



**HAYBRIDGE
HIGH SCHOOL**

PART OF THE FOUR STONES

THE FOUR STONES

CANDIDATE PACK



A WELCOME FROM OUR HEADTEACHER

Dear Candidate

Thank you for downloading this candidate pack and for taking the time to consider working for our Trust in the advertised position.

I am very proud to be the Headteacher of a school that is determined to make a positive difference to the future of our students and their families, the careers of our staff, as well as contributing to the wider and local community.

The students at Haybridge High School deserve the very best teachers, leaders and support staff and therefore we are looking for an exceptional candidate for this key post.

It is a really exciting time for us as we continue to grow and build upon what is already a hugely successful school.

This post is a great opportunity for you to work with a group of fantastic leaders who believe passionately in what they are doing.

At its simplest, our mission statement as a school remains the same each year and that is to work to achieve the best possible outcomes for all our students thereby ensuring the best life chances for everybody in our care.

This is underpinned by a belief that 'an education' is more than just a set of qualifications but is an experience which allows young people to enhance their natural talents, gifts and abilities.

We strive to ensure that all of our students are supported to be kind, articulate, tolerant, resilient and caring young people who will go

into the world beyond Haybridge as lifelong learners capable of achieving great things and making a difference.

Our responsive teaching model is simple and straight-forward and we pride ourselves on our outward-looking perspective and use of the latest research in the fields of education and cognitive science to ensure that our practice is cutting edge.

I believe that a successful school is founded upon communication and teamwork and so staff contributions are essential in helping us move our school forward. The welfare and development of all of our staff is of paramount importance to us and we are relentless in our quest to ensure all of our staff have the opportunity to access welfare and CPD opportunities.

Perceptions play a huge part in choosing your next employer and I encourage you to make contact and to come and visit us as part of your application.

I look forward to receiving your application.



Charlotte Mondon-Lines
Head of School, Haybridge High School

OUR TRUST

The Four Stones Multi Academy Trust (MAT) is a family of like-minded schools, that collaborate to provide mutual support, share their good practice, and learn from each other. Our students deserve the best and we do this most effectively by working together.

Established in 2018 we have grown to have 3 successful high schools across the West Midlands and we have plans for further growth.

We are unapologetically ambitious for every student, no matter what their background, prior attainment or needs. We take great pride in developing relationships between students, staff, and families, in order that we can ensure that success is desirable, demanded and achievable.

We are determined to make a positive difference to the future of our students and their families, the careers of our staff, as well as contributing to the wider community.

We are dedicated to improving standards and are driven to achieve excellence by living and breathing our core values of:



<p>WE ARE AMBITIOUS FOR OURSELVES AND OUR STUDENTS</p> <p>We set high expectations and standards and strive to achieve excellence in all that we do. We are unashamedly ambitious for the students we serve. We want to provide access to opportunities within the classroom and beyond. We will continue to strive to be the best we can be.</p>	<p>WE ARE COMMITTED TO BEING THE BEST WE CAN BE</p> <p>We consistently deliver on expectations and go the extra mile to get the job done, approaching everything with a "can do attitude". We constantly look to improve ourselves and our service, cultivating our knowledge, skill, and attitudes to achieve excellence.</p>
<p>KNOWLEDGE AND LITERACY MAKE CREATIVITY POSSIBLE</p> <p>Our schools, where students develop the literacy skills on which all further learning depends, cultivate creativity by providing a broad base of academic knowledge that students need to be properly creative. The knowledge we deliver is powerful in that it changes students' perceptions, values and understanding. It encourages students to ask new questions and explore alternate explanations.</p>	<p>INTEGRITY IS ABOUT DOING THE RIGHT THING</p> <p>We treat others with respect and honesty. We take care of our environment and utilise knowledge and understanding wisely. We nurture our students so that they become young adults of principle and character who support each other in their quest for excellence.</p>

OUR TRUST

As part of our Trust Development, we have the following aims which we call our Trust Dividend



We grow our own future leaders at all levels; we have high-quality CPD. We care about staff development, no matter the pay grade or position.



We integrate our SCITT/Teaching School Hub into the work of the Trust. This helps recruitment, contributes to our CPD programmes and provides opportunities for diversification and networking.



We are research-based, we base our practices on what is proven to work.



Our curriculum is forensically researched, planned and thought through so that our students are equipped with the knowledge they need to be successful in examinations and adult life.



We have the best personal development programme as an entitlement for all students.



We have partnerships with outstanding provision eg music, sport, professional bodies, business and universities.



Our four values are at the heart of all that we do - influencing our culture and our students' beliefs and actions.



