



**RAINHILL  
HIGH SCHOOL**



**RainhillSixth**

**CANDIDATE**

# **RECRUITMENT PACK**

**HEAD OF HUMANITIES with History**



## **LEARN THINK CONTRIBUTE CARE**



LFC ACADEMY  
EDUCATION  
CENTRE  
LFC WOMEN



Centre of  
Excellence



Artemark  
Platinum Award  
Awarded by Arts  
Council, Eng and



# WELCOME FROM THE PRINCIPAL



Thank you for your interest in Rainhill High School. I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success, the highest of which was in 2022. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.

**Mrs J Thorogood**  
**Principal**

## HEAD OF HUMANITIES with History

### Role Overview

**DIRECTLY RESPONSIBLE TO:**  
Deputy Headteacher

**DIRECTLY RESPONSIBLE FOR:**  
History, Geography and RE,  
Humanities TLR holders

**COMMENCING:**  
September 2024

**CLOSING DATE:**  
9am Tuesday 7<sup>th</sup> May 2024

**INTERVIEW DATE:**  
Tuesday 14<sup>th</sup> May 2024

Please return application forms  
to  
[jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

We are seeking to appoint a Head of Humanities and History who has the capacity to enthuse, engage and inspire our young people through strong subject knowledge; someone who thrives on collaboration and teamwork; a committed, dynamic professional with high levels of personal motivation and ambition.

As Head of the Humanities Faculty, you will want to make a difference and want to lead a committed team of professionals and become part of an inspiring and nurturing team, who is always looking for ways to make learning as engaging as possible for students, whilst supporting them to progress to their full potential.

The interview process will be challenging. We are seeking to find someone who can deliver in the classroom but can also inspire students to make great progress and achieve fantastic outcomes with the ability to excite and develop the student's love of learning in History and across the Humanities faculty. We are also looking for an outstanding teacher who will challenge themselves and others with evidence-based practice and the belief they can make a difference.

You will need to have excellent interpersonal skills with a genuine commitment to teaching, coaching and the ability to develop a love of learning in this subject area. If you believe you have the skills and dedication to meet our standards, Rainhill High is the school for you.

The Academy is working hard to make a difference to staff workloads by investing time, technology, and support to make Rainhill an attractive place to work. For the right candidate, there would be additional opportunities based on potential, ability, and capacity to make a difference across the team and the school.





***“Staff felt that leaders are supportive of their well-being and cognisant of their workload”***  
**OFSTED**

***“When I started I thought the school was massive and that I would get lost every day  
but you soon find your way, I really enjoy it here”***

**Year 7 student**

***“I go to Zoology club to learn about animals and how to look after them.  
The school has loads of opportunities for you to get involved in”***

**Year 8 student**

***“My teachers are all really helpful,  
if you get stuck they help you to understand”***

**Year 9 student**

***“Leaders follow up on any concerns quickly and effectively”***  
**OFSTED**



# JOB DESCRIPTION



**Post** Head of Humanities (and History)

**Grade** TLR 1B

**Responsible to** Deputy Headteacher

## **Overall Role and Remit**

1. To maximise the achievement of students in all Humanities subjects against national and locally agreed benchmarked targets
2. To be lead practitioner for the teaching of History
3. To maximise the recruitment and retention of students at KS4/5 in Humanities subjects
4. To maximise the quality of teaching. In particular to ensure there is no 'inadequate' teaching, and to maximise the proportion of 'outstanding' teaching
5. To ensure delivery of Teaching and Learning Strategies
6. To ensure the curriculum is up to date and innovative
7. To maximise the learning opportunities for students
8. To take a full and active part in the school's quality assurance process
9. To line manage the Heads of subjects in the Faculty and other humanities teachers, including their Appraisal, with pay progression decisions

## **Leading the development of the curriculum, teaching and learning**

1. Has a deep understanding of the characteristics of a well-planned and sequenced curriculum. Highly effective teaching and learning secures commitment from all members of the team to focus relentlessly on improving practices
2. Use DSEF, DDP and QA to plan for excellence in learning (and teaching) to secure sustained knowledge and improvement in students' progressions, T&L and student outcomes
3. Has secured other team members understanding of the subject curriculum, subject standards, and progression so that assessment is accurate and tracking data robust.
4. Students in specific groups (SEND, DIS, Boys) are consistently planned for and their needs are well understood.

