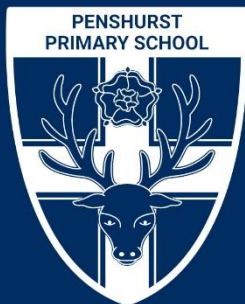


Information for Candidates

Job Vacancy: Head of Department, History



THE HESSLE ACADEMY

Mr V Groak
Headteacher

The Hessle Academy
Tranby House
Heads Lane
HESSLE HU13 0JQ
East Riding of Yorkshire

Tel: 01482 648604
Web: www.thehessleacademy.co.uk
Email: hr@hessleacademy.com

Contents:

Our Academy
Multi Academy Trust
Values and Vision
New Staff and Early Career Teachers
Staff Development and Wellbeing
Leadership Team
The Vacancy
How to Apply

Appendices:
Job Description
Person Specification



Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2021, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

Staff are extremely dedicated to maximising the potential of the children in their care. Many have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

Staff are highly motivated, morale is high and, in regular wellbeing surveys, staff comment that leaders take their wellbeing seriously and have actively improved work/life balance.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".



Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

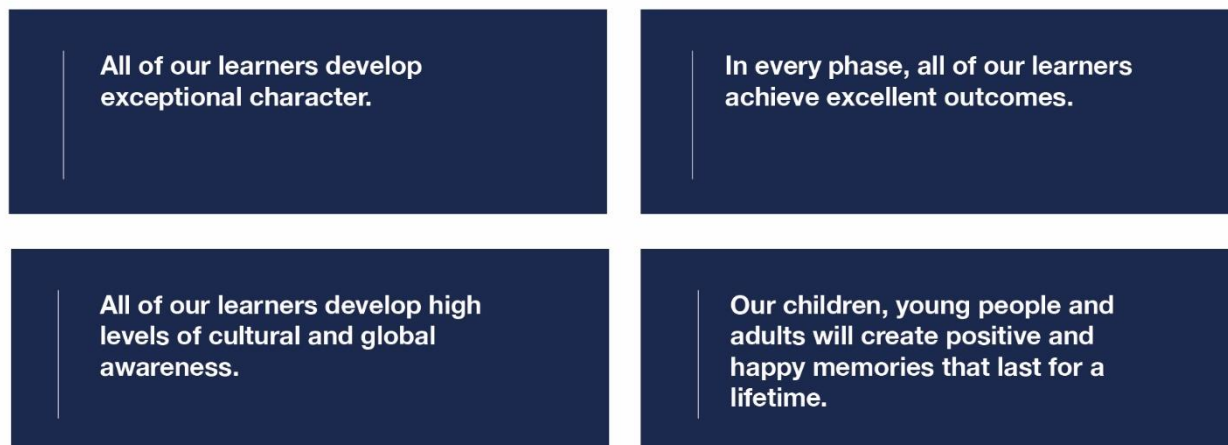
- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.

Values and Vision

"Everyone can achieve the extraordinary"

Our Vision for Our People:



These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

New Staff and Early Career Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

"It won't be easy, but it will be worth it."

Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

Headteacher

Hessle High:

Deputy Headteacher x 2
(Quality of Education / Pastoral)

Assistant Headteachers x 4
(Standards / Student Welfare / Safeguarding / Sixth Form)

Penshurst Primary:

Head of School
Assistant Headteachers x 2
(Pupil Development and Behaviour / Quality of Education)

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

The leaders of the English, Mathematics and Science department form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

Vacancy

Applications are invited for the post of Head of Department, History in this popular and successful school to start in September 2022. *Salary to be determined by experience and qualifications*

The history team have a successful track record at both GCSE and A Level, often with the best outcomes in the Academy, and we are looking for someone to lead the team to continue this success. The department is made up of outstanding practitioners with many years' experience, with a mixture of full and part time and other responsibility across the Academy.

Personal qualities and experience required:

This is an exciting time for an ambitious and innovative teacher and leader to join the team. We are looking for someone with excellent teaching and communication skills, who will be creative, enthusiastic and committed.

The successful candidate will hold a Degree or equivalent in a field related to History and can transfer their enthusiasm and knowledge of the subject to students across the age and ability range.

They will be a talented and creative teacher, consistently delivering high quality lessons. The successful candidate will have a passion for their subject and a desire to inspire students to develop their love of History.

They will have the ability to enable students to achieve high educational standards and to develop positive and strong relationships with students and staff alike. They will have a knowledge of current developments in History and will be able to both deliver within existing schemes of learning and contribute to their review and the development of new schemes of learning.