Our differences are a strength as schools; our context diversity influences our practice and ability to deliver school improvement.



Our approach to literacy is outstanding and changes students' lives and access to education



Our strong, central services ensure leaders have the capacity to drive school improvement. We are experts in our management of finance, estates, HR and ICT.



Teachers can teach, learners can learn because we create school cultures with high expectations of behaviour and conduct where learning is sacrosanct.



We are kind and driven; the two are not incompatible.

Further details can be found on our website www.the4stones.co.uk

Job title: Curriculum Leader for Social Sciences

Salary: MPS/UPS + TLR2b (£5,646)

Hours: Full time

Job Location: Haybridge High School

Curriculum Leader-Job description

Line managed by: SLT

Summary: Overall responsibility for teaching and learning, achievement and attainment within the department. Organisation of the delivery of the subject in the school. To contribute to the development and maintenance of whole school strategy, policies and ethos.

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time and Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers. The responsibilities outlined in this job description are in addition to those covered in the 'Teacher' job description.

Specific Responsibilities

A. Strategic direction and development of the subject

1. To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
2. To demonstrate an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
3. To display a developing and professional knowledge base together with the ability to identify the key implications for subject development.
4. To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
5. To establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular analysis of this data.
6. To establish and implement a variety of systems and processes which provide good information gathering about students' prior learning, their progress and achievements and the quality of teaching and learning in the subject.
7. To involve all departmental colleagues in the creation and execution of the departmental action plan (DAP). This will identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the school action plan (SAP).
8. To regularly review and evaluate the progress towards the targets set in the DAP and provide regular progress updates to the SLT line manager to ensure that they are fully aware of all successes, issues and concerns.
9. To ensure, where appropriate, representation of the department at Curriculum Leader meetings. If not attending the Curriculum Leader meetings, to keep abreast of debate and contribute through a representative colleague.
10. To hold regular departmental meetings; keeping subject staff up-to-date with decisions and proposals made by different groups to seek departmental views of these.

B. Teaching and learning

1. To lead the subject staff in the teaching of the subject, and provide a role model for high quality teaching and learning in the subject.
2. To keep abreast of new developments in content and teaching style.
3. To monitor and evaluate the department's examination specification and schemes of work.
4. To engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
5. To ensure that all subject staff follow the agreed syllabus/specification.
6. To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group (except where some sets are following accelerated courses).

7. To initiate and, where appropriate, organise curricular and educational enhancement activities related to the subject.
8. To provide regular feedback and INSET to all subject staff on teaching and learning which recognises good practice and supports their progress.
9. To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
10. To provide quality assurance monitoring and intervention with all subject staff.
11. To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
12. To provide regular feedback to the SLT line manager to help the school evaluate its practice.
13. To assist the SLT line manager in the regular review of the standards of leadership, teaching and learning in the subject area
14. To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

C. Leading and managing staff

1. To give necessary help and guidance to all subject staff.
2. To help in the selection of teaching staff for the department.
3. To be responsible for inducting NQTs and new staff.
4. To ensure that all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.
5. To assist members of the department in discipline matters.
6. To secure, maintain and integrate the collaborative effort of the subject staff so that involvement, commitment and team spirit are promoted.
7. To ensure that subject staff are familiar with and follow all school and departmental policies e.g. reports, disciplinary procedures, setting and marking of work.
8. To assist the Headteacher in drafting reports and references on present and past members of the department.
9. To manage the support staff in the department.
10. To alert the SLT line manager of any complaints regarding subject staff and discuss strategies for the support of teachers as required.
11. To implement and promote the use of appraisal to develop the personal and professional effectiveness of subject staff.
12. To act as an appraisal team leader for identified members of subject staff.
13. To ensure the appraisal arrangements are effectively discharged by the other team leaders in the department.
14. To ensure that all subject staff have high quality professional development opportunities.
15. To monitor and evaluate the contribution and impact of other staff to school improvement.
16. Take initial responsibility for the pastoral care and welfare of all departmental staff.

