



# Head of History

Full Time, Permanent, TLR 2c



## QE School

## Candidate Information Pack





# Letter from the Principal

Welcome to Queen Elizabeth's School or QE, as it is often affectionately known. Thank you for taking the time to find out more about the role of Head of History at QE. I hope the information in this pack is helpful and I look forward to receiving your application.

This is an exciting opportunity to join QE at a crucial time in the school's development. History is a crucial subject, taught by a team of colleagues united by a desire to see our students develop a passion for History and make outstanding progress.

QE is a place where all people are empowered. Our curriculum challenges students, inspiring their curiosity and creativity. We develop knowledge and understanding of the world and promote the values of respect, reflection and resilience. Our vision is to be a place where all people in our community progress and are engaged and fulfilled.

At QE we are empowered by the values of respect, reflection and resilience.

**Respect:** We are considerate and we help each other. Treating everyone equally and understanding our differences makes our world stronger.

**Reflection:** We progress by giving careful consideration to what we do. Thinking about our actions in a positive way guides us as we move forward.

**Resilience:** We overcome difficulties and work on things to get better at them. Embracing challenges helps us to learn.

You will need to embody our ethos, vision and values in everything you do. We are an inclusive school that is absolutely committed to providing the best possible education for all our students. We ensure a broad range of subjects is available to all, for examination at both age 16 and post 16 and we are determined to see improved outcomes for all our young people.

You too will be determined and will play a vital role in leading QE. You will join a team of committed and highly professional leaders. I believe that the best way to operate is to support colleagues, through continuous professional development, coaching and encouraging all staff to be reflective practitioners who are intent on continuous improvement. It will be your job to work with all colleagues, but primarily within History, to enhance that culture and apply it equally to our dealings with students. We will support your career progression with a tailored programme of career mentoring and training opportunities within school and across the Ted Wragg Trust and teaching school alliance.

You will need to provide the leadership that will create a curriculum and approach to teaching and learning that delivers the very best outcomes. Not just outstanding exam results but genuine holistic education, delivering secure knowledge, problem solving skills, deep understanding and the ability to think creatively. It



will be your job to lead the team of teachers and the History curriculum to deliver that. You will work closely with the other subject leaders in Humanities and the Learning Area Team Leader for Humanities to deliver in these areas and you will ensure that there is rigorous quality assurance in History.

I believe in an approach to learning that equips students with a 'growth mind-set', intrinsic motivation and the skills of how to learn and be successful. It will be your job to help secure that approach to learning in History. As an outstanding teacher yourself, you will be well placed to lead and develop teachers to continuously improve their practice and maintain a relentless focus on student progress.

As you will have gathered by now, this is a hugely challenging role, but one that is as rewarding as it is important. Our students are well behaved, friendly and respond well to good teaching. The overwhelming feeling is one of friendliness. As you will see below, you will be working with a strong school leadership team who are well supported by a range of other leadership teams. Our staff are fantastic and determined to deliver our core purpose - Educating to Empower.

I look forward to hearing from you, our website gives a lot on information about the school and if you would like to arrange a visit or have any questions you are very welcome. Please do get in touch via Mrs Anna Field, Personnel Assistant [a.field@qe.devon.sch.uk](mailto:a.field@qe.devon.sch.uk) or 01363 778322

