

Fettes College

Part-Time Teacher of History* For September 2024

*The ability to teach Politics is desirable but not essential. If applicants can also teach Economics alongside History/Politics there is the possibility of a full-time position.



A place to **live.** A place to **learn.** A place to **grow.**

This is an exciting opportunity to join a thriving History Department. The successful candidate will be an excellent classroom practitioner who can inspire students of all abilities and demonstrate a real enthusiasm for History.

Academic ability and rigour, a passion for learning and an enthusiastic approach to classroom teaching will be vital qualities for the successful applicant. All members of staff take part in a review process in which their own career development and progression is discussed and supported.

We are looking for a 0.5 FTE (Full Time Equivalent) to teach History. The ability to teach Politics is desirable but not essential. If applicants can also teach Economics there is the possibility of a full-time position.



Fettes College is a leading HMC co-educational boarding and day school close to the heart of Edinburgh. It has a strong tradition of academic, sporting and cultural excellence underpinned by outstanding pastoral care.

Fettes opened its doors in 1870 and became fully co-educational in 1980: it is now an independent school of some 770 students. There are 580 students in the Senior School (13-18 years) and 190 students in the Preparatory School (7-13 years). The academic staff in the College consists of the Head and 90 full-time members of the Common Room. Our Prep School shares the same site and consists of a further 30 teaching staff.

The school stands on a magnificent site of approximately 100 acres, but still within walking distance of Edinburgh's city centre. The historic main building holds the Chapel, Library, the English, Classics and History Departments as well as the Medical Centre and two boarding houses. A large purpose-built teaching block (the Spens Building) houses Art, Modern Languages, Mathematics, Economics, Geography and Music. The Theatre, Science Laboratories and Dining Hall are adjacent. The Preparatory School and seven further boarding houses (including Craigleith, our U6th House, specifically designed to prepare students for university) are also on the campus. Our sports facilities (including extensive playing fields, two all-weather pitches and a private Health Club) are excellent.

As well as our teaching staff, we employ over 220 operational staff across the many departments, including Estates, Security, Housekeeping, Finance, Admissions and Marketing with a pervading sense of community amongst staff, students and parents alike.





The Aims of the College

Fettes College aims to nurture the individual while fostering a happy, well-ordered and caring community with strong family values at its core. To this end, we will do our utmost to ensure our students:

- Receive the highest possible quality of education within a boarding environment.
- Feel safe, valued, have a sense of personal worth, are thoughtful and considerate of the needs of others, possessing a willingness to take on responsibility.
- Develop their self-confidence, integrity, emotional resilience, loyalty, good manners and humour, leadership skills and teamwork.
- Value a sense of community and service, and develop a clear sense of right and wrong, equipping them for life beyond Fettes.
- Are provided with equal opportunities regardless of gender and identity, sexual orientation, disability, ethnicity or religion.
- Are encouraged to stretch and challenge themselves in everything they undertake.





History at Fettes

History is one of the foremost subjects in the academic curriculum at Fettes College. The Department is experienced and successful with six full-time teaching staff delivering the subject to students from Third Form to Sixth Form. The History Department is a close-knit team, working in collaboration with each other to deliver the highest standard of teaching and learning.

The number of students taking the subject at Fettes is high, with over one hundred studying GCSE in the Fourth and Fifth Forms, and over fifty in the Sixth Form. Examination results over the past number of years have been excellent, with 73% of students attaining a Level 6 or 7 in the International Baccalaureate, 86% of A Level students achieving an A* to B grade and 80% of GCSE candidates achieving 9-7 grades in the 2023 exam cycle. In the last HMIE inspection, the department was described as “sector leading” and was praised for its ability to “teach young people in an accessible and creative way”.

The History Department works very closely with the Politics Department and the ability to also deliver some Politics teaching would be desirable.



Curriculum

History is taught throughout the school and our aim is to enthuse the students in a study of the past from an early age. We liaise closely with our Prep School, where pupils are taught by a subject specialist in the First and Second Form. Pupils join the College in the Third Form and continue their study of History in the Autumn Term with a unit on the First World War. In the Spring and Summer Terms, students research units on the Holocaust, the Windrush Generation and the Women's Movement. Recent changes have been made to our curriculum to reflect more accurately the diversity at the College. The aim during the Third Form is to enthuse the students with a wide range and breadth of history in the lead-up to GCSE, teaching them the fundamental skills of handling evidence and extended writing. Students are also encouraged to read widely, with all units of study accompanied by a set book.

History is compulsory in the Third Form. Thereafter it becomes an optional subject. History is one of the most popular subjects at GCSE, A Level and in the framework of the IB. Each year a significant number of students from Fettes apply to read History at university and we also aim to prepare our very best students for Oxbridge applications.