The successful candidate will have the qualities to develop further in their career. They will be able to demonstrate a commitment to CPD. An experienced colleague would be motivated to support the further development of others; equally we provide a supportive programme for newly qualified teachers.

Department

The Head of History will be supported by four specialist History teachers. The department prides itself on its excellent results, extra-curricular activities and close working relationship.

In January 2016, we moved into our new purpose-built school. The department has three specialist classrooms, all equipped with 82-inch LED televisions as well as up to date computer systems running the latest operating system. All subject areas have access to a staff work room which includes computer access, printers and photocopiers and additional resource space.

Curriculum

The department aims to provide broad and balanced study of the world for all students using a wide variety of teaching and learning styles.

All staff teach all aspects of History at KS3, KS4 and KS5. Our students follow a three-year Key Stage 3 with students taught a range of topics, issues and skills. We follow the Edexcel GCSE specification and over topics such as The American west and Anglo-Saxons. We are very popular at Sixth Form level and we offer A Level History, following the AQA specification.

Extracurricular Activities

The department prides itself on the support and assistance given to students at lunchtime and after school to help them achieve the highest possible grades across all the Key Stages.

How to Apply

Post Number TCAT 000884 –Head of History Department

Complete our application form and return to:

Electronic applications	recruitment@hessleacademy.com
Paper applications	Human Resources Lead
	The Hessle Academy
	Tranby House, Heads Lane
	Hessle, East Riding of Yorkshire, HU13 0JQ

The closing date is 9.00am on Monday 16 May 2022.

Please note that we reserve the right to close this post early or extend the deadline.

Should you have any queries or wish to visit the school prior to making an application, please contact:

Sarah Greenley, Operations Manager

Telephone: 01482 648604

Email: recruitment@hessleacademy.com

We wish you every success with your application.

Mr V Groak

Headteacher

The Hessle Academy is committed to safeguarding children. All positions in school are subject to a satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Job Description

Post Title:	Head of Department, History (TLR2c - £7017)
Responsible To:	Headteacher, via SLT Link
Teaching Periods:	Not to exceed 41/50

Main Purpose of the Job

To be responsible for raising the standards of attainment for all students in History, through a well-planned curriculum and high standards of teaching and learning. To uphold the values of the Hessle Academy and the principles of ethical leadership in all interactions with colleagues, students and parents.

Core Accountabilities:

1. **Responsibility for standards of attainment and progress**
2. **Responsibility for strategic development**
3. **Responsibility for staff and staffing**
4. **Responsibility for student achievement and welfare**
5. **Responsibility for resources**

Key Tasks

1. **Responsibility for standards of attainment and progress**
 - a. Ensure that all students follow a well-planned and strategically-intentioned curriculum which challenges and inspires students to develop a thirst for learning
 - b. Ensure that the quality of learning is the focus for all work in History, supporting the implementation of whole school improvements to teaching and learning
 - c. Ensure that appropriate targets for student attainment and progress are met in line with performance indicators (school and national)
 - d. Maintain accurate and comprehensive records of student progress
 - e. Report on student progress to internal and external groups, including senior leaders in school and, on request, to Governors/Trust
 - f. Consistently evaluate the quality of education within History using a wide range of strategies to collect evidence, including student voice and work scrutiny
 - g. Implement intervention strategies as appropriate to ensure all students make progress towards their targets
 - h. Ensure that assessment procedures in History are robust, follow agreed school policy to support student learning and achievement and are used consistently by all staff
 - i. Ensure that appropriate data and information is prepared for examination and test entries in good time
 - j. Liaise with other Heads of Department, to ensure that the best practice is shared to the benefit of all students
2. **Responsibility for strategic development of department**
 - a. Liaise with SLT Link as agreed to plan and develop the History Department
 - b. Conduct an annual review of the curriculum keeping abreast of, and implementing, school and national initiatives
 - c. Update and publish annually, schemes of learning and curriculum plans for each year group ensuring appropriate differentiation of material for Most Able and SEN students
 - d. Ensure the integration of school policies into schemes of learning and monitor delivery by all staff
 - e. Evaluate and report on the impact of all improvement activities on teaching and learning
 - f. Produce, cost and implement an annual Development Plan for History that is in line with the core priorities of the School Development Plan
 - g. Ensure all students have access to an appropriately challenging and supportive enrichment programme
 - h. Liaise with other Heads of Department, to ensure that there is a common approach to curriculum development which supports the ethos of the school and faculty
 - i. Be proactive in seeking out best practice internally, from within the Academy Trust as well as externally
3. **Responsibility for department staff**
 - a. Maintain personal expertise in History and share it with others
 - b. Act as a role model of good classroom practice for other teachers by being effective and proactive in

