



BOOTHAM  
SCHOOL  
AGES 3-18

*Recruitment of*

# HEAD OF CLASSICS

AT BOOTHAM SCHOOL, FROM SEPTEMBER 2022





# INTRODUCTION FROM THE HEADMASTER

## Bootham is a very different kind of school.

While it's hard to explain and do it justice fully in black and white (as so much of its difference is to be experienced rather than merely understood) it usually communicates itself to visitors very clearly on first encounter. In other words, to get to really understand this difference, you have to come and see it, touch it and feel it for yourself. Our hope is that this introduction to the school – lengthy though it is – will show you very clearly whether this is a school where you would thrive.

In many ways it is a normal school, full of normal students and normal staff, but it has extraordinary ambitions for them. Strongly academic yet not especially selective, informal yet committed to high expectations, purposeful in all it does yet not unnecessarily driven, Bootham's stated purpose is "to offer its students a pioneering, distinctive and authentically Quaker education that liberates them to live adventurous lives that serve to create a better world". Public exam results (which are generally very good indeed), the offer of a truly 'rounded' education, and the importance of personal development are all viewed as means to this bigger prosocial end, rather than merely as ends in themselves.

Our philosophy arises with conviction and determination from the school's Quaker

roots, and the practices that this foundation has bequeathed to it. The belief that there is 'that of God' in every human being, that this truth speaks of the essential equality of value of all people, and therefore that good relationships are the foundation of the school's success, has been at the heart of the school's mission and practices for almost 200 years. The Quaker values (or Testimonies) of truth, integrity, justice, equality, simplicity, peace and sustainability are at the heart of our strategy and daily interactions. We are by no means perfect, but we try (as individuals and a school) to become the best possible version of ourselves.

We value a liberal individuality, a radical spirit of enquiry and the search for truth wherever it may be found. To speak such words is one thing, but to see these values emanating from the people here really does make you feel that Bootham has got something special going on. Importantly, we meet in silence to open ourselves to new truth and inspiration; we refer to each other by first names, an enormously respectful expression of our equality as it turns out and we encourage the 'speaking of truth to power'.

“ In short, and to quote my predecessor, in the letter he wrote to advertise the vacancy that I so fortunately was chosen to fill, working in a Quaker school is 'a radical delight'!





# ABOUT OUR SCHOOL

**Founded by local Quakers in 1823 to educate their sons, Bootham is now a coeducational day and boarding school for students aged 3 – 18 in the centre of York. There are currently around 580 students at our junior and senior schools who, together with over 200 teaching and support staff, make up the Bootham Community.**

The senior school is housed on Bootham, very close to the ancient city walls and Bootham Bar, a stone's throw from the Minster. It moved to its present site in 1846, and was largely rebuilt after a fire in 1899. Buildings range from elegant eighteenth and nineteenth century town houses along Bootham, to a stunning new Arts Centre opened in 2014. At the heart of the school – geographically and spiritually – is the award winning 'brutalist' 1960s meeting hall, where we meet for Quaker worship at least three times per week. Although a prime city centre site, the grounds are extensive and the overall impression created is one of space, calm and style; it is a bit of an oasis from the city outside.

The Junior School is on a separate site nearby, having been acquired in 1997 and moved into purpose-built premises in 2002.

Approximately 85 students live in our three boarding houses, and comprise full, flexi and occasional boarders from at least 14 nationalities. While boarders are fully integrated into the 9-5 pastoral structures of the school, the fact that we are a boarding school shapes the pace, structure and many of the priorities of the school's life. Boarding adds a richness and diversity to the community from which we all benefit.

Bootham is part of a community of seven Quaker schools in the UK, one in Eire and many more worldwide. The schools in the British Isles collaborate together closely in a number of ways.





