by encouraging the use of teaching and learning strategies which develop the competence and confidence of every pupil.
- Assist the Head of Faculty in the setting and marking of school examinations and supervise entries for external examinations.
- Ensure a subject clinic is offered by a teacher of the subject as appropriate.

Management of Resources and the Teaching Environment

- Assist the Head of Faculty in assessing needs and priorities in faculty accommodation and resources.
- Assist the Head of Faculty in procuring appropriate resources within the limits of the faculty budget.
- Assist the Head of Faculty in recruiting support staff, where appropriate.

Planning and Development

- Co-ordinate the implementation of subject specifications, teaching schemes, assessment policies and reporting procedures.
- Help subject teachers meet expectations and targets in relation to standards of teaching and learning.

Monitoring and Evaluation

- Work with the Head of Faculty to analyse and interpret relevant school data to inform policies, practices and teaching methods.
- Monitor teaching standards within the faculty and use this analysis to identify both effective practice and areas for improvement.
- Assist the Head of Faculty in ensuring students' work is regularly assessed and that homework is in line with school policy.
- Assist the Head of Faculty in the use of information gained from assessment, recording and reporting procedures to generate further improvement in student achievement.

Communication and Liaison

- Liaise with the Head of Faculty in all matters concerning the curriculum.
- Liaise with the Head of Faculty in respect of pupil records, rewards and sanctions.
- Maintain appropriate links with teaching colleagues in all sections of King William's College and The Buchan School.
- Liaise with operations staff in respect of administration, support and maintenance issues according to their respective roles.
- Provide information for parents about curriculum, attainment and progress, attending events on behalf of the subject, such as options evenings.
- Develop effective links with the wider community relevant to the subject.

Key Responsibilities for teachers

This is not an exhaustive list and the post holder will be expected to show flexibility and assist with other tasks of a similar nature. The post holder will be based at King William's College.

All teachers are expected to:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study
- keep relevant parties informed of any concerns relating to individual students; depending on the nature of the concern, this may involve the Tutor, Year Head, one or both of the Deputy Heads and/or the Principal.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- attend Common Room meetings to discuss the results of assessments/internal examinations.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- make use of the Rewards and Sanctions module on iSAMS to log any causes for concern or particularly noteworthy work/behaviour
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- be supportive of the College's Christian worship in the Chapel and of the spiritual ethos at the heart of the community. Full time teaching staff are expected to attend regular worship in Chapel.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- contribute effectively to teams (departments)
- take ownership and responsibility for tasks, seeing them through to completion

- lead by example, acting as a role model to others
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- be responsible for the care and welfare of all students and to pass on any pastoral or safeguarding concerns in line with the School's policies
- be responsible for health and safety in their teaching areas and report any concerns to the Works Department
- communicate effectively with parents with regard to pupils' achievements by means of regular reports, examination results and assessments (as per the Assessment Policy) and, when required, outside of these key assessment points
- attend INSET days at the start of each full term.
- Have read and understood the College's Safeguarding Policy and protocols.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the College's ethos, policies and practices, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Other responsibilities - Form Tutor/Pastoral Care

Form Tutor Job Purpose

All Tutors (Form Tutors and Additional Tutors) demonstrate and uphold the ethos and traditions of the College. An effective tutor will become an integral part of the Year Group community and champion the vibrant College House system. The tutor team lead a positive oversight of the academic, personal, social, cultural, PSHE and extra-curricular development of the students in their care. Promotion of effective patterns of study, advice on subject choices, providing emotional support, encouraging a full involvement in the life of the College and maintaining good order and discipline are all fundamental aspects of the Tutor's role. Although there will be specific times when a Tutor is officially on duty, this should not always be a consideration when assisting with and supporting Year Group / House events. All full time members of teaching staff should expect to be a form tutor unless other arrangements have been made with The Principal. Part time staff can expect to be an additional tutor with duty responsibilities outlined below.

Form Tutor Compliance Responsibilities

Compliance responsibilities cover areas of the job that ensure that the College is legally compliant in respect of the Isle of Man Education Act, Isle of Man National Minimum Standard for Boarding, Independent Schools Statutory Requirements, British School's Overseas Requirements and UK National Minimum Standards for Boarding.

- Complete online registration (iSAMS), morning (8.20am) and afternoon (2.10pm), of an assigned Tutor Group. Monitor of attendance/punctuality of students.
- Assist with the monitoring of attendance/punctuality of students in their assigned Tutor Group
- Carry out any supervision duties (including the Library, Year Centres and the Barrovian) as requested by Year Heads (see tutor job description) or one of the Deputy Heads. Full time members of staff are usually allocated to do two supervision duties per week (either a break time or half an hour at lunchtime).
- Attend Year Group Tutor meetings

Additional Tutor Compliance Responsibilities

- Carry out any supervision duties (including the Library, Year Centres and the Barrovian) as requested by Year Heads (see tutor job description) or one of the Deputy Heads. Full time members of staff are usually allocated to do two supervision duties per week (either a break time or half an hour at lunchtime).
- Attend Year Group Tutor meetings

Form Tutor Specific Responsibilities

- Lead tutor time for assigned tutor group
- Lead the delivery of PSHE within the assigned Tutor Group, working to support the Head of PSHE. The Head of PSHE will provide ideas and materials to support the topics being discussed
- Prepare Tutor Group for occasional assemblies and Chapel Services
- Proofread subject reports for students in the assigned Tutor Group and write form tutor reports.
- Liaise with teachers to ensure that every student fulfils their academic potential and inform relevant staff of any issues which may affect academic performance. For the Sixth Form, this involves UCAS references, personal statements and supporting the CAS co-ordinator in checking/advising/interviewing students on their CAS portfolios.
- Assist with disciplinary issues that may arise, liaising with the Head of Year and Deputy heads when necessary.

Specific Expectations for All Tutors

- Attend Year Group Assemblies (if a tutor is normally in School when these take place)
- Be supportive of the College's Christian worship in the Chapel and of the spiritual ethos at the heart of the community. Full time teaching staff are expected to attend regular worship in Chapel.
- Implementation of school rules e.g. hair, make up etc...
- Make a positive contribution to the wider life and ethos of the school.

Training and Development

- Maintain your own continued professional development
- Undertake training as necessary and ensure records of this are passed to HR for recording

Benefits

The successful candidate will be eligible for the following benefits:

- Lunch each day when the kitchen is operational;
- Free parking for all employees;
- Professional development and ongoing CPD through internal and external training;

Remuneration

King William's College has its own pay scale and the financial package offered will be commensurate with the responsibilities of the post and the experience of the person appointed. Rates of income tax on the Isle of Man are very generous.

Applications

A completed application form together with a covering letter should be submitted by email to: hr@kwc.im

Closing Date: 09:00 on Friday 23rd October.

Interviews will take place in school or remotely in the week beginning Monday 2nd November. However, applications will be reviewed as they are received, and we reserve the right to interview before the deadline.