- implementing high quality teaching and learning
- c. Plan the deployment of staff expertise to achieve school improvement objectives in the most effective way including appointment of new staff as appropriate
- d. Monitor and evaluate standards of teaching and learning, identifying areas for improvement. Undertake, in line with school policy, appropriate lesson observations of colleagues within the department
- e. Plan and implement strategies to improve teaching and learning, where needs are identified
- f. Support the development needs of all staff in the History area and target CPD as appropriate
- g. Induct, support and monitor new staff in the curriculum area
- h. Have full consideration for staff well-being and developing morale

4. Responsibility for students in the department

- a. Ensure that the work of the department is stimulating and engaging to all students
- b. Provide for the learning needs of all students through appropriate differentiation for SEN and More Able
- c. Liaise with Learning Support through the SENCO to ensure support staff are deployed efficiently and that resources are used effectively
- d. Maintain a safe and productive learning environment for all students, dealing with discipline issues following the school's Behaviour, Discipline and Rewards policy to avoid disruption to learning
- e. Seek opportunities to develop the behaviour management skills of the staff
- f. Instil a sense of pride, worth and achievement

5. Responsibility for resources in the department

- a. Use the accommodation available to create an effective and stimulating environment for the teaching and learning of the subject with available resources. Plan future development
- b. Monitor use of History teaching areas to ensure a high standard of condition is maintained reporting defects as appropriate
- c. Be responsible as the Budget Holder for the learning resources allocation for the department. always Administer the budget to ensure the principles of best value and that resources are deployed to meet the teaching and learning needs of the department
- d. Ensure the annual audit of all equipment is undertaken and any irregularities are investigated.
- e. Ensure the asset register is kept up to date by liaising with the appropriate support staff
- f. Contribute to the school health and safety file as appropriate

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Core Purpose of a Teacher

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Expectations

The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond. The post holder has a significant level of daily guidance and should always prioritise the safeguarding of young people.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

Person Specification

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • QTS • Degree/Equivalent in relevant subject • Evidence of continuous professional development 	<ul style="list-style-type: none"> • Evidence of further training in leadership and management
Experience	<ul style="list-style-type: none"> • Successful classroom experience within the secondary range as a teacher • Experience in the role of form tutor • Proven record of exemplary teaching which has ensured good/outstanding progress and achievement for pupils across the full ability range • Ability to teach across the key stages • Experience of assessment of students' progress 	<ul style="list-style-type: none"> • Ability to articulate and share the vision of The Hessle Academy • Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement • Experience of use of History through business, research or industry
Knowledge and Skills	<ul style="list-style-type: none"> • Understanding and commitment to promoting and safeguarding the welfare of all pupils • Good understanding of the National Curriculum in History and recent changes • Good understanding of curriculum developments in History • Potential to contribute to the development of courses • Good ICT skills • Excellent personal organisational skills • Ability to prioritise workload and work to specific deadlines • High expectations for student behaviour and an uncompromising approach to securing these standards consistently • A commitment to continually update own knowledge and skills and to share best practice within the school, and more widely 	<ul style="list-style-type: none"> • Ability to use data management systems • Experience of undertaking effective performance management
Personal Attributes	<ul style="list-style-type: none"> • Exceptional and unshakable vision for school standards • Ability to delegate where appropriate and to support others in undertaking responsibilities • Commitment to support the nurturing ethos at The Hessle Academy • Commitment to equal opportunities • High expectations for all pupils • Ability to inspire, challenge, motivate and empower others • Belief in and ability to foster a fair, open and supportive culture • A 'can do' attitude and an ability to solve issues as and when they arise • The desire to convey interest in History to young people • To be able to work as part of a team and build positive relationships, supportive of others • An ability to take initiative and seek advice where appropriate • Energy, ambition and enthusiasm. Self-motivated • Ability to establish good working relationships and communicate effectively, orally and in writing, to a range of audiences; e.g. staff, pupils, governors, parents • Good health record and sense of humour 	<ul style="list-style-type: none"> • Experience of working with other stakeholders and/ or members of the community