

“Empowering our community to make a difference”



Wellington School

11 – 18 Single Academy Trust

Honesty Community Excellence Fairness Endeavour

TEACHER OF HISTORY

APPLICATION PACK

CLOSING DATE: NOON, THURSDAY 29TH JANUARY 2026



Wellington School

11 – 18 Single Academy Trust



Teacher of History MPS / UPS

Required from September 2026

We are seeking to appoint a well-qualified, highly motivated and enthusiastic Teacher of History to join our thriving and successful History department.

You will join a friendly and supportive staff who work together to ensure the highest achievement for all students. We welcome applications from both experienced and newly qualified teachers and there are excellent development opportunities for all staff.

The successful candidate will be able to demonstrate a high degree of commitment to effective teaching and have the ability to support students of all ages in developing their understanding and enjoyment of the subject. You should have high expectations of the learning and achievement of all students and be able to inspire commitment and enthusiasm through creative and interesting lessons.

This is an excellent opportunity to join a thriving school and work with students who are keen to learn. The person appointed will also demonstrate a willingness to participate fully in the wider life of the School; we love genuine team-players with a good sense of humour.

For further details and an application pack, please see the School Website www.wellington-school.co.uk or contact the School. Candidates are welcome to look around the School prior to formal application.

**Wellington School, Wellington Road, Timperley,
Altrincham, Cheshire, WA15 7RH**

Tel: 0161 928 4157 www.wellington-school.co.uk

Email: recruitment@wellington.trafford.sch.uk

Closing date: Noon, Thursday 29th January 2026

Wellington School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, online searches and a satisfactory Enhanced Criminal Record with Barred List check through the Disclosure & Barring Service (DBS).



VISION STATEMENT

Empowering our community to make a difference

MISSION STATEMENT

To foster an inclusive community built on our shared values, where individuals thrive, find purpose, and make a positive impact on the world. Through education, we equip young people with the knowledge, skills, and mindset to effect meaningful change.

VALUES

Honesty

- Being true to yourself and others
- Self-knowledge is essential for growth and change
- Accepting responsibility for who you are and what you do

Community

- A sense of belonging and ownership
- Accepting our duty to and responsibility for others
- Collaborating to achieve

Excellence

- Being the best we can be in all that we do
- Holding the highest of standards and expectations
- Setting an example to others

Fairness

- Celebrating what we have in common and our differences equally
- Providing opportunities that are open to all
- Equality is not treating everybody the same

Endeavour

- Hard work and character are essential to success
- We should seek to challenge ourselves and take risks
- To fail is to learn

Wellington School

Honesty Community Excellence Fairness Endeavour



January 2026

Dear Applicant

Teacher of History

Thank you for your interest in working at Wellington School. I hope that you gain a sense of the atmosphere, vision and ethos of Wellington School from both our website and the supporting information supplied for this post.

The successful applicant will join a hard-working and dedicated History department who will offer you every support.

If you believe you have something to offer our pupils, and that we are the right school for you, please complete the application form and return this to the School by noon, Thursday 29th January 2026.

Thank you again for your interest; good luck in your application.

Yours faithfully,

Stuart Beeley
Headteacher

20 REASONS TO WORK AT WELLINGTON SCHOOL



1. Excellent student body, well supported by parents and carers, e.g., £200,000 raised for charitable causes in the past five years. Over £80,000 raised in our 80th year.
2. The Times newspaper recognised Wellington School as the 3rd best Comprehensive School in the North West.
3. Main Scale teachers and Middle Leaders all have their own classroom.
4. Staffroom has recently been refurbished along with other areas as part of the ongoing enhancement of the school estate. Coffee, tea and biscuits are provided at break time.
5. The school employs teachers specifically for cover. Teachers with a full teaching load rarely do cover. For the past five years none have.
6. As well as external exams, Year 11, and 13 Mock Exams are invigilated by exam invigilators rather than teachers.
7. A wide range of CPD activities as part of INSET and directed time, including high quality appraisal for all staff. 98% of external course requests have been granted.
8. All teachers have the opportunity to observe peers with cover being provided if necessary.
9. ECT's have the opportunity to do a two-week induction in July prior to starting in September. In addition, all ECT's are assigned a 'Teaching and Learning Coach', usually a member of SLT, as well as a subject mentor.
10. Lesson observations are developmental and haven't been graded for over ten years.
11. As a large school there are many opportunities for staff, at whatever level, to take on additional responsibilities. A number of middle and senior leaders have been internally promoted.
12. School holds the 'Investors in People' Award – indicative of the importance placed on staff wellbeing.
13. Opportunities to take part in, and organise trips and visits. Over 80 trips and visits took place last year. In recent years there have been trips to South Africa, Iceland and the United States, as well as an annual ski trip.
14. Headteacher always endeavours to accommodate leave of absence requests.
15. Staff activities, e.g., football, yoga, couch to 5k, wreath making at Christmas, the Wellington Wanderers and other 'social' based activities.
16. Teachers are well supported by middle and senior leaders through a clear relational behaviour policy. In addition, five non-teaching pastoral managers support Year 7 to 11 students.
17. Class sizes are a maximum of 30, the vast majority are smaller (including small nurture groups at KS3).
18. The school invests to ensure a broad curriculum, for example a number of 6th form subjects run with single figure students.
19. Turnover of staff each year is below the national average. Around 10 teachers have left in the past 3 years (approximately 100 FTE).
20. Excellent working environment with the facilities maintained to a high standard. Visitors always comment on the cleanliness and upkeep of the building.

