



# CROXLEY DANES SCHOOL

Appointment Brief for  
Head of Faculty - Humanities

Danes Educational Trust

MAKING THE DIFFERENCE TOGETHER





## CROXLEY DANES SCHOOL

Dear Applicant

Thank you for showing an interest in the post of Head of Faculty – Humanities - starting in September 2021.

This is an extremely exciting time to join Croxley Danes School as in September 2020, the school opened its brand new permanent accommodation at Baldwins Lane in Croxley Green, including a building with a capacity for over 1200 students. The permanent site for the school comprises 12.3 hectares. This far surpasses the need for a six form entry school, therefore the space afforded to the students on site is, compared to other local schools, second to none. Furthermore, the permanent school building has been meticulously designed to ensure both students and staff experience a first-class learning environment. More details about (and images of) the permanent site can be found [here](#)

The Danes Educational Trust currently comprises six schools: St Clement Danes School, Croxley Danes School, Chancellor's School, Onslow St Audrey's School, De Havilland Primary School and Elstree Screen Arts Academy. Dr Josephine Valentine OBE is the CEO of the Danes Educational Trust. She was Headteacher of St Clement Danes School for 20 years. She is a National Leader in Education, a DfE Advisor and has oversight of all five schools. If appointed, you will benefit from teaching within an established, outstanding Trust whilst also contributing to the education of the first cohorts of students in a new school at an exciting stage in its development.

We are heavily over-subscribed - for 2021 secondary transfer we received over 1000 applications for 180 places. Currently we have 660 students across Years 7-10 who are aspirational, confident and have excellent attitudes to learning. They are extremely proud of being the first cohorts of students in a brand new school and excited about the future. Staff overwhelmingly report that they are delightful to teach and fun to have in the classroom. Their behaviour is excellent.

We are looking to recruit a Head of Faculty – Humanities with a strong grasp of good and outstanding teaching, confident in their ability and able to consistently deliver effective lessons and learning with a positive approach. We look for talented and committed people and work hard to keep them, helping them to reach their full potential. In return we offer an exceptional CPD programme within the Trust.

You should possess excellent communication and organisational skills, be hard working, flexible and professional. You should have high expectations of students, colleagues and yourself, displaying energy and enthusiasm in and out of the classroom, contributing to the school's overall success. A willingness to contribute to other areas of school life would be welcome.

I want Croxley Danes School to be outstanding and a strong part of the local community. If you share our commitment to educational excellence, we want to hear from you.

We are part of the Danes Educational Trust, more information about the Trust can be found [here](#).

Yours sincerely

**MR S THOMPSON**  
Headteacher



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Becoming part of the team at the Danes Educational Trust will give you an opportunity to make a difference to the educational outcomes of young people in Hertfordshire, whilst providing you with an opportunity to pursue your passion for education.

In the last year, we have expanded to be a Trust of six schools: St Clement Danes School, Croxley Danes School, Chancellor's School, Onslow St Audrey's School, De Havilland Primary School, Elstree Screen Arts Academy and we have more schools in the pipeline. Schools maintain their own individual cultures and relationships with their community and networks, but align through key educational policies and school improvement strategies, and crucially align with respect to the Trust's vision and core values.

You will be part of a Trust that develops optimistic, resilient learners and valued, empowered staff. We collaborate with local, national and global partnerships to achieve our vision of 'Making the Difference Together' and consider our core values to be at the heart of what makes our Trust unique:

- We value **joy** in working, teaching and learning together
- We encourage everyone within our Trust to feel **optimistic** about the future and how they can shape it
- We support all individuals in developing **resilience** to enable them to respond to change and grow as a result
- We value and support the **wellbeing** of all individuals who learn and work in our schools
- We provide **equality** of opportunity and experience for all
- We provide a **safe** and secure learning environment for all

**Job Title: Head of Faculty - Humanities**

**Line Manager: Member of Senior Leadership Team**

**Pay Range: MPS/UPS (Fringe Area) + TLR1b**

**Required from 1<sup>st</sup> September 2021**

### **Core Purpose**

To provide leadership and direction for the Humanities Faculty and ensure that it is managed and organised to meet the aims and objectives of the school.

### **Main Duties and Responsibilities**

To be responsible for securing high standards of teaching and learning through curriculum development and continual pedagogical innovation, resulting in student performance matching or exceeding school expectations. To play a major role in the development of school policy and practice and to be responsible, like all other staff, for safeguarding and promoting the welfare of students

### **Leadership**

- Lead and line manage Subject Leaders within the Humanities Faculty.
- Represent the subject areas at Heads of Faculty meetings and to report back on key issues as appropriate.
- Provide SLT with relevant faculty student performance information as part of the school's self- evaluation cycle.
- Oversee and monitor quality assurance programmes within faculty, such as lesson observations, learning walks, work scrutiny and student conversation.
- Identify and implement strategies to address improvement needs.