At GCSE level the course follows the CIE IGCSE History course (9-1) with Germany 1919-45 as the depth study, and a study of International Relations in the Twentieth Century as the core content. In the Fifth Form students are expected to produce a coursework assignment, which accounts for 27% of the final mark at GCSE. The coursework option allows pupils to build on their research skills and encourage them to become more independent learners, something we encourage throughout the school.

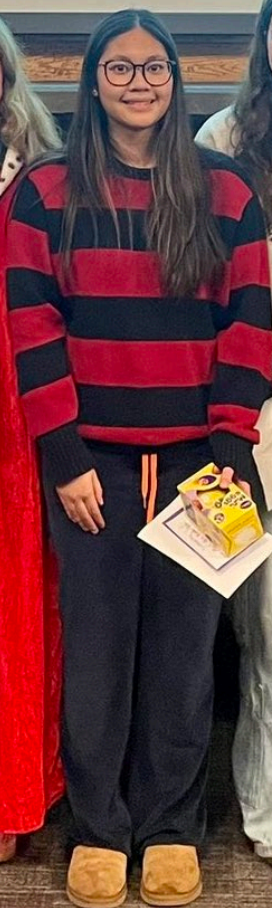
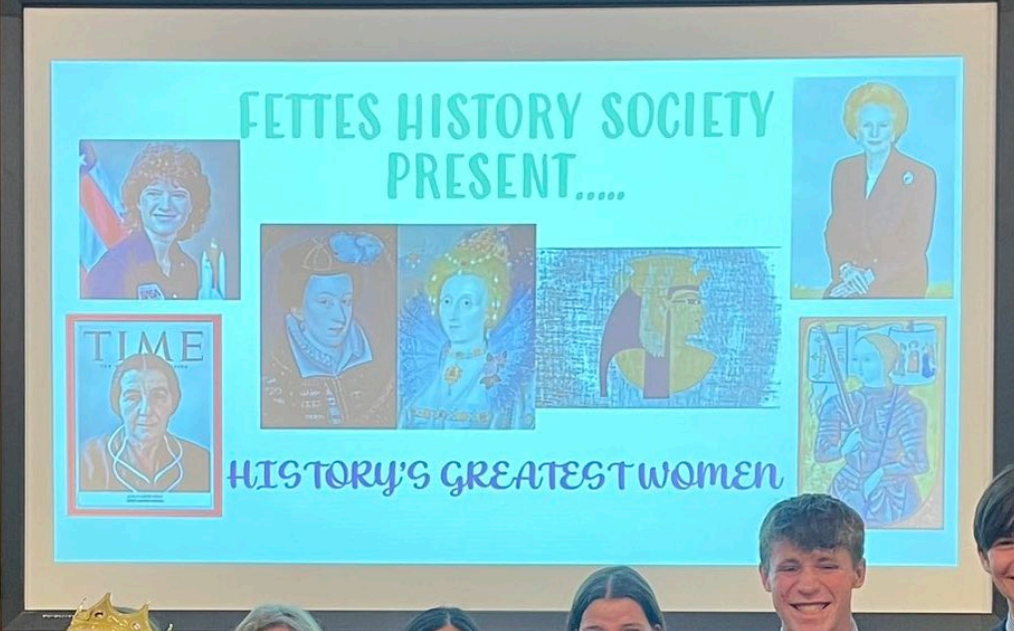


Sixth Form

In the Sixth Form, pupils have a choice of taking either the A Level or IB pathway. The Department teaches the OCR course at A Level. It has opted for different pathways dependent on the expertise of the teachers delivering the content, and in compliance with OCR's 200-year rule. Study options have included the American Revolution, The Cold War in Asia, The Cold War in Europe, Post-war Britain, the Early Tudors, the Development of the French Nation State, Tudor Rebellions, and the American Civil Rights Movement. In the Upper Sixth Form as part of their A Level course, the students are expected to carry out an individual study from a topic of their choice.

A Level students are also encouraged to complete the Extended Project Qualification and History is one of the most popular subjects on which to research and write the dissertation project. Results in recent years have been excellent.

The IB course has proven to be popular with the students. At Standard Level, topics such as Rights and Protests, The Cold War and Authoritarian States are offered whilst at Higher Level we teach Italian and German Unification and Russian Imperialism. As part of the coursework unit in the Lower Sixth Form, students are required to carry out an independent study on a topic of their choice. History is also a popular choice for the Extended Essay, and the students have investigated a wide array of topics in recent years.