## **Quality Assurance**

1. QA is used intelligently, rigorously and consistently across the team to ensure every student's progress and well-being are maximised.
2. The systematic collection of information from a wide variety of sources informs accurate and reflective 360 self-evaluation and leads to the implementation of actions necessary to achieve development.
3. Breaks down priorities in a systematic way and thinks creatively to meet these priorities.

## **Developing Others**

1. Provides astute, ongoing mentoring and coaching both formally and informally.
2. Uses collaboration astutely to both improve the teaching and/or leadership of others as well as building team/organisational capacity.
3. Secures and/or provides a bespoke programme of professional development which leads to the continuous improvement of everyone's performance.
4. Helps others to think through their development priorities and creates a clear plan for addressing needs. Anticipates views and feelings accordingly.
5. Models openness to new ideas and ongoing learning.
6. The use of all RHS CPD opportunities is prevalent and central to developing all members of the team.

## **Holding Others to Account**

1. Clearly communicates expectations, and gives timely, constructive and specific feedback with confidence. Ensures objectives and achieved by making sure others do what is necessary, even if it involves tough or unpopular decisions. Actions are always instigated with the best interests of staff and students in mind.
2. Consistently demands high performance and holds others to account by challenging and effectively tackling underperformance. Upholds, lives and models RHS values through their daily leadership approach.
3. Astutely links QA and self-reflection, to performance development objectives which, in turn, connect with professional development provision.

## **Securing Productive Relationships**

1. Develops and sustains highly productive internal and external working relationships, in order to empower, challenge, influence and motivate all members of the team.

2. Fosters an open, fair, equitable culture in line with RHS school values.
3. Works to build a shared vision and sense of belonging with diverse groups to tackle complex issues and instill professional trust.
4. Conflict is very rare and is managed efficiently and decisively, ensuring an effective resolution

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### **Managing Resources**

1. Resources (including financial, human, environmental) are deployed highly intelligently by the leader to maximise student performance, staff development and secure value for money.
2. 'Risk' is managed highly effectively and ensures that impact is anticipated, planned for and limited.
3. The environment plans and operates with a culture of vigilance and anticipates and mitigates any health, safety and safeguarding.

### **Influencing and inspiring others**

1. Promotes and upholds the school's purpose and RHS & RH6 values. Articulates a compelling vision that inspires others to achieve the highest possible standards.
2. Promotes, develops and nurtures positive relationships and gains support commitment and discretionary effort from their team and beyond.
3. Inspires others to take on new ideas with enthusiasm.
4. Presents & communicates a range of audiences precisely & convincingly.

### **Strategic and aspirational**

1. Understands the whole school priorities and their role in achieving them. Unites their team around a clearly articulated vision for their area of responsibility and establishes well-defined strategic priorities for improving curriculum, teaching, and learning and/or student development.
2. Highly ambitious and leads by example. Involves all team members in developing effective, creative and innovative strategies to achieve priorities and draws on research and best practice to inform improvements.
3. Triangulates priorities through accurate data analysis, 360 tracker and QA to evaluate progress. Regularly reviews progress against strategic priorities, remove barriers and adapt plans to secure ongoing improvement.
4. Cultivates productive networks, collaborations, and relationships within and beyond the school to maximise improvement.
5. Workload reduction is being actively supported and is effective.

### **Self-awareness**

1. A reflective leader who understands their own strengths and areas for developments and how they impact others and uses this to great effect.
2. Actively seeks feedback to become more self-aware.

### **Resilience and emotional maturity**

1. Has a 'growth mind-set', believing everyone can grow and be developed from their initial talents and aptitudes.
2. Comes back stronger after professional challenge, setbacks or failure and epitomises optimism and confidence in the face of challenging situations.
3. Remains motivated and determined in the face of on-going uncertainty and demonstrates emotional intelligence in their leadership approach.

### **Review of Performance**

1. The annual appraisal process will review achievements and development foci for the coming year and are in accordance with the school's Appraisal Policy.

### **Code of Conduct**

1. The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the Staff Code of Conduct.

### **In addition**

1. To ensure you fulfill all aspects of the national Teaching Standards at all times.
2. To attend all additional meetings and evening events suitable for this post.
3. Any other duty deemed reasonable, as directed by the Headteacher.

