



Lord Lawson of Beamish Academy Teacher of History

Application Pack



Dear Applicant,

Thank you for your interest in the post of teacher of History at Lord Lawson of Beamish Academy. I hope that the information in this pack is valuable to you when deciding whether to apply for the role and in your preparation for applying.

Lord Lawson of Beamish Academy is a successful 11–18 mainstream co-educational academy that continues to improve rapidly. Our work is underpinned by our values of trust, respect, courage and ambition. In our most recent Ofsted inspection in December 2025, inspectors recognised the significant progress we have made, stating that “pupils achieve well, enjoy their learning and blossom at this welcoming school”. Attendance and behaviour were judged to be at a Strong standard, reflecting the calm, orderly and respectful culture that has been established. Inspectors also highlighted the strong relationships across the school and the inclusive pastoral support that ensures pupils feel safe, cared for and able to thrive. The other six areas were all judged to be at Expected standard. Achievement remains in line with national averages and continues to improve across a range of subjects. We are committed to embedding improvements so that future cohorts achieve well.

We are a school that is an excellent place to work and learn. Our ambition is to offer outstanding education – within the classroom and far beyond – that engages and stretches all our students. Our staff are energetic, committed and able; our leaders are strategic and well-motivated; our governors are hugely supportive and suitably ambitious. The school is full, and parents want their children to do well. We have a sixth form that is small but focused and successful. Our facilities are outstanding and well maintained.

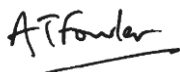
We have high expectations of our staff. We also recognise that our staff are our greatest asset, and we treat them with respect and care for their wellbeing. We are currently aiming to implement our Vision for Staff, which we co-developed with staff. Staff are happy here; Lord Lawson of Beamish Academy is a good place to work. 82% of staff respondents to the SSAT annual survey agreed or strongly agreed with the statement ‘I would recommend this as a good place to work’. The national average for secondary schools in the survey was 74%.

We value the development of all our staff, and you will develop further during your time here. We provide an exceptional programme of CPD for staff. 82% of respondents to the SSAT annual survey agreed or strongly agreed that they have opportunities to participate in high quality professional learning and development (national average for secondary schools: 68%). Staff develop rapidly here; and consequently, we have very low levels of staff turnover.

Our next steps are to build on our recent achievements, and to further improve the attainment and progress of our disadvantaged students, including those with SEND. We also want to engage more effectively with our community and continue to expand our already thriving extra-curricular offer for our students. Alongside these aims, we will expand our sixth form further, by attracting applications from other local schools, as well as ensuring more of our students’ complete key stage 4 with the qualifications and aspirations required for further academic study.

I welcome your interest in this position, and I look forward to receiving your application.

Yours sincerely



Dr Andrew Fowler – Principal

Dear Applicant,

Thank you for your interest in the post of teacher of History. This letter will give you some more information on the team and department that you would be joining, if successful in the recruitment process.

The history department at Lord Lawson is well-established and popular with students, having good uptake at key stages 4 and 5. Approximately ninety students study history in both year 10 and year 11, and we have a strong cohort of students currently taking history at A Level.

You will join a department where colleagues work collaboratively to ensure that highly effective planning, teaching, learning, and intelligent assessment are at the heart of their practice. We are a supportive team that brings together a wealth of knowledge and experience. We value and prioritise our own professional development, both as part of the excellent internal CPD programme here and independently.

Academically, we are a department on a journey of improvement. We are rapidly developing our curricula and refining our pedagogy to further improve student outcomes. We also intend to develop our educational visits programme to further enrich the student experience. In the past, we have taken students to visit historic environment sites such as Durham Cathedral, London and Berlin. We seek a strong practitioner to join us and contribute to our improvements.

To be considered for this post you must have UK Recognised QTS or equivalent. You will be a passionate teacher eager to make a transformative difference to students in a school that prioritises the support and development of their staff.

If you are interested in finding out more about our school and this opportunity, I would be delighted to hear from you. Please feel free to contact me at atahir@lordlawson.academy or via the school and I will be happy to arrange a conversation or a visit.

With best wishes,

Ashleigh Tahir
Subject Leader of History

Job Description

Job Title:	Teacher of History Salary Scale: MPS/UPS - £34,068 – £52,834 per annum Contract Type: Permanent, Full Time
Line Manager:	Subject Leader – History

Purpose of the role

To teach history to students of all ages at the academy, inspiring enjoyment and a love of history.

To contribute to raising standards of student achievement.

To monitor and support the overall progress and personal development of students as a teacher/Form Tutor.

To share and support the academy's mission to provide transformative educational opportunities for personal and academic growth.