Extra-Curricular

The Department offers a range of extra-curricular activities as an integral part of the History curriculum. Academic study trips to the First World War battlefields, Berlin and Prague (amongst others) support the curriculum and prove popular. The Department runs Junior and Senior Historical Societies as well as a weekly History activity, which has seen students presenting on a history topic of their interest, freeing them from the prescribed curriculums. We also welcome external speakers to the College with Professor Julian Goodare, delivering a fantastic introduction to witch-hunting in Scotland most recently. We have a thriving History and Politics Magazine, The Gargoyle, which is a student run venture with the aim of publishing two editions a year.

Resources

The Department runs a well-resourced library, and our main school library is very well stocked for History and Politics. We subscribe to several online journals and learning aids including History Today, Audiopi and Massolit. Technology has been embraced in recent years and all staff are provided with a Surface Pro device and we have made excellent use of Microsoft 365 and OneNote to enhance our teaching. It is expected that the successful applicant will, if not already, become competent in the use of technology.



Explore, in detail, ways in which Edward Thomas presents the idea of revitalisation in 'As the Team's Head Goes'



Conditions of the Appointment

- The appointment will date from the start of the Autumn Term 2024.
- Salary will be by negotiation and will depend on the qualifications and experience of the successful candidate.
- Subject to the availability of places at the time of first entry, you will be eligible for a generous staff discount on school fees.
- Employment will be subject to one term's notice on either side.
- All applicants must be either registered with the GTCS or eligible for GTCS registration. If you are unsure of your eligibility you must check the GTCS website: www.gtcs.org.uk before applying.

Other details and conditions of service will be discussed at interview.



The department will be managed by Miss Tara McDonald, and he is happy to discuss this post with interested candidates before a formal application is made. She can be contacted by email on TJ.McDonald@fettes.com.

The closing date for applications is Monday, 15th April 2024. Interviews will be held during the week commencing Monday, 22nd April 2024.

To apply please go to our website and follow the link for this vacancy:
www.fettes.com/about-us/vacancies.

Fettes College aims to provide a workplace in which all staff are treated in a fair and consistent manner. We will ensure, to the best of our ability, that staff and all others who have contact with the College are not discriminated against, either directly or indirectly.

We are committed to providing equality of opportunity in all areas of dealing with staff, whether in recruitment and selection, promotion or training and development.

We are passionate about creating a diverse workforce and welcome applications from under-represented communities. We particularly encourage applications from Black, Asian, and Minority Ethnic (BAME) candidates. If you would like to have an informal chat about the inclusive culture at Fettes College, or have any questions about how this might work for you, please contact Sadia Hussain-Savuk (DEI Lead) at s.hussain-savuk@fettes.com.