ADDITIONAL INFORMATION FOR APPLICANTS



- Our culture (founded in our Vision and Values) pervades every aspect of school life
- We are an inclusive school and this is made possible by our relational approach to 'behaviour management'. N.B. we are the lead school for Trafford's attachment and trauma informed practice strategy (now the 'Belong' programme).
- 1516 pupils and 182 staff
- Academic Outcomes:
 - Prior to pandemic the School has received national recognition from SSAT in each of the of the previous 10 years – top 20% of non-selective schools for Attainment (A8) and Progress (P8)
 - In 2024 we achieved a P8 score of 0.56
 - Significantly above national average for attainment and progress in EBacc subjects.
 - ALPs grade 1 at A-Level putting us in the top 5% of 6th form providers for student progress in 2019 and grade 2 in the last 5 years (top 10%)
- Awarded Investors in People, Artsmark Gold Award, One Education Gold Reading Award, EAL Quality Mark Gold Award, Member of Enterprise Advisor Network for Greater Manchester (Careers)
- A very well resourced and 'excellent' school ('good' in Ofsted terms)
- Extensive building and continual refurbishment programme - over £3 million in recent years.
- 9 computer suites and several 'banks' of laptops
- Highly regarded for our SEND provision – students with an EHCP in Year 11 2024 achieved an average P8 score of 0.8. N.B. Part of an Autism in Schools project – strategies that ultimately benefit all students
- High levels of partnership/outreach work for reciprocal gain e.g., lead school for School Partnership Programme, SENDCo seconded to Trafford and SLE's on staff body
- High standards - discipline in school, appearance, attendance, punctuality and academic progress – achieved through our relational approach
- Study sessions in the Learning Resource Centre Monday – Friday and homework clubs for each year
- Extensive monitoring of pupils:
 - Classcharts system including parent app for rewards, sanctions and homework
 - Heads of Department monitor progress in their department
 - Directors of Key Stage monitor the academic progress of a year group with the relevant AHT
 - Highly effective Inclusion Team that monitor behaviour, attendance and welfare, comprising Senior Leaders, PMs, Attendance Manager, Hub Managers, Behaviour Support, Mental Health Lead, Specialist SEND teacher, Sixth Form Study Manager and Admin Support
 - Interim reports issued once a year and an end of year report
 - Parents evening (online) annually. Additional parent/tutor meeting in the first term.
- Outstanding Pastoral Care and Safeguarding Practice (see previous notes on Inclusion Team):
 - 5 Pastoral Managers one each in Year 7 - 11
 - Counsellors in school 4 days a week – counselling room
 - Outstanding separate alternative provision in form of Hub units to support young people with additional needs (particularly around SEMH)
 - Inclusion team liaises closely with outside agencies
- Rewards – Classcharts scheme leading to bronze, silver, gold and ambassadors' badges and significant rewards budget
- Huge range of extra-curricular activities and trips (including numerous opportunities for overseas travel)

- Zero tolerance of bullying and discrimination – large team of trained pupil anti-bullying ambassadors and ant-racism ambassadors. N.B. the School applies a process of 'logical response' to issues of behaviour (Relational policy).
- School Council/Year Councils (Student Voice generally) integral to School life and School's evolution. 6th form management team. Gender Equality Council, Race Equality Council, Eco Committee and LGBT group all active and thriving.
- Parents involved in all aspects of their child's education, i.e., letters home, regular monitoring, reports, parents' evenings, information evenings, parent forums and Classcharts app. N.B. ongoing initiative to review parental engagement.
- All our students receive PSHE at all levels from 11-18 with the addition of our C4L programme at KS3, KS4 & KS5 which develops all students SMSC needs and life skills in addition to our academic curriculum.
- Small but high achieving Sixth Form offering a full range of 22 'A' Levels.
- Sixth Form follow a full timetable – 3 A levels only with additional curriculum time for each, EPQ, Enrichment programme on Wednesday afternoon (sport, additional qualifications, community service etc.). Sixth Form have a formal dress code and act as role models in all respects.



