



Mary Webb School &
Science College



Candidate Information Pack

Teacher of Humanities

Mary Webb School & Science College
Pontesbury
Shrewsbury
Shropshire
SY5 0TG



Dear Applicant,

Thank you for your interest in our school. In this pack you will find the following information:

[Letter from the Headteacher](#)

[Information about the Humanities department](#)

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[Information about the school](#)

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We are looking for an inspirational teacher of Humanities who is able to communicate a real excitement, passion and enthusiasm for the subjects.

Once you have read the enclosed information, I trust you will feel encouraged to apply for the teaching vacancy within the Humanities department.

We want students to feel that they are successful and that Geography, History and Religious Education are subjects that can help them to better understand the world in which they live. We are interested in applications from suitably qualified Geography, History and Religious Education graduates, who believe they have the qualities outlined in the brochure. An application would bring you a step closer to working in a positive, busy and friendly team environment.

The Humanities department is very supportive and hugely successful. The department is a well-established team that delivers a range of courses and curriculum opportunities throughout Key Stages 3 and 4. At Key Stage 4 students can follow GCSEs in History, Geography and Religious Education. At Key Stage 4 all students follow a core Religious Education/ethics course that is designed to support students in developing speaking, listening and debating skills. About 20% of students at KS4 also opt to take GCSE full course Religious Education, whilst Geography and History that figure is above 60%. Attainment and progress in recent years have been in line with or above national figures.

The department is well resourced. This includes classrooms with interactive whiteboards, and access to a mobile unit of 30 laptops that are linked to the school network. I would strongly recommend contacting our Head of Department, Pete Lee prior to application.

Mary Webb School and Science College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to receiving your application.

Yours sincerely,

Peter Lowe-Werrell
Headteacher

Humanities subjects are enriching and rewarding subjects which we are passionate about here at Mary Webb School and Science College.

Humanities is taught by experienced teachers, each of whom have a broad and detailed knowledge of the subjects.

The Humanities department is very supportive and hugely successful. It is a well-established team that delivers a range of courses and curriculum opportunities throughout Key Stages 3 and 4. At Key Stage 4 students can follow GCSEs in History, Geography and Religious Education. At Key Stage 4 all students follow a core Religious Education/ethics course that is designed to support students in developing speaking, listening and debating skills. About 20% of students at KS4 also opt to take GCSE full course Religious Education, whilst Geography and History that figure is above 60%. Attainment and progress in recent years have been in line with or above national figures.

The Key Stage 3 curriculum has been redeveloped over recent years to reflect the requirements of the National Curriculum both in the range and depth of study offered by units of work.

We run curriculum day events across year groups, field visits to Carding Mill Valley and Birmingham city center. The annual 'Trenches Trip' run in collaboration with Belvidere School is always over subscribed.

The successful candidate will be required to teach Religious Education and possibly Geography at Key Stage 3. If suitably experienced, there may be the opportunity to teach GCSE Geography or RE.

The Humanities classrooms all have interactive boards and there are key texts and shared teaching resources developed by the department. The department places a high emphasis on literacy and supporting students to produce quality pieces of work. There are many enrichment activities that take place throughout the year including visits and school-based activities.

Humanities at Mary Webb



“The Humanities department is a committed and professional team of subject specialists who work to ensure sustained progress for their students in all aspects of their studies. We see the skills and knowledge that students gain with us to be fundamental to the success of students across the range of academic disciplines, preparing them for life beyond our school”

Mark Jervis

**Geography Teacher and Assistant
Headteacher**

Learning Environment

"The Humanities Department is supportive and professional, staffed by a range of subject experts, who continually work with students, providing them with support and challenge, to ensure they are successful and enjoy their learning"

Emma Weston

History Teacher and Deputy Headteacher

The department is situated across a suite of three rooms close to the School Library. Each room is equipped with an interactive TV screen as well as the necessary audio equipment. The department has access to a bank of notebooks and the classroom-size suite of personal computers situated adjacent to the Library. The department is well stocked with a range of texts for students.

Key Stage 3

Transition arrangements from Key Stage 2 to Key Stage 3 are exemplary in terms of continuity and knowledge of students' strengths and weaknesses as they arrive to begin the secondary curriculum. Students are taught in mixed ability groups of five classes per year group.

A redeveloped curriculum and assessment process ensures that students are better able to identify particular strengths and weaknesses across the disciplines of speaking and listening; reading and writing.

Assessments take place over the course of each half-term/unit of study and through formal examinations in year groups.

Key Stage 4

The students follow the new AQA 8305 specification for Geography, GCSE Edexcel Religious Education 'B' and History..

The teaching of the content of the course begins in Year 10.

Students are taught in mixed ability groups Year 11 and Year 10. Results are consistently strong over time.

Regular assessments and thorough moderation of standards take place every half term;.

In Humanities, courses follow the national curriculum. In Religious Education, the locally agreed SACRE syllabus is followed.



Advertisement

Teacher of Humanities

MPR / UPR

Full time, Permanent

Required September 2025

Mary Webb School and Science College is a successful and popular specialist science college, situated in a beautiful location, a few miles south of Shrewsbury.

Governors wish to appoint an outstanding, well-qualified and enthusiastic teacher of Humanities. The successful candidate will be required to teach all three Humanities subjects at Key Stage 3 and possibly Geography and Religious Education at Key Stage 4. This vacancy would suit experienced teachers or candidates new to teaching.

Potential candidates are encouraged to contact the school to speak to the Subject Leader for Humanities, Pete Lee. Further details and an application form are available on the school website. The school does not accept CVs.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An online search will be undertaken as part of due diligence checks during the shortlisting process.