### **Strategic Direction**

- Overview and evaluate faculty performance in discussion with Subject Leaders and provide future targets based on such evaluation and discussion
- Ensure short, medium and long term plans are established for the development and resourcing of the faculty which contribute to whole-school aims, policies and practices and identify realistic targets for the development of the faculty
- Manage change effectively, deploying faculty staff and resources to maximise curriculum outcomes
- Develop and implement policies and practices for the faculty which reflect whole school aims and objectives
- Create a climate, which enables other staff to develop and maintain positive attitudes towards their subject and teaching it
- Demonstrate both enthusiasm and high standards of teaching to members of the faculty and to students

*Heads of Faculty have a responsibility to oversee subject areas ensuring they are led and managed effectively by subject leaders. Head of Faculty who are also responsible for a subject or key stage have more direct responsibility for these areas.*

### **Teaching and Learning**

- Establish the faculty's curriculum intent and expectations for implementation. Ensure effective curriculum coverage, sequencing, continuity and progression in the subject areas for all students by all members of the faculty
- Ensure that teachers are clear about the end points of teaching modules and how lesson sequencing will support knowledge acquisition.
- Ensure that teachers are clear of the learning objectives of lessons and through the provision of resources provide guidance on appropriate teaching and learning methods
- Ensure the development of students' literacy, numeracy and ICT skills and SMSC knowledge through the faculty's curriculum intent and implementation
- Develop clear policies for assessing, recording and reporting on student achievement, and using these to set targets for further improvement across the subject areas
- Establish high expectations and ensure that clear targets are set for student achievement including for those with special educational needs, pupil premium status and the more able
- In conjunction with Subject Leaders regularly monitor the progress of all students, using data effectively to identify students who are underachieving, creating plans of action where necessary to support recovery



# **Job Description**



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#### **Teaching and Learning continued...**

- Establish a partnership with parents to involve them in their child's learning and develop links with the local community and relevant organisations to support the faculty's curriculum intent and implementation
- Instigate, monitor and evaluate intervention strategies where appropriate
- Oversee the examination entries for Key Stages 4 and 5
- Identify and nurture opportunities for students to engage beyond the taught curriculum through extra-curricular activities and educational visits

#### **Leading and Managing Staff**

- Provide opportunities for staff development and enrichment through the appropriate allocation of tasks and membership of whole school working parties
- Help staff to achieve constructive working relationships with students and colleagues based on clear expectations
- Oversee the appraisal of all faculty staff as required by Trust policy, identifying staff needs with regard to Continuing professional development and Learning (CPDL)
- Ensure that all new teachers are appropriately trained, monitored, supported, assessed and effectively inducted into the faculty
- Encourage staff to discuss developing ideas in their subject and foster an atmosphere of discovery to enhance their perception of the subject

#### **Efficient and Effective Deployment of Staff and Resources**

- Establish timetabling, staff and resource needs for the subject and inform SLT of likely priorities for expenditure in close connection with school policies and subject development plans
- Ensure the effective and efficient management and organisation of learning resources including ICT
- Use accommodation to create an effective and stimulating learning environment in which health and safety risks are properly assessed
- Maintain effective control for allocated capitation for the faculty

#### **Communication and Liaison**

- Communicate effectively with members of the faculty through formal and informal meetings and briefings
- Meet regularly with the SLT line manager over matters relating to the faculty, as well as personal professional development
- Meet regularly with Subject Leaders to support the accomplishment of both whole school and faculty aims and objectives
- Liaise with other key staff, including SENCO, Heads of Years and support staff on matters relating to the faculty
- Communicate with parents as appropriate
- Represent and promote the faculty at relevant school events and talks, such as, but not limited to the GCSE Options evening and the Sixth Form Admissions Event
- Oversee the deployment of assigned prefects and other student representatives to support faculty development

# Job Description continued.



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### **Our Vision**

At the Danes Educational Trust we are committed to 'Making the Difference Together' sharing best practice and supporting each other to be the very best we can be.

### **Core Values**

The post holder is expected to share our commitment to our core values:

- We value joy in working, teaching and learning together
- We encourage everyone within our Trust to feel optimistic about the future and how they can shape it
- We support all individuals in developing resilience to enable them to respond to change and grow as a result
- We value and support the wellbeing of all individuals who learn and work in our schools
- We provide equality of opportunity and experience for all
- We provide a safe and secure learning environment for all

### **Compliance**

The post holder is required to be aware of and comply with policies and procedures relating to child protection; health and safety; confidentiality; and data protection and report all concerns to an appropriate person.