# PERSON SPECIFICATION

Criteria	E/D	A/I
<b>Experience Pupil Progress</b>		
Familiarity with the KS3 curriculum requirements in History	E	A/I
Familiarity with the KS4 curriculum requirements in History	E	A/I
Familiarity with the KS5 curriculum requirements in History, Government & Politics	E	A/I
Familiarity with the KS3, Ks4 and KS5 curriculum requirements in Geography and RE	D	A/I
To be able to articulate a vision for learning	D	A/I/P
<b>Leadership</b>		
Ability of working collaboratively and successfully with colleagues to build trust and openness	E	A/I
Experience of leadership at subject level	E	A/I
Experience of managing other adults	E	A/I
Ability to stretch all students in their 'Pursuit of Excellence'	E	A/I
Ability to take on additional workload	E	A/I/P
<b>Qualifications Skills and Abilities</b>		
Strong academic background and subject knowledge	E	A
PGCE in relevant subject area	E	A
A strong interest in current developments in History	E	A
Evidence of further professional development at a higher level	D	A
Enthusiasm and ability to motivate and inspire students and staff	E	A/I
Reliable, punctual, diligent, and well organised	E	A/I
Evaluate and plan effectively	E	A/I
Excellent communication skills	E	A/I
Willingness to be involved in the wider life of the school	E	A/I
<b>Quality of Teaching</b>		
Ability and experience of teaching History to KS4	E	A/I
Ability or experience of teaching History to KS5	E	A/I
Excellent classroom practitioner and strong track record of examination results	E	A/I
<b>National Standards</b>		
Evidence all of the Teaching Standards in routine practice	E	A/I
<b>Ethos and Extra Curricular and Curriculum enrichment</b>		
Evidence of inclusive practice and commitment to safeguarding and the welfare of students	E	A/I
Evidence all of substantial contribution to extra-curricular activities	D	A/I
<b>Commitment to Equal Opportunities</b>		
Ability to understand and demonstrate commitment to equality and diversity	E	A/I

E = Essential requirement of the role    A = Assessed via the application form    D = Desirable requirement of the role    I = Assessed at Interview

P = Presentation    T = Practical task



## Humanities Faculty

The Faculty, which boasts an experienced and hardworking staff, is a forward looking, successful and thriving part of Rainhill High School.

### Faculty Aims

The Humanities Faculty aims to;

- Promote an enjoyment of learning, where pupils are encouraged to become independent, multi-skilled learners that achieve highly.
- By studying the different humanities subjects, students can better appreciate the world in which we live, how the past has shaped our future and the multi-cultural society in which we now all live.
- Employ a range of teaching techniques providing equal opportunities to all students.
- We aim to help all pupils to reach their potential and to foster a lifelong interest in these subjects.
- Enable pupils to see outside of themselves with study of the natural and human world around them, its past, religious traditions and social values.
- Enable young people to make sense of the modern world, 'the global village', helping them to become valuable citizens and provide the context and background for all other human activity. The Humanities subjects are vital to any student's education.

### Facilities

The Humanities subjects have dedicated specialist classrooms in the main school. All rooms have a computer and interactive whiteboard for teachers and the school has several ICT suites.

#### Staffing

Jo Parkinson	Head of Faculty
James Fairclough	Head of History & Politics
Quincy Ernest	Head of RE Philosophy & Ethics
Greg East	RE / Head of Citizenship
Joseph Taylor	RE Teacher
Daniel McIver	History Teacher
Rebecca Chittenden	History Teacher
Susan Jones	Geography Teacher
Mary McSporran	Geography Teacher
Helen Wood	Geography Teacher
Jane Marshall	History Teacher 0.8
Adam Webster	History Teacher / Year Progress Leader – Year 8
FEFA	History Teacher 0.5

The Faculty structure is led by the Head of Faculty and supported by Heads of Department for individual curriculum areas.

### Curriculum

#### Key Stage 3

Students follow a three-year key stage 3 curriculum pathway, choosing their option subjects in Year 9. Geography, History and Philosophy & Ethics are taught as discreet subjects at key stage three.

#### Key Stage 4

The Faculty offers Geography as a Full Course GCSE from year 10 onwards.

The Faculty offers History as a Full Course GCSE from year 10 onwards.

The Faculty offers RE as a Full Course GCSE from year 10 onwards.