D. Resource Management

1. To maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject.
2. To administer efficiently and effectively the resources and capitation of the department.
3. To ensure that the teaching area allocated to the department is kept in good order.
4. To ensure colleagues create a stimulating learning environment for the teaching and learning of the subject.
5. To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
6. To discuss departmental timetable schedules with all members of the department and to ensure a fair and realistic distribution of teaching load in accordance with information issued by SLT.
7. To plan the deployment of staff expertise to achieve the targets in the SAP.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Honours Degree • DfE recognised Qualified Teacher Status • Evidence of continuing professional development • Evidence of keeping up to date with educational thinking and knowledge 	
Key Knowledge/ Experience	<ul style="list-style-type: none"> • Suitability to work with young children • Able to form and maintain appropriate relationships and personal boundaries with children and young people • Positive attitude to use of authority and maintaining discipline • Experience of teaching across the full age and ability range of a secondary school • A record of high quality classroom teaching • Proven record as a teacher whose students reach high standards of learning and achievement • Experience as a form tutor • Experience of managing an area of development • Efficient manager and administrator 	<ul style="list-style-type: none"> • Involvement in or leadership of developments at departmental or whole school level
Skills and Abilities	<ul style="list-style-type: none"> • Commitment to improving student learning and raising achievement • Enthusiasm to inspire in students a desire to learn and participate • Knowledge and understanding of recent legislation, development and initiatives in secondary education • Knowledge of the curriculum at KS2, KS3, KS4 and KS5. • An understanding of the use and potential of ICT to develop learning • An excellent classroom practitioner • An effective communicator and motivator of students • Good ICT skills • Ability to enable and empower others. • A team player with the ability to establish good working relationships with staff, students and parents/carers. • The ability to communicate clearly and concisely both verbally and in writing at all levels. • The ability to support students and respond to parents/carers through fluent and accurately spoken English. 	<ul style="list-style-type: none"> • An understanding of the whole range of learning needs • An understanding of the use of comparative data and target setting

SPECIFICATION

<p>Personal Qualities</p>	<ul style="list-style-type: none">• A capacity for hard work• Ability to have the vision to plan the way ahead and to get things done• Able to lead a team and get the best out of staff and students• A fair, flexible, open and decisive approach to leadership in the classroom• Enthusiasm for, and readiness to accept, change• A commitment to justice, quality of opportunity and to comprehensive education• Good ICT skills• Ability to work on own initiative• Ability to take responsibility for planning own workload and commitments• Ability to work under pressure and keep to deadlines• Ability to be sensitive to the needs of others• Ability to be supportive• Professionalism• A sense of humour, warmth, energy, stamina and resilience• Good record of attendance and punctuality• Willingness to reflect upon his/her experiences in a critical and constructive manner	
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OUR OFFER TO STAFF

We understand that happy, well-motivated and well-trained staff make the most effective teachers, leaders and support staff.

Our jobs are demanding, and we are therefore always striving to remove barriers and find ways to make life that little bit easier.

Whether that's making sure that you have time for a cup of tea during the day or ensuring that you have access to the best professional development- it all counts! We want you to enjoy your time at school and thrive professionally.

We understand that working in our trust is only one part of your life and we recognise that balancing the needs of work and your needs, or the needs of others outside of work, can be difficult at times. Working more flexibly can help you achieve a better balance. That why we are constantly reviewing our already extensive family friendly policies so that we can do our best to accommodate you where possible when you need it.

When working for us you can expect access to an excellent package of staff benefits, which includes:



Pension

Access to teachers' or local government pension schemes.



Flu Jab

Take a free annual flu jab each year.



Assistance Programme

Access to our employee assistance programme scheme.



Cycle to work

Help the environment with our cycle to work schemes.



Discounts

Take advantage of our lifestyle discount schemes.



Long Service

Help the environment with our cycle to work schemes.



OUR OFFER TO STAFF

But here are some of the established practices which we believe makes our Trust an excellent place to work:

- We offer access to recognised, accredited training and leadership courses such as the National Professional Qualifications
- Opportunities for promotion: we focus on growing and developing our staff through succession planning and by providing opportunities for promotion from within our school
- A Trust wide day in December when our pupils are not in school which gives our teaching teams dedicated time to the marking and moderation of the Year 11 mock examinations.
- A designated buddy to make sure you always have someone to work alongside in order to soundboard, discuss ideas and solutions, have their thinking challenged and to challenge the thinking of others
- A work life balance: we do not expect our staff to answer out of hours emails and we discourage the use of personal mobile phones to retrieve and respond to emails.
- Food is always provided on training days, parents' evenings and at other evening events as well as at those times of year when you need it most, such as just before a holiday.
- Admin support: we lighten the load of our middle leaders by providing admin support throughout the year so that they can focus their time and energy on strategy and the biggest levers to develop practice.
- A focus on wellbeing: in each of our schools, a member of the senior leadership team is in charge of wellbeing and workload to evaluate our practices and provide essential support to all staff



HOW TO APPLY

We welcome enquires, informal and exploratory conversations and applications from everyone and value flexibility and diversity in our workforce.