### **Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts.

### **Additional Information**

All staff are required to participate in training and other learning activities and in performance management and development as required by the Trust's policies and practices.

This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of the Trust.

### **Supervision/Job Context**

The post holder is managed by a member of the Senior Leadership Team.

### **Contacts**

The post holder will work with all members of teaching staff within their faculty and teaching staff from other faculties. They will also work with Senior Leadership Team members, the SENCO, Learning Support Assistants, and non-teaching staff. They will have contact with students, parents, governors, and may have contact with advisors and other visitors to the school.

# Job Description continued.



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**We are looking for ...**

**Knowledge, Experience and Training**

**Essential:**

- Qualified Teacher Status (QTS) in Geography
- A passion for teaching and education in its widest sense
- Excellent subject and curriculum knowledge
- Experience and evidence of a positive impact as a subject leader or other similar role
- Experience of teaching at all Key Stages and demonstrating a positive impact on student progress and outcomes
- Ability to articulate an ambitious and appropriate vision for the faculty
- Ability to set high expectations which inspire, motivate and challenge both staff and students
- Ability to manage staff (collectively and individually), with structured challenge, support and CPD
- Ability to coach and train others to be highly effective teachers
- Ability to analyse and use data to raise departmental performance
- Excellent interpersonal skills to facilitate effective communication with a range of stakeholders
- A willingness to undertake Continuing Professional Development and Learning (CPDL)
- The ability to show initiative, to multi-task and develop existing skills
- Ability to demonstrate patience, flexibility and a sense of humour
- Ability to cope with pressure and demonstrate a calm and measured response
- A natural aptitude to model the Trust's core behaviours – *'We display transparency, kindness and respect in all our interactions with others, and support each other in all our endeavours. We are tenacious in our desire to make the difference together'.*

**Desirable:**

- Holder of NPQML qualification or additional further professional qualifications

# Person Specification





## Curriculum Summary

We currently have nine faculties: English, Maths, Science, Humanities, Modern Foreign Languages, Technology, Physical Education, Creative Arts (Art, Music and Drama) and Social Sciences.

All Faculties currently have a Head of Faculty or Subject Leader. Over the course of the next five years a number of curriculum and pastoral middle leadership roles, as well as a variety of senior leadership posts, will also become available, ensuring that aspirational staff will have opportunities to progress their career and assume additional responsibilities at the school.

All our Faculties use Schemes of Work that have been developed from tried and tested resources from St Clement Danes, our sister school. As such, the students are following a similar curriculum and assessment framework at Key Stage 3 which facilitates progress comparisons with an established school which has outstanding student outcomes. Every data comparison to date demonstrates that the students have adopted the positive attitude to learning that is highly evident in our sister school and are making good progress. When the students reach Key Stage 4 they follow the same specifications at GCSE as St Clement Danes to facilitate the sharing of resources, knowledge and expertise, which should reduce workload whilst promoting positive academic outcomes. The school has high expectations of student behaviour, which is proving to be exemplary. To learn more about the curriculum and to download the KS3 and KS4 curriculum booklets, please visit our website: <https://www.croxleydanes.org.uk/198/ks3-ks4-curriculum>

There is a rich programme of Extra-Curricular activities and Student Participation Groups underway. Successful candidates will be encouraged to add to these opportunities for our students. In addition, many Faculties have already started to create links with the local community in Croxley Green where the school is situated. Examples of this can be seen on our [News Pages](#) and [Twitter Feed](#). We are keen for successful candidates, to further develop these links. The current extra-curricular programme can be downloaded from our website: <https://www.croxleydanes.org.uk/200/extra-curricular-1>

## Staffing

As a new school, we have an extremely keen, committed and cohesive staff group. The active staff room committee organise social events at least once per term (coronavirus pandemic permitting). We are looking for colleagues who want to make a difference to the lives of the families we serve whilst also developing their own interests and careers; we hope they will, like our current staff, also enjoy working at our school.

# School Summary







### Resources

Our school is fortunate to be extremely well resourced. There are interactive TVs in all classrooms and software has been purchased to support and facilitate learning and reduce workload: ActivInspire, Show My Homework and Mint Class have all been very well received by teaching staff. There is also considerable investment in curriculum software in all Faculties, for example - Accelerated Reader, Hegarty Maths, Kerboodle, Seneca and Active Learn to name but a few. In the fullness of time, each Faculty will have its own dedicated ICT resources, either through a computing suite of 30 PCs or the provision of 30 laptops. Through a prudent expenditure and staffing plan, the school has been able to provide all the resources requested by staff whilst also developing significant reserves to develop financial resilience at a time when funding is a significant issue in most schools.

