

Manchester Communication Academy

Head of History



with you, for you, about you.

Dear Candidate,

Thank you very much for your interest in becoming Head of History at Manchester Communication Academy. If you have demonstrable impact at leading successful teams and you can evidence improving or excellent results at GCSE, we are excited to hear from you.

Manchester Communication Academy was first established in 2010 and has gone from strength to strength each academic year. The Academy has approximately 1250 students on roll in Years 7-11 and we boast a wonderfully rich and diverse school community. MCA is at the heart of the community and is committed to improving educational outcomes for all of our students. MCA is proud to be a community hub and our outward facing work is outstanding. In September 2026, we will open a new purpose built Transition Centre, a school in its own grounds just for Year 7. This demonstrates our commitment to the transition process and ensuring every child has the best possible start to secondary school. In addition to this, we will also open a Science and STEM facility, with 11 state of the art Science labs to support increased student numbers over the next 5 years (from 1250-1500). It is a really exciting time to join us. The department boasts 12 qualified teachers, a Head of Maths and various members with additional TLR.

MCA was recognised by OFSTED in 2024 as a Good school with Outstanding Personal Development and we strive for excellence in everything we do. Implementing an ambitious, text-rich curriculum is a key priority and driving force in our ambition for excellence. We believe in the transformative power of knowledge in ensuring equitable opportunities for success. Our aspirational, bespoke curriculum ensures that all of our students gain the necessary experiences to compete academically, practically, socially and morally in the wider world. In order to achieve this, we invest deliberately in professional development. Drawing upon our EEF Research School, we are able to provide all staff with the most up-to-date and high quality evidence to develop their expertise. During department time, allocated during the academy day, and during weekly subject-specific CPD time, teams explore the 'best bets' of evidence-informed practice and work collaboratively to embed this practice within their daily habits. These sessions are engaging, impactful and ambitious, including deliberate practice, instructional coaching and an emphasis on building effective habits.

At MCA, we proactively promote staff wellbeing through our management of workload and additional benefits for staff, such as flexi days and the Employee Assist programme. As a result, our staff are highly skilled and knowledgeable professionals who embrace new opportunities to learn more and keep getting better – a culture that permeates the academy amongst staff and students.

Our students appreciate and relish the opportunity to learn and we support their effective learning behaviours through high expectations with emphasis on metacognition and our work with parents, families and the community. Having the highest expectations of our students means that our teachers can focus on teaching and our students can focus on learning.

We are looking for teachers who are aligned with our values and who have the talent and potential to accelerate the school's journey to excellence. The position is a great opportunity for someone who shares our passion for delivering educational excellence. If you are aligned to our mission and values and could flourish with this opportunity, we very much look forward to hearing from you.

Kind Regards



Susan
Watmough.
Headteacher

JOB DESCRIPTION

JOB TITLE	Head of History
SALARY GRADE	M1-M6 / UPS plus TLR2c (£8611)
DEPARTMENT	History
RESPONSIBLE TO	Senior Leadership Team
START DATE	September

Key Outcomes

Job Purpose

- To provide strategic direction in securing high quality provision and processes that ensure an outstanding education for all students within the faculty.
- To quality assure teaching learning and assessment throughout the faculty, ensuring that every lesson counts.
- To ensure that the quality of education for all pupils is a focus for continual improvement.
- To ensure that staff experience an appropriate balance between work and home.
- To be prepared to take calculated risks, be innovative and forward thinking.
- Develop and implement an excellent curriculum that builds and secures knowledge and allows all students to succeed.
- To lead the department in making a significant contribution to the Academy Numeracy strategy.
- To implement the department improvement plan which contributes positively to the Academy improvement plan.
- To make a measurable contribution to student progress and attainment.
- To contribute to the development of whole school strategic planning and policies.