# BOOTHAM AIMS AND VALUES

In pursuing our vision and in seeking to promote the purpose of a Bootham Education we set ourselves the following aims:

- We aim to continue to grow and further develop a thriving community that reflects Quaker principles and practices, helping each individual to grow to recognise and develop 'that of God' in themselves and in other people
- We aim to help all students to become the best person that each can be and to achieve the best of which each is capable
- We aim to promote habits of hard work, self-regulating and the meeting of high standards of personal conduct in all aspects of work and relationships. We aim to develop our students into genuinely good people who are reflective, who seek truth and light, and whose lives speak with integrity of positive, pro-social values
- We aim to promote kindness, a questioning spirit, humility, and a deep sense of social responsibility, as well as both the courage and confidence to speak up, and to work to build a better world
- We aim, as staff, to model to our young people the qualities and values that we aspire for them to hold, and to do so with patience but in the expectation of high standards, seeking for – and helping them to seek for – 'that of God' within them

- We aim, as an employer, to provide a stimulating, fair and supportive working environment in which all employees understand the role they play in building a better world and know that they are valued for playing it

At Bootham School we value particularly an approach to our community from all who work and learn here which:

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the Bootham community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestioningly respectful approach to others
- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others – near and far – in whatever ways they can





# THE CURRICULUM AT BOOTHAM

We define our 'curriculum' at Bootham as 'anything from which a young person can learn' both in and out of the classroom. In that light we divide it into our Academic Programme (what most schools understand as 'curriculum'), our Personal Development Programme and our Enrichment Programme. Nonetheless, we pursue an unashamedly academic programme of study which nonetheless prizes the performing and creative arts, for example, equally with the more supposedly 'traditional' subjects.

Students study a broad programme in Schoolrooms (Years 7-9) and then choose ten GCSE subjects in Seniors (Years 10-11) at present, although this can be tailored for those who need it to be, such as boarders getting to grips with the English Language. The College (Years 12-13) programme permits those students who can cope with it to pursue 4 A levels (at least to start with) but expects all to take three and add a fourth choice from a suite of options, including the EPQ, AS Politics and Languages for Business.

Despite the fact that we are only mildly selective by ability, the school contains many very able students, as well as those who find high levels of obvious academic success something of a struggle.

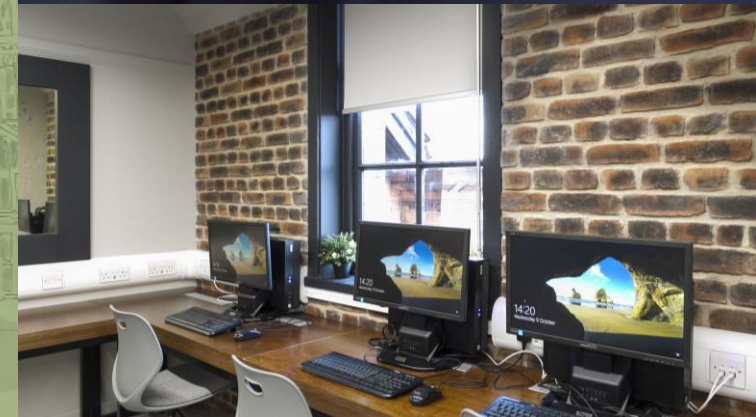
Results bear comparison with any school, especially given that profile. On average between 2017-2021, 49% of A level grades were at A\*-A and 75% at A\*-B. More tellingly, over 85% of those applying to university in 2021 gained a place on their first-choice course, with a further 5% securing their insurance offer. These included a wide range of courses and venues including Cambridge, LSE, Central St Martin's, Imperial, Durham, Bath, Royal Vet College,

Bristol, Warwick, Queen's Belfast, Leeds College of Art, Royal Academy of Music, UCL, Nottingham, Newcastle, Manchester and Hong Kong.

At GCSE in the same time period students secured 56% A\*-A /9-7 and 76% A\*-B /9-6 grades. Retention into College is strong, and a good number of students (many of them international boarders) join the school at that stage, meaning that College year groups are often bigger than they were the previous year.

Our Enrichment programme ensures that life beyond the classroom is really well catered for. The extraordinarily varied Bootham Challenge programme offers all age groups an almost bewildering range of activities both after school every evening, at weekends and during holidays. Students can gain their Bootham Challenge award for their participation in these activities; achievements and pastimes outside school contribute to that, too. For a small school, the sports programme is strong and varied but isn't considered more important than drama, outdoor pursuits, creative arts and music for example; indeed, the school has a particularly strong musical and dramatic tradition. Trips to parts far and near are frequent and purposeful!

Pastoral Care, the heart of our Personal Development Programme is a strong suit of Bootham (as we hope could be expected from a Quaker school). Small tutor groups, supervised by Heads of Year, provide daily care, and The Lodge, our on-site medical centre, looks after all the health needs of boarders and provides some support for day students and staff, including the services of a school counsellor.