The Trust values diversity and inclusion and welcomes applications from candidates with diverse backgrounds.

Closing date: 12pm Thursday 3rd April 2025

Interviews to be held: Week commencing 7th April 2025

Information about the school

Mary Webb School and Science College is situated in a particularly beautiful location in the village of Pontesbury, just a few miles south of Shrewsbury. The site, surrounded by hills and woodland, provides an ideal setting for a school that aims to provide an educational experience firmly rooted in a modern rural context. We seek to open minds and widen horizons by ensuring that all our students are prepared for the challenges of life in the 21st century.

As a relatively small, community secondary school of over 700 students, staff and governors, we feel that the school has a number of distinctive features that makes it a little bit special. We aim to provide an environment in which each and every student can develop and flourish, and where the pursuit of excellence, in terms of personal development and academic achievement, is the aspiration of all. Relatively small class sizes ensures that every student receives personal attention.

The curriculum at Key Stage 4 is based around a core GCSE offer. We believe that this provides students with robust qualifications that support transition to post-16 education, training and employment. GCSE examination results at Mary Webb School and Science College have been good in recent years and are above national averages for attainment and progress across the curriculum.

GCSE results in 2024 saw us achieve a very pleasing Progress 8 score of +0.08. 65% of our students achieved GCSEs in both English and mathematics at grade 4 and above and the school's Attainment 8 score was 47.84, which was in line with the Shropshire average for secondary schools. Over 10% of GCSEs awarded to our students were at grades 8 or 9. Most importantly, all our students were able to go on to the destinations they planned to in September 2024.

To view our latest Ofsted report from May 2023 please visit our website.

Inspection of Mary Webb School and Science College

Pontesbury, Shrewsbury, Shropshire SY5 0TG

Inspection dates: 7 and 8 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

- Pupils feel safe and happy in this inclusive and supportive school.
- Pupils behave well and have positive attitudes to learning.
- Governors and leaders ensure that staff well-being matters.
- Staff morale is high.
- The arrangements for safeguarding are effective.

Job Description

Purpose

- To share the school's commitment to safeguarding and promoting the welfare of children and young people.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

MAIN (CORE) DUTIES

Teaching

- To teach students, including students from Severndale @ Mary Webb who are in mainstream lessons, according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- 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.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to students' needs and demands of the schemes of work.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

Job Description (Cont.)

Pastoral System

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students and of the form group as a whole.
- To liaise with Head of House to ensure the implementation of the school's support/pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the 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 school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE according to school policy.
- To apply the school's behaviour policy and management systems so that effective learning can take place.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area.
- To contribute to the curriculum area's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

Curriculum Provision

- To assist the Subject Leader and SLT to ensure that the curriculum area provides a range of teaching strategies which complements the school's strategic objectives.

Curriculum Development

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

Job Description (Cont.)

Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the school's agreed Performance Management Review Process.

Recruitment/Deployment of Staff

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of designated teams and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Management Information

- To maintain appropriate records and to provide relevant, accurate and up-to-date information for school's MIS, including registers.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

Communications

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.

Job Description (Cont.)

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.



Personal Specification

Quality	Essential	Desirable
Qualified Teacher Status	Yes	
Degree in Humanities or related subject	Yes	
A commitment to safeguarding and promoting the welfare of children and young people	Yes	
A commitment to achieving, maintaining and developing the attributes, knowledge, understanding and skills outlined in the core / post threshold professional standards for teachers	Yes	
Experience of teaching Geography, History or Religious Education at Key Stage 3	Yes	
Experience of teaching Geography or Religious Education at Key Stage 4		Yes
Ability to inspire and motivate students of all abilities	Yes	
Confident communicator	Yes	
Confidence in the use of ICT	Yes	
An ability to work in a team	Yes	
An ability and commitment to contribute to raising student achievement	Yes	
A willingness to embrace change and seek new challenges	Yes	
An understanding of the need to take responsibility for personal professional development	Yes	
An ability to self-manage workload	Yes	

How to Apply

Applications must be made on the official application form which can be found by [clicking here](#) or visiting www.marywebbschool.com/vacancies

The deadline for applications is 12 noon on Thursday 3rd April 2025, and we will be interviewing week commencing 7th April 2025. Please do not hesitate to get in touch with us if you have any questions or if you would appreciate an informal chat; we would be delighted to hear from you.

When completing the application form, please pay particular attention to:

The guidance notes on the front cover.

Section 8, Educational qualifications, please ensure you provide details of your qualifications, including GCE O level, GCSE or equivalent level 2 qualifications - a summary is not sufficient. Details of the institutions you studied at are required.

Section 11, Further Details: Please limit this section to no more than 500 words.

In addition to the guidance provided, please outline your views on teaching Humanities subjects to young people in the 11-16 age range and why the Humanities subjects are an important part of a broad and balanced education for the twenty first century.

Section 16, References: The requirement for two employment references, one of which **must** be your current or most recent employer. Please include email addresses if possible.

We use an application form which states that the post is exempt from the Rehabilitation of Offenders Act 1974 and that the successful candidate must apply to have an Enhanced Disclosure from the Disclosure and Barring Service. The application form will request full and complete information about employment history.

All applicants are required to disclose whether they have any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.

Correctly completed application forms will prioritised in the shortlisting process.



You can send your application via:

Email to:

nmurray@marywebbschool.com

Post to:

**Mrs N Murray
PA to Headteacher
Mary Webb School & Science College
Pontesbury
Shrewsbury
Shropshire
SY5 0TG**