Excellent Career Development

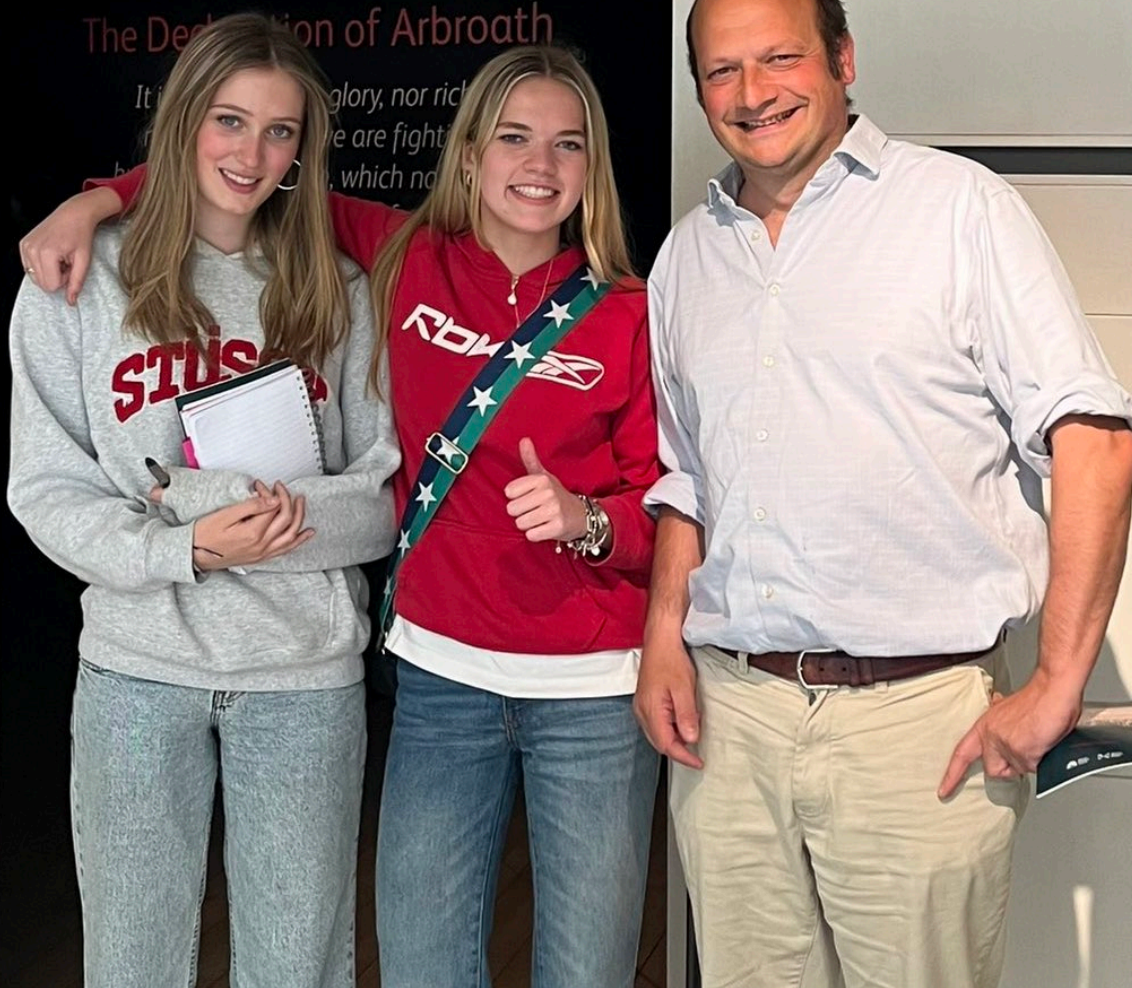
There are multiple further opportunities for career development, whether those are of an academic or pastoral nature, or in the extracurricular fields of sports coaching, leading activities or the multiple responsibilities which arise in the education of young people. The close-knit nature of boarding school life means that staff enjoy excellent student/teacher relationships and there are usually opportunities for suitable new appointments to progress quickly and take on whole-school responsibilities within a short time.

“I found out in my very first term of being attached to a boarding house how fundamental it is. I had a student in my class who has always been quiet, but when I got to know him in house, outside of the structures of the classroom environment, he opened up. I found he had depths that he had previously not revealed, and he trusted me more and would participate more actively in my lessons. In some ways, being a part of a boarding school is like living in a village. There are so many opportunities to get to know those around you as people, and not just as students or colleagues.”

Declaration of Arbroath

3 June–2 July 2023

In partnership with





Why Teach at Fettes College?

Fettes College is both a traditional and progressive co-educational boarding school, which offers teachers unique professional and personal opportunities as well as an outstanding quality of life situated in the heart of one of Europe's greatest capital cities.

“The induction programme was well-planned and allowed me to start the term with enough information to get going, but spread the rest of the training across the first term which avoided a huge overload of information and meant that as a group of new staff we got to meet and support each other throughout our first term.”



A Supportive Common Room

New teachers at Fettes join a friendly and supportive Common Room with a dynamic mixture of age and experience. Every new member of staff undergoes a detailed induction process and engages thereafter in a supportive Review and Development and CPD system to develop their skills as an all-round teacher.

We are committed to equality of opportunity for everyone, and welcome applications from all.

“I have always been struck by how supportive, welcoming and competent the staff is here. The quality of my colleagues, and not just the teachers, is one of the best things about working at Fettes.”



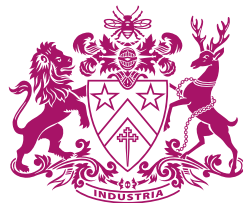
Expectations of our Staff

The academic teaching that takes place in the classroom is of fundamental importance and we pride ourselves on the quality of learning and teaching at Fettes. However, typical of a boarding school, our teaching staff do so much more than teach. Our full-boarding ethos means that each member of the teaching staff will become fully immersed in all aspects of life at Fettes. This means that every teacher is also a Tutor attached to one of our boarding houses and, as such, is on duty in house one evening per week and has a group of tutees to mentor and guide. Teachers also involve themselves in the Fettes community by coaching sports and bringing their particular interests and strengths to our thriving extra-curricular programme (where over 40 activities are offered).

Fettes expects all our staff to be professional, well-mannered, well-presented and courteous to students, staff and visitors to the College at all times. All staff are expected to read, understand and follow various school policies.

“Fettes is a busy and nonstop school but a fulfilling and happy place to teach with an underlying sense of calm.”





Fettes College