# THE SETTING

If you have never visited York you have a huge treat in store; and if you have, you will need no convincing that this is one of the most delightful, interesting and compact cities in the UK in which to live and work.

Rich in ancient history; renowned for its exquisite architecture; a national and regional centre for artistic and intellectual life: York is a flourishing city. It benefits from excellent rail links (being less than two hours from the heart of London by direct train, for example) as well as from its easy proximity to stunning national parks and areas of outstanding natural beauty. Founded by the Romans, the capital of the kingdoms of Northumbria and Jorvik, a flourishing industrial centre for the wool trade in the Middle Ages, a railway hub for Victorian England, home of world famous Rowntree's and Terry's chocolates, York in the twenty first century is home to two thriving universities and leading service industries. It has also been a centre of religious life. It is the northern ecclesiastic province of the Church of England, and Quakers have played a central role in the life of the city for centuries.

Regular lively arts, seasonal and academic festivals enliven the city; in non Covid-times there's always something going on!

Educationally, York is home to a number of excellent maintained and independent schools, which is a key part of Bootham's challenge: to offer a distinctive, value-adding fee paying education in a competitive context. Nonetheless, the York Independent State School Partnership, founded by the previous Head of Bootham, provides a nationally acknowledged model which is raising standards for all of the city's young people. The York Boarding Schools' Group, also founded by the previous Head, has similarly seen local independent boarding schools collaborate on marketing initiatives for the good of all.





# THE CHALLENGE

As has been explained above, Bootham is in many ways a rather special school.

Working here might particularly suit and stimulate you if much of the following resonates with you or attracts you! We believe you would fit well here if:

- however important you consider academic results to be, people and relationships are much more important to you
- you believe that good relationships are the most important foundation for successful teaching, effective learning and good leadership
- you really flourish in the company of young people and those who have dedicated themselves to developing them
- you prize kindness, rigour, compassion and challenge in equal measure in approach to student welfare, behaviour and progress
- you practise what you preach and model what you want students to value most about their lives and education
- you have high expectations of yourself and the young people you will work with, but also possess a healthy scepticism about the worth of striving for perfection
- you are also healthily sceptical about the primacy of public exam results as both the goal of education and the best measure of its success, despite your proven ability to help young people to achieve great grades!
- you are driven to identify and help others discover that which is unique, of most value and 'of God or Good' in each member of our community, as well as in yourself
- you understand the point within a Quaker school of – and recognise the respect inherent in – students referring to all staff by first name and being encouraged to 'speak truth to power'
- you value silence, stillness and the ability just to 'be' amidst the busyness of school life
- you have looked into the central tenets, values and practices of the Quaker way, and are open to understand why they can make such a good foundation for an education that is fit for the 21st century
- you believe your calling is to use your skills, knowledge and personality to produce young people who will make an impact on the world for good
- you can cope with well-intentioned but robust challenge from students, colleagues and, at times, parents
- you are looking to work in a school that will challenge the educational status quo rather than blindly support it, and seek to use its independence to do so
- you can approach your work knowing that long school holidays provide the necessary balance for intensive hard work during term time





# CLASSICS AT **BOOTHAM**

Classics at Bootham is a thriving department, currently staffed by the Head of Classics, one full-time and one part-time specialist teacher. We offer both Classical Civilisation and Latin throughout the school including to GCSE and A level. We have in recent years achieved very good success rates and several of our pupils go on to top universities each year to continue their study of classical subjects.

In all our lessons, we encourage a spirit of enquiry and healthy discussion. Our aim is to foster a love of Classics and Latin and to apply their relevance to the modern world. We encourage pupils to look out for Classics in the media and to read novels about myths and history to support their interest.

In Year 7 (Lower Schoolroom) students spend the first half of the year studying Classics. Topics include the Minoans, Greek Myths, Greek and Roman gods and goddesses, an introduction to the Greek alphabet and Roman numerals. After February half term, all students start the Cambridge Latin Course Book 1.

In Year 8 (Middle Schoolroom) most students continue with and complete the Cambridge Latin Course Book 1 by the end of the year. A smaller number study Classics instead, covering topics on Roman Britain and daily life.

In Year 9 (Upper Schoolroom) two classes study Classics. Topics include stories from Troy, tales from the Odyssey and Pompeii. One or two classes continue with the Cambridge Latin course Book 2, finishing by the end of the year.