### Accommodation

The funding envelope for the development of the permanent site and construction of the school building was approximately £30million and therefore **since September 2020** the school has been able to provide first class facilities to create a rich learning environment, which is populated by students and staff who demonstrate a 'can-do' attitude and enjoy celebrating one another's successes. The building has been designed around the faculty system, in which classrooms within a faculty are grouped together, each Faculty benefiting from its own staffroom.

With the permanent site totalling 12.3 hectares, the playing fields are extensive but also many of the aesthetic features of the site, such as an historic lime tree walk and other established shrubs and trees, have been retained to create a landscaping effect which few other schools can offer. In addition to the playing fields, there are dedicated tennis courts and (separate to the tennis courts) dedicated netball courts and a floodlit astroturf pitch.

Our permanent site is situated within walking distance of Croxley Green underground station and a short bus ride from Watford town centre. Opposite the school is a parade of shops and several key bus routes serve the location. Croxley Green itself is a welcoming and cohesive community of which the school is already becoming a part. We hope that this relationship will only grow and flourish with time.

## School Summary continued



Our student body is drawn from local families, largely from Croxley Green, West Watford and Rickmansworth. They are engaging, imaginative and enthusiastic learners who are excited about coming to school each day. The video we made of them for our 2017 Open Evening, although shot within days of them arriving at the school, gives a flavour of their character and can be seen [here](#). The videos we created for our 2021 virtual secondary transfer event can be seen [here](#).

Data from recent progress checks shows fantastic attitudes to learning from the vast majority of students and detailed support plans are successful in helping those who find learning more challenging to access the curriculum and work alongside their peers successfully. In terms of their ability on entry, their aggregated overall KS2 scaled scores of 106 is above the national average. Their progress so far is a little hard to evidence comprehensively, as you will appreciate, but all data captures to date indicate that the students are progressing well.

Our numbers on Free School Meals are low (9% FSM). 15% accrue Pupil Premium funding. Our population is ethnically diverse and 24% of students have English as an additional language. 15% of students receive SEND support and five students have an EHCP. We have a highly experienced SENCO who leads a team that includes an SEN Teacher and six learning Support Practitioners (LSPs).

All visitors comment on the pride our students take in their school, the care they show for one another and the delight they express about being students who have the chance to help shape a new school community – a role which they take extremely seriously.

Leadership qualities are already being developed and it is intended to build on opportunities to allow students to lead as the school grows. An extensive student participation programme has been introduced and has been heavily oversubscribed by students wishing to join. A number of groups such as the Student Council, Environment Group and Equalities Team feed into the School Parliament.

The school prides itself on nurturing students' talents, whatever they might be. Students are currently able to join in with a wide range of clubs and activities and our sports teams are starting to chalk up promising results against local schools. To get a full sense of the life our students are able to lead at the school, see our [News Pages](#) or [Newsletters](#) on the school website or follow us on Twitter [@croxleydanes](#).



## Our students



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**We can offer a range of benefits including:**

- Children of staff are admitted under criterion 2 of the secondary transfer admission arrangements, after two years' service
- Exceptional CPD opportunities both within the Trust and across the Herts & Bucks Teaching School Alliance
- We run a yearly induction programme for Newly Qualified Teachers (NQTs) throughout the Herts and Bucks Teaching School Alliance. We have a vast experience of working with NQTs across the Alliance and we see NQT Induction as a means to develop the best teachers in the local area
- Study Assistance Programme
- Comprehensive Employee Assistance Programme
- Membership of the Teacher's Pension Scheme / Local Government Pension Scheme
- Career development opportunities within an expanding Multi-Academy Trust
- Opportunities to expand your professional networks through the Trust's external partnerships e.g. Science & Learning Partnership, Challenge Partners
- £250 New Employee Referral Scheme (i.e. finder's fee) for any qualifying positions that you refer the successful candidate for
- Cycle to Work Scheme
- Occupational Health and an onsite Counsellor
- Free flu jabs
- Free parking
- Staff Committee that organise regular social events



# Benefits





## CROXLEY DANES SCHOOL

Baldwins Lane, Croxley Green, Rickmansworth  
Hertfordshire, WD3 3LR  
T: 01923 284483

Headteacher:  
Stephen Thompson, MA (Cantab) PGCE

<https://www.croxleydanes.org.uk/>



Dawn Gamble  
Recruitment Manager  
01923 589699 / 07917 035962  
[dgamble@danessedtrust.org.uk](mailto:dgamble@danessedtrust.org.uk)



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