Should you wish to discuss the post or arrange a visit to the school please contact Lauren Shoring (HR Admin Manager) lshoring@the4stones.co.uk.

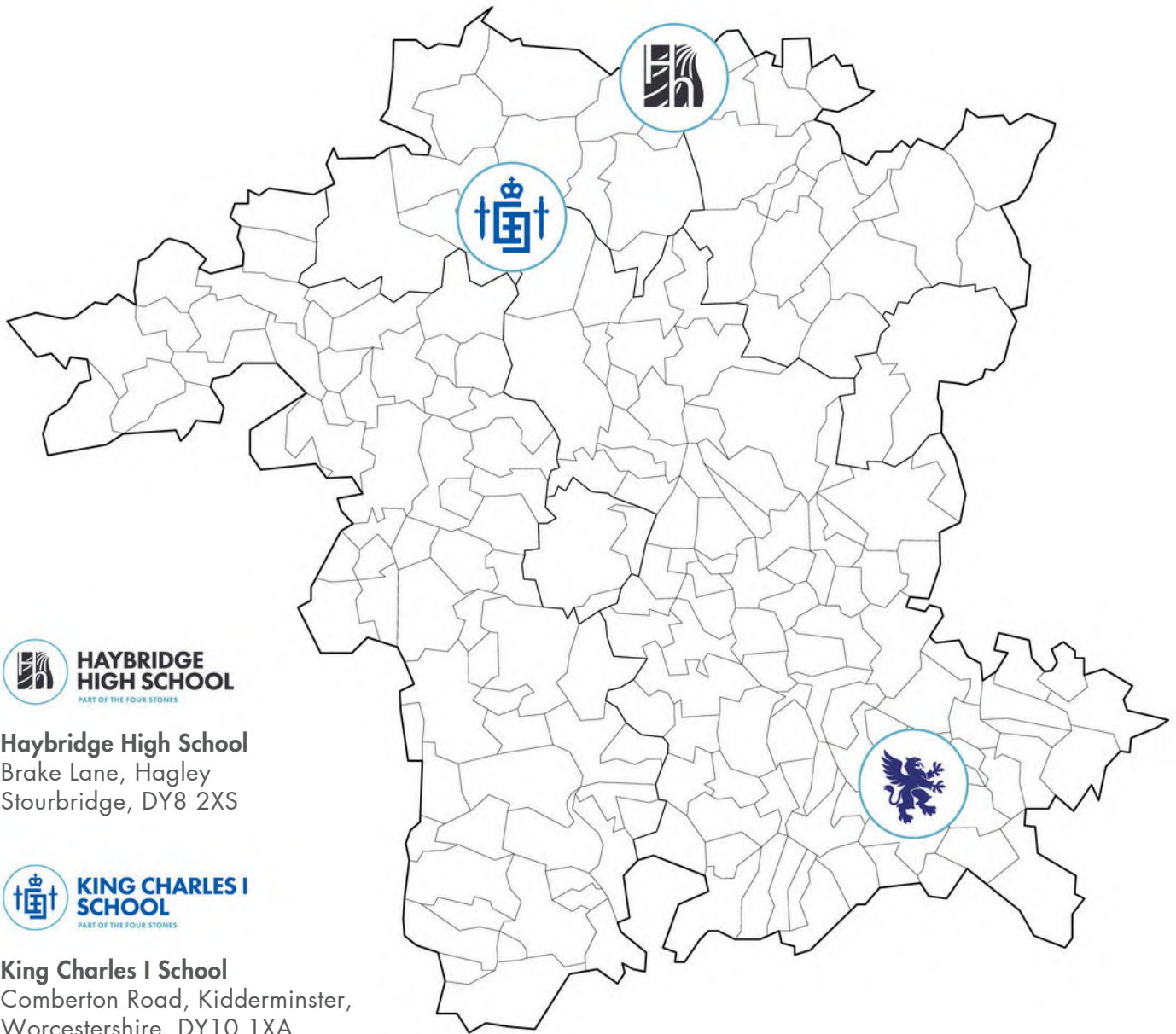
You are invited to submit an application form to The Four Stones MAT Human Resources Department using recruitment@the4stones.co.uk

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

We are fully committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This role will involve undertaking regulated activity and therefore this position is exempt from the Rehabilitation of Offenders Act 1974 and an enhanced DBS will be required for the successful candidate.



OUR SCHOOLS



Haybridge High School
Brake Lane, Hagley
Stourbridge, DY8 2XS



King Charles I School
Comberton Road, Kidderminster,
Worcestershire, DY10 1XA



TDMS
Four Pools Road, Evesham,
Worcestershire, WR11 1DQ



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