Staff development- *within the faculty*

- Take responsibility for the Professional Development of identified staff.
- Ensure that staff are supported and there is a culture where being better never ends.
- Support all staff in making progress towards achieving targets by engaging appropriate external support and facilitating the sharing of effective practice.
- Ensure any practice requiring improvement is linked to a measurable action plan and monitored routinely and regularly.
- Identify any aspects of underperformance at teacher level and oversee an effective programme of support that ensures improvement or results in further action.
- Ensure that all staff embark on a pathway to improve student performance.
- To work proactively with the team to create valuable working relationships that thrives on using the knowledge and expertise of individuals to produce optimal outcomes.

Quality Assurance- *within the faculty*

- Monitor, evaluate and review the processes for quality assuring teaching and learning and link this to student progress.
- Lead the faculty quality assurance system, ensuring staff collaborate effectively and plan lessons effectively.
- Regularly review the quality of education through observed practice and work

sampling and wider innovative systems.

- Support the development of staff through supportive observed practice, coaching and mentoring.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- To ensure all staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies.

Teaching & Learning

- Model excellence in the classroom and provide training/support for staff to develop excellence in teaching and learning.
- Improve outcomes for children by ensuring the highest quality of teaching and learning.
- Promote the active involvement of students in their own learning.
- Share in the development of effective teaching, learning and assessment and implement rigorous support processes to ensure that learning is consistent at all levels.
- Promote extra-curricular activities and out of hours learning which enhance learning opportunities.
- Support strategies for enhancing teaching and learning to ensure all lessons lead to excellent student outcomes.
- Ensure that data is utilised intelligently to support excellence in learning and teaching through pedagogy that encourages and supports high levels of progress and attainment.

Innovation

- Seek opportunities to collaborate with other innovative and high achieving schools and individuals, facilitating effective implementation of research that improves Teaching and Learning.
- Support innovative ways of sharing best practice and implementing new Academy strategies.
- Keep abreast of curricular developments and contribute to whole school forward planning.
- Promote and support innovation so that educational outcomes are positively transformed.
- Provide training and professional development for teachers on how to improve classroom practice based on the best available evidence.
- To ensure we adopt innovative ways to support the wellbeing of all staff.
- To oversee and evaluate the department budget allocation to ensure the budget is spent in line with department priorities.

In addition to the above specific duties all staff are required to:

- Actively participate as a member of the senior leadership team and contribute to the Academy's decision-making process.
- Undertake any other duties as deemed appropriate by the Principal and commensurate with the post.
- Participate in Performance Review.
- Promote and implement equality and diversity.
- Comply with legislation and adhere to Manchester Communication Academy'

policies and procedures.

- Have due regard for safeguarding and promoting the welfare of children and young people.
- Contribute to the fulfilment of Manchester Communication Academy's vision, ethos and strategic plan.
- Participate in professional development and fulfil contractual obligations.
- Attend appropriate meetings, both within the Academy and as appropriate to your role
- Respect confidentiality

Safeguarding

The trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

When the post holder discloses that they have a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
Rehabilitation of Offenders Act 1974	The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.
Online Searches	Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.

Probation period

Post holders who are not to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

Person Specification – Head of History

This person specification will be used when shortlisting candidates for interview.

	Essential / Desirable	Method of assessment
Education & Qualifications		
A good relevant honours degree (at least a 2ii)	Essential	Application Form/ References
Hold QTS (or equivalent)	Essential	
NPQ or other relevant professional qualifications.	Desirable	
Experience		
<ul style="list-style-type: none"> ● Planning effectively for student progress. ● A track record as an outstanding teacher with excellent results. ● Successful leadership of subject area within a secondary school. ● Demonstrable track record of improving student outcomes in the last three years. ● Experience of developing, implementing and improving school policies and practices. ● Experience of building an effective team. ● Experience in child protection and safeguarding procedures. ● Demonstrable evidence of contribution to the wider school and its community. ● Successful management of a demanding workload. 		Application form, Interview, references
Modelling excellence in teaching		
<ul style="list-style-type: none"> ● Demonstrates a strong understanding of current theories and research in effective practice on teaching and learning ● Ensure excellent teaching is demonstrated and there is modelling of high expectations for all students ● Effectively judge the quality of teaching; provide appropriate advice and support to secure improvement in the quality of teaching and its impact upon learning ● Inspire, support and empower the department to deliver a stimulating Curriculum. ● Initiate and support the sharing of expertise, good practice and research and evaluation about effective teaching and learning. 		Application form, Interview, references
Holding others to account		