In Years 10 and 11 (Lower and Upper Senior) students can opt to study Latin (Eduqas) and Classical Civilisation (OCR) - Myth and Religion and Roman City Life.

In Years 12 and 13 (College 1 and 2) students follow the A Level OCR courses in both Latin and Classical Civilisation – Homer's Odyssey and Virgil's Aeneid, Greek Theatre, Democracy and the Athenians.

We have undertaken several Classics trips to Rome and the Bay of Naples, as well as closer to home. These include Hadrian's Wall, the British Museum and the annual Greek play at UCL. Our College students attend lecture study days, films and theatre to support the curriculum. We are also very fortunate to have the city centre with its walls and the remains of the Roman legionary fortress beneath York Minster as well as the Yorkshire Museum, all within a few minutes' walk of the school.

The Department has three Classics classrooms, all of which are spacious and well-equipped with whiteboards and a large tv screen or smartboard.

We are proud to be at the forefront of the ISSP (Independent State School Partnership). In this we offer Latin GCSE from scratch to Year 9 and 10 students from local schools who would not otherwise have the opportunity. One member of our staff teaches a group weekly after school for two years; we have achieved a consistently exceptional record of high results over the last ten years.





# THE JOB

## Overall purpose of role

The overarching purpose of the role of Head of Classics is to encourage a spirit of healthy enquiry among students so that they foster a love of Classics and Latin and can appreciate their relevance to the modern world.

## Reports to:

The Head of Classics is responsible to the Head through a specified member of the Leadership Meeting (the SLT) -in this case the Assistant Head (Curriculum Logistics) – who acts as line manager and carries out the Head of Classic's performance and development reviews. The Head of Classics is specifically responsible to the Deputy Head (Enrichment & Technology of Learning) for the Classics department's contribution to the school's Enrichment programme.

## The Head of Department is also responsible to:

The Deputy Head (Academic) for the effective implementation and development of programmes of study, teaching and learning policy and standards, and examinations;

The Assistant Head (Curriculum Logistics) for timetabling, assessment and reports to parents;

The Bursar for departmental budgets and premises issues

## Direct reports:

1 full-time Teacher

1 part-time Teacher





## THE **JOB** (cont.)

### Head of an Academic Department

A Head of Department is a team leader with responsibility for all aspects of the management, support and professional development of the members of the department. As such, each Head of Department should aim to inspire and to facilitate the best possible teaching and learning in his or her subject, to generate an enthusiasm for the subject amongst teachers and students and to promote the subject within the school. A Head of Department has a key role to play in whole school initiatives, helping Bootham to achieve its goals and vision.

A Head of Department, as a member of the school's management, will contribute to drawing up and monitoring school policies and practices.

A Head of Department should be an active agent in moving the school on towards its goals and should feel empowered to make suggestions about the way the school operates, suggest innovations, and offer constructive criticism of current practice.

A Head of Department is responsible to the Head, who delegates certain responsibilities to others.

A Head of Department is thus responsible to a specified member of the Leadership Meeting (LM) who acts as line manager to the department and is responsible for overseeing the development planning of the department and the Head of Department's professional development reviews.

#### **The Head of Department is also responsible to:**

- The Assistant Head (Teaching and Learning) for pedagogy and staffing;
- The Assistant Head (Curriculum Logistics) for timetabling, assessment and reports to parents;
- The Bursar for departmental budgets and premises issues.

A Head of Department's role assumes the relevant responsibilities of a subject Teacher as outlined elsewhere.





# THE JOB (cont.)

## Particular responsibilities of a Head of Department include:

### Leadership of the department

- Demonstrating subject knowledge and academic rigour;
- Preparing and updating at least annually departmental information (a 'handbook') including a development plan in line with the school plans;
- Enabling colleagues and students to reach their full potential;
- Understanding and advocacy of supportive and adventurous pedagogy;
- Encouraging, developing and supporting colleagues;
- Managing budgets within financial systems as required by the bursar;
- Assisting with the recruitment of departmental staff when required;
- Promoting the subject as well as at the same time recognising the limitations of a subject-centric view of learning and seeing opportunities for cross-departmental collaboration.