To be committed upholding the values of the academy.

To contribute to and uphold the safeguarding culture of the academy.

Key Responsibilities

Planning

- To contribute to collaborative curriculum planning within the department, including preparing, planning, and improving lessons and resources; with the aim of ensuring consistent high-quality planning across all key stages.
- To engage with curriculum discussions within and outside of the department, with the aim of learning from best practice and research, to improve the learning of students.

Teaching

- To actively implement our Expert Teaching Model and the Lines in the Sand to ensure all students learn effectively.
- To actively implement the school's behaviour policy to ensure all students behave well and exemplify our values of trust, respect, courage and ambition.
- To ensure a high-quality learning experience for all students.
- To make necessary adaptations for students with special educational needs.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the curriculum.
- To ensure the effective/efficient deployment of classroom support colleagues.

Assessment and reporting

- To implement departmental marking and assessment policies, including live marking, formative assessment and effective feedback.
- To assess, record and report on the attendance, progress, development, and attainment of students, and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

Working with staff, parents/carers, and other professionals

- To communicate effectively with the parents/carers of students as appropriate.
- To follow agreed policies for communication in the academy.
- To be an active part of marketing and liaison activities such as Open Evenings, Parents Evenings, and other events as scheduled in the school calendar.

Pastoral

- To engage with the academy's pastoral work and personal development programme through tutor and year group work.
- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the tutor group as a whole.
- To liaise with the year leader, deputy year leader and tutors to ensure the implementation of the academy's pastoral support and behaviour policy.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To alert appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate, as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to the personal development of students according to academy policy.

Quality Assurance

- To engage with, and be responsive to, feedback from others as part of our established quality assurance programmes.

General Duties

Professional Development

- To engage with, reflect on, and learn from the academy's staff development programme which covers both departmental and whole school professional development.
- To actively pursue your own professional development in relevant areas including subject knowledge and teaching methods.
- To engage with IRIS technology and other appropriate professional development platforms to facilitate critical self-reflection and improvement.
- To engage actively in the appraisal process.

Safeguarding

- To promote the safety and wellbeing of students and help to safeguard students' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and the academy's child protection policy.
- To promote and ensure the safeguarding of all students in the academy.

General

- Equal Opportunities: the academy has a strong commitment to achieving equality of opportunity and expects all employees to implement and promote this in their own work.
- Health and Safety: the academy is committed to ensuring a healthy and safe working environment and expects all its employees to implement and promote its policy in all aspects of their work.
- Confidentiality: the academy is committed to maintaining the privacy of all its staff and pupils. It expects all staff to handle all individuals' personal information in a sensitive and professional manner. All staff are under an obligation not to gain access or attempt to gain access to information they are not authorised to have.
- All staff are required to follow school policies and the staff code of conduct.

This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of tasks, and the postholder may be required to perform other duties appropriate to the role.

This job description may be amended at any time in discussion between the Principal or Line manager and the employee and will be reviewed annually before the commencement of the next appraisal cycle.

Lord Lawson of Beamish Academy: Person Specification – Teacher of History

Attribute		Essential/ Desirable	Assessment
Qualifications and Education			
1.	Qualified Teacher Status	E	A
2.	Good honours degree or equivalent professional qualification in a relevant subject area	E	A
3.	Passion for your subject	E	A/I
Knowledge and Skills			
4.	High level of written and verbal communication skills	E	A/I
5.	Ability to communicate effectively with students and their parents/cares	E	A/I
6.	Ability to work independently and make a positive contribution as part of a team	E	A/I
7.	Commitment to equal opportunities	E	A/I
8.	Ability to use assessment data to inform planning	E	A/I
9.	Good knowledge of recent developments in teaching practice and general educational practice	D	A/I
10.	Willingness to take on other roles and responsibilities within the department	D	A/I
Experience			
11.	Experience and skill in teaching history at Key Stage 3 and 4 (including as part of a training placement)	E	A/I
12.	Ability and willingness to offer extracurricular activities	E	A/I
13.	Experience and skill in teaching history at Key Stage 5	D	A/I
14.	Experience of, or willingness and ability to teach Religious Studies if required	D	A/I
Personal Qualities			
15.	Positive attitude	E	I
16.	Determination and resilience	E	A/I
17.	Display calmness under pressure	E	I
18.	Ability to be reflective and constructively self-critical	E	A/I
19.	Commitment to help further improve this department and school	E	A/I
20.	Commitment to enhancing the life chances of all students by supporting the work of the pastoral system, including leading a tutor group	E	A/I
21.	Empathy with students and families from a range of backgrounds in the North-East of England	D	A/I

Assessment and evidence: A = Application; I = Interview process