<ul style="list-style-type: none"> ● Support an ethos and culture of high expectations for all pupils' aspirations and achievements, removing barriers to learning and consistently challenging low expectations in the school and community ● Challenges and confronts underperformance, intervening swiftly to enforce consequences when performance levels drop. ● Recognises and praise success and provides high quality support to others. 		<p>Application form, Interview, references</p>
<p>Knowledge and Skills</p>		
<ul style="list-style-type: none"> ● Sound understanding of the National Curriculum in both its teaching and assessment, and the examination system. ● An understanding of what constitutes excellent practice within and beyond the classroom and the ability to enthuse others on a journey of continuous improvement. ● The ability to share high expectations underpinned by the belief in the potential of all students to succeed and achieve regardless of starting point or circumstance. ● The ability to inspire, develop and motivate staff and students. ● Excellent awareness and understanding of effective assessment, marking and feedback practice at department and whole school level. (including target setting) ● Knowledge of and confidence in the use of student performance data to track progress and raise student achievement. ● An understanding of effective quality assurance and the ability to use it to secure improvement. ● The ability to put in place effective intervention for underachieving students. ● The ability to develop high performing teams. ● An understanding of current developments in education and how these can be translated into a specific context. ● The ability to coach and mentor colleagues to help them improve. ● An understanding of how to engage parents and carers effectively to support students. ● Ability to identify and promote school improvement in creative and innovative ways. 		<p>Application form, Interview, references</p>
<p>Delivering Results</p>		
<ul style="list-style-type: none"> ● Oversee a curriculum that has depth and breadth and inspires students ● Set clear and stretching standards and expectations for student performance ● Develop and maintain a culture of a learning- centred Academy to ensure consistently high quality teaching and learning is achieved across the curriculum. ● Quickly implement strategies for removing or unblocking obstacles ● Have a thorough understanding of how effective curricula supports student progress ● Manage student performance data diligently and fairly; objectively reject under performance and do not 		<p>Application form, Interview, references</p>

<ul style="list-style-type: none"> accept excuses. Achieve a balance between a clear focus on results and attending to the needs of individuals. Monitor the standards of teaching and learning within the department and implement strategies for sustained improvement. Comply with legal obligations, policies and procedures. 		
Developing Relationships		
<ul style="list-style-type: none"> Develop a system that supports self-improvement for individuals and teams, working both within and across departments Communicate clearly to a range of audiences, including governors, parents and other stakeholders Demonstrate respect for an extremely wide range of people from different backgrounds Listen and empathises with the personal circumstances of others Provide support to students and their families to enable every opportunity for success Implement appropriate decisions that lead to school improvement even if difficult or controversial. 		Application form, Interview, references
Leadership and Management Skills		
<ul style="list-style-type: none"> Visible leader with whole-school presence Ability to lead and manage decisively within a collaborative ethos Highly effective communication and interpersonal skills suitable for a variety of audiences e.g. parents, governors, staff, students Highly literate in using ICT as a teaching, learning and management tool Ability to think strategically and creatively, to develop ideas and implement them successfully Ability to respond positively and enthusiastically to new challenges, prioritising effectively and delegating as appropriate, but always seeing tasks through to their conclusion Ability to take decisions after appropriate consultation Reflect on situations and events and respond constructively Digest, condense and make sense of large amounts of information Sensitivity and courage when dealing with difficult situations. 		Application form, Interview, references
Personal		
Enhanced DBS Clearance	Essential	Pre - Employment checks
Can evidence proof of right to work in the UK	Essential	Application Form