#### Key Stage 5

The faculty offers Geography A-level.

The faculty offers History and Government & Politics A-levels.



## Examination Performance

Geography	GCSE			A Level		
2023	No of Students = 88	9-7	26%	No of Students = 7	A*- B	71%
		9-4	71%		A-C	86%
2022	No of Students = 124	9-7	18%	No of Students = 17	A*- B	65%
		9-4	64%		A-C	82%
2021	No GCSE entries			No A level entries		
2020	No GCSE entries			No A level entries		
2019	No of Students = 108	9-7	12%	No of Students = 15	A*-B	33%
		9-4	59%		A-C	93%

History	GCSE			A Level		
2023	No of Students = 180	9-7	26%	No of Students = 14	A*- B	71%
		9-4	63%		A-C	86%
2022	No of Students = 181	9-7	28%	No of Students = 7	A*- B	71%
		9-4	75%		A-C	100%
2021	No GCSE entries			No A level entries		
2020	No GCSE entries			No A level entries		
2019	No of Students = 134	9-7	28%	No of Students = 21	A*-B	81%
		9-4	78%		A-C	95%

RE	GCSE			A Level		
2023	No of Students = 36	9-7	25%	No A level entries		
		9-4	72%			
2022	No of Students = 45	9-7	27%	No A level entries		
		9-4	84%			
2021	No GCSE entries			No A level entries		
2020	No GCSE entries			No A level entries		
2019	No of Students = 16	9-7	13%	No A level entries		
		9-4	94%			

## **Examinations Specifications**

### **GCSE**

Courses –

AQA Geography

AQA History

Edexcel Religious Education

Rainhill has an above average intake. In 2024/25 we will have 300 students in Year 7, 8, 9, 10 & 11. As such, significant cohorts follow an EBacc pathway.

Geography:

<b>Student numbers</b>	<b>Y10</b>	<b>Y11</b>
<b>2019/20</b>	110	146
<b>2020/21</b>	124	110
<b>2021/22</b>	88	124
<b>2022/23</b>	127	88
<b>2023/24</b>	126	127

History:

<b>Student numbers</b>	<b>Y10</b>	<b>Y11</b>
<b>2019/20</b>	142	105
<b>2020/21</b>	184	142
<b>2021/22</b>	199	184
<b>2022/23</b>	154	195
<b>2023/24</b>	156	159

RE:

<b>Student numbers</b>	<b>Y10</b>	<b>Y11</b>
<b>2019/20</b>	19	16
<b>2020/21</b>	45	19
<b>2021/22</b>	36	45
<b>2022/23</b>	41	36
<b>2023/24</b>	45	41

### **A Level courses studied:**

Course – AQA Geography.

Course – AQA History.

Course – AQA Government & Politics.

### **Extra-Curricular Activities**

Humanities visits are frequent and popular. Examples from recent academic years are:

GCSE History trips to Krakow and Berlin.

GCSE Geography trips to Sicily, Iceland and Naples, and various parts of the UK.

In year 7, as part of the “Rainhill Experience”, students get the opportunity to visit different places of worship to enable them to understand other faiths.

I am very proud of my team of teachers. They are excellent classroom practitioners. We work well together, we support each other, share resources, and discuss best practice in terms of pedagogy as well as approaches to teaching topics within each subject.

I am proud of the efforts we make for our students in and out of the classroom. History, Geography and Philosophy & Ethics are crucial areas of the curriculum, and children’s lives. My team do a great job in helping our students achieve great exam results and become thoughtful citizens with an appreciation and understanding of the world around them.

**Jo Parkinson**

**Head of Humanities Faculty**

**April 2024**

## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form. Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Click here for the [Teacher application form](#)

# OUR PARTNERS



Founded in 2015 by former Liverpool and England striker, Robbie Fowler, The Fowler Academy's results are impressive. Receiving glowing reports from OFSTED and Pearson qualifications, The Fowler Academy were awarded 'Most Inspirational Post 16 Provider in 2019's Educate Awards and were shortlisted in the 2021 TES Awards, as best national provider and have recently moved to their new home, the former first team training ground for Liverpool FC, Melwood. Partnerships with the LFC Foundation and Rainhill, The Fowler Academy's blended offer of football and post 16 education is both exciting and innovative, ensuring excellent outcomes for students.