### Learning and teaching

- Devising and resourcing appropriate schemes of work;
- Devising and maintaining a departmental area of the VLE and a departmental page on the school website;
- Keeping up to date with the requirements of the subject and of examination boards;
- Setting, marking and reporting on internal examinations;
- Analysing and reporting on departmental results in external examinations;
- Suggesting learning resources;
- Reporting to the Head on the work of the department;
- Being alert to opportunities for cross-departmental links and co-operation.





# THE JOB (cont.)

## Professional Development through:

- Inducting, supporting and developing, in partnership with others, new members of the department and newly qualified teachers;
- Developing the skills and enjoyment of all members of the department;
- Observing the lessons of all departmental members in a supportive manner;
- Holding regular departmental meetings to develop departmental policy and disseminate school policies;
- Reviewing and reflecting on the sharing of responsibilities and teaching duties within the departmental team to provide fair and interesting work for all;
- Undertaking an annual review of his/her own work and professional development and setting objectives for the coming year in relation to the school's aims and vision;
- Conducting an annual Professional Development Review with each member of the department.

## Whole-school responsibilities:

- Helping to draw up whole-school policies, and communicating and operating them;

- Contributing to Heads of Department meetings;
- Helping improve whole-school communications;
- Assisting as appropriate with material, marking and interviews for candidates seeking entry to the school;
- Liaising with same-subject staff at Bootham Junior School;
- Communicating with Committee (the Governors) through the staff/committee liaison arrangements.

## Premises and trips responsibilities:

- Maintaining displays in departmental areas which enhance the students' appreciation of the subject, and present a vibrant image of the department to visitors;
- Maintaining interest in the department's subject by external visits, invitation to speakers, and other extra-curricular activity as appropriate;
- Undertaking risk assessments as required and maintaining, through regular audits as required, good health and safety practices within the department and on trips outside the school.

**While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.**





# THE PERSON SPECIFICATION

The person we are looking for to fulfil this position will be able to exhibit and/or provide evidence of the following experience, skills and characteristics:

	Essential	Desirable
Good honours degree in a Classics related subject	✓	
Qualified Teacher Status	✓	
Experience in teaching Classics to A Level, and proven success in doing so	✓	
Good IT skills including their application to teaching and learning	✓	
Ability to communicate well with students, staff, parents and colleagues, both orally and in writing	✓	
Emotional intelligence in building and maintaining quality relationships	✓	
Experience of working in a boarding setting		✓
Ability to demonstrate personal authority and integrity	✓	
Clear understanding of the principles and practices of a Quaker education, and a willingness to embrace, reflect and model those in the context of this particular role		✓
Demonstrable enthusiasm for the Classics	✓	
Willingness to become involved in whole school initiatives and outside partnerships	✓	
Possesses a generous spirit, and has learned effective ways to safeguard own wellbeing	✓	





# BENEFITS AND SALARY

Bootham School has its own salary scale and pay policy. All posts in the school are appointed on the Bootham salary scale.

This post carries a Head of Department allowance of £5,000 on top of the teaching scale which is up to £40,600. The starting salary will be dependent upon teaching experience and skills.

The benefits package includes:

- 50% school fee remission for the children of staff
- generous contributions to the Teachers' Pensions scheme
- complimentary high-quality meals and refreshments during term time
- a friendly and supportive staff team
- generous training budget and a variety of professional and personal development opportunities
- smallish classes of well-motivated students
- designated on-site parking (a rarity in central York!)
- covered, secure bicycle storage
- free annual flu jabs offered
- use of the fitness suite and swimming pool
- holidays are usually as follows: Christmas (3 weeks), Easter (3 weeks), Summer (8 weeks), 10 days for half-term in October and one week for half-term in February and May





# THE APPLICATION PROCESS AND TIMETABLE

Application forms can be downloaded from:  
<https://www.boothamschool.com/vacancies/>

Please see the 'Guidance Notes for Completing the Application Form' and the 'Application & Recruitment Process: Information and Guidance.'

To find out more about Bootham School please visit our website at: [www.boothamschool.com](http://www.boothamschool.com)

For further information please contact Jenny Parkin, HR Manager:

✉ [jenny.parkin@boothamschool.com](mailto:jenny.parkin@boothamschool.com)

☎ 01904 683745

## Closing date for applications:

10am Wednesday 19th January 2022

**Interviews** will be held w/c 7th February







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AGES 3-18

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