HISTORY DEPARTMENT

The History Department has made excellent progress in the last five years. We experience consistently excellent results at GCSE, with 55% grade 7+ and 76% grade 5+ in 2025. At KS5, the History Department has been a red ALPS subject, achieving an ALPs 2 in 2025. Our performance at GCSE and A Level has been consistently above the national average showing considerable value added.

The importance the School places on History is reflected in the curriculum time it receives - four 60-minute lessons per fortnight at KS3 and five 60-minute lessons per fortnight at KS4. The Department works collaboratively to produce resources and as a result our Schemes of Work enable consistency in delivery, opportunities for independence and adaption by staff teachers, and challenge through assessments that require a greater degree of independence. The KS3 curriculum is the product of many years of work and engagement with current research around inclusion, diversity, and historical concepts and receives enthusiastic praise from students and visiting colleagues. We regularly assess pupils' knowledge and skills and encourage pupil reflection on their progress. History is a popular options choice and we consistently have between 60-125 pupils each year opting to study History at GCSE.

At KS4 we teach the AQA course and pupils are examined on the Britain: Health and the People, America 1840 – 1890, Conflict and Tension 1918 – 1939 and the Norman England units. All schemes of work have been re-written and adapted based on results and areas of improvement. Wellington also offers Advanced Level. A Level History is very popular (currently we have 19 pupils in Year 13 and 24 in Year 12) and consistently achieves excellent results. Currently, we follow the AQA syllabus and pupils are examined on Germany: Democracy and Nazism 1918 – 1945 and Britain: Challenge and Transformation 1851 – 1964. Our NEA unit has a focus on the Tudor Rebellions.

The History Department is well-resourced. All teachers have their own room, each having a Clevertouch interactive whiteboard and visualiser. We are a very collaborative, supportive, and organised team of six. The department also organises a number of extra-curricular visits for all years, including trips to Warwick Castle, the Liverpool Slavery Museum, the Imperial War Museum North, London and Berlin. Moreover, we offer a range of enhancement activities in school such as visits from a Holocaust survivor. We routinely highlight historical months such as Black History Month and Holocaust Memorial Day and have a high profile in the school.

We are looking for a well-qualified and enthusiastic teacher who is interested in delivering engaging and challenging lessons in this very supportive Department.

JOB DESCRIPTION



“Empowering our community to make a difference”

Honesty Community Excellence Fairness Endeavour

Job Description - Teacher of History
Line Manager – Head of Department

Purpose of the Job

To support the Head of Department ensuring all aspects of the Department's policies and procedures are implemented.

Principal Responsibilities

- Plan and prepare courses and lessons.
- Set and mark work in line with the Department and School Policies / Procedures.
- Set work and teach to a student's educational needs and abilities.
- Assess, record and report on the development, progress and attainment of students.
- Promote the general progress and well-being of individual students / classes or groups assigned to the teacher.
- Provide guidance and advice to students on educational matters to further their education and future careers.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- Communicate and consult with parents of students.
- Communicate and consult with persons and bodies outside the school as appropriate.
- Participate in Department meetings
- Participate in the Appraisal process
- Review methods of teaching and programmes of work.
- Participate in arrangements for further training and professional development.
- NQTs to participate in the School's Induction Programme.
- Participate in the development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.
- Maintain good order and discipline amongst the students, safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.
- Participate in meetings at school that relate to the curriculum for the school or the administration / organisation of the School.
- Participate in the School's 'rarely cover' arrangements for absent colleagues.
- Participate in the School's arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations, recording and reporting such assessments and participating in arrangements for supervision during such examinations where appropriate
- Contribute to the professional development of other teaching and non-teaching staff.

- Participate in assemblies and the School's arrangements for registering the attendance of students and supervision of students, whether these duties are to be performed before, during or after school sessions.
- Participate in the administration, co-ordination and organisation of tasks relating to the management or support of teaching and support staff in school.
- Order and allocate equipment and materials as required.

General Duties

- To be part of a duty team, under the direction of the team leader, carrying out supervisory duties in accordance with published rosters.
- To participate in appropriate meetings with colleagues and parents relative to the duties described above.

NOTE

This Job Description is designed to outline the main duties and responsibilities associated with the post but is not intended to be an exhaustive list of all duties performed.