Yours sincerely

Rupert Poole

# Queen Elizabeth's Principles of Teaching

Principle of Better Practice	So that..
<b>1. High expectations for behaviour and routines</b>	
<ul style="list-style-type: none"> <li>a) Teachers demonstrate effective classroom management</li> <li>b) Teachers consistently apply the Ready to Learn policy</li> <li>c) Teachers ensure that there is a high student participation rate</li> <li>d) Teachers reinforce effort and provide recognition</li> <li>e) Teachers ask questions that promote student participation</li> </ul>	<ul style="list-style-type: none"> <li>a) Minimal lesson time is wasted dealing with low-level disruption or disorderly transitions</li> <li>b) Students can think hard about their learning free from distractions</li> <li>c) All students are engaged</li> <li>d) Students understand the connection between effort and achievement</li> <li>e) A high number of students are asked and answer questions</li> </ul>
<b>2. Quality of instruction</b>	
<ul style="list-style-type: none"> <li>a) Teachers give highly effective explanations</li> <li>b) Teachers provide clearly defined outcomes</li> <li>c) Teachers present new knowledge in small steps</li> <li>d) Teachers model excellence and how to achieve it</li> <li>e) Teachers ask a high quantity of process and factual questions</li> </ul>	<ul style="list-style-type: none"> <li>a) Students quickly grasp ideas</li> <li>b) Students have total clarity about what they are learning and what success looks like</li> <li>c) Each step can be mastered before students move on</li> <li>d) Students know what excellence looks like as well as how to achieve it</li> <li>e) Students are given opportunities to practise new material</li> </ul>
<b>3. Literacy: vocabulary, reading, oracy, writing</b>	
<ul style="list-style-type: none"> <li>a) Teachers explicitly instruct Tier 2 and Tier 3 vocabulary</li> <li>b) Teachers provide challenging subject based reading</li> <li>c) Teachers plan, prompt and model structured talk activities</li> <li>d) Teachers break down, scaffold and model complex writing tasks in their subject</li> </ul>	<ul style="list-style-type: none"> <li>a) Students use academic vocabulary fluently in speech and writing</li> <li>b) Students can comprehend challenging academic texts</li> <li>c) Students can eloquently verbalise their knowledge and understanding</li> <li>d) Students can independently plan, draft and edit extended writing</li> </ul>
<b>4. Making it stick</b>	
<ul style="list-style-type: none"> <li>a) Teachers regularly use low stakes testing</li> <li>b) Teachers guide students as they begin to practise new material</li> <li>c) Teachers give students opportunities to practise independently</li> <li>d) Teachers use visuals and other resources to support explanations</li> <li>e) Teachers ask questions which make links with prior learning</li> </ul>	<ul style="list-style-type: none"> <li>a) Students can embed learning into their long term memory</li> <li>b) Students can develop fluency and accuracy in new areas of learning</li> <li>c) Skills and knowledge become automatic for students</li> <li>d) Students can successfully understand and remember key aspects of learning</li> <li>e) Students are encouraged to draw on prior knowledge</li> </ul>
<b>5. Inclusive classroom</b>	
<ul style="list-style-type: none"> <li>a) Teachers have a clear understanding of all learners' requirements</li> <li>b) Teachers develop and apply personalised strategies in the classroom</li> <li>c) Teachers do not rely solely on resources or interventions</li> <li>d) Teachers reflect critically on the impact of teaching on all learners and adapt strategies in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>a) All students can access learning within lessons</li> <li>b) All students encounter the appropriate level of challenge within lessons and can make progress</li> <li>c) Inclusion is embedded in every aspect of the classroom</li> <li>d) Students' needs are responded to flexibly and strategies are reviewed regularly for impact</li> </ul>
<b>6. Effective feedback</b>	
<ul style="list-style-type: none"> <li>a) Teachers give students high quality feedback</li> <li>b) Teachers accurately gather information on student learning</li> <li>c) Teacher provide students with opportunities to act upon feedback</li> <li>d) Teachers plan and ask questions that provide a picture of student learning</li> </ul>	<ul style="list-style-type: none"> <li>a) Student actions are refocused/directed to achieve a goal (ReACT)</li> <li>b) Teachers know which topics to re-teach that were not grasped first time</li> <li>c) Students can swiftly develop further knowledge and skills</li> <li>d) Teachers can identify gaps in student learning</li> </ul>



# About the Humanities Learning Area

The Humanities Learning Area comprises of thirteen teachers and we provide a broad and balanced curriculum incorporating History, Geography and RE taught discretely at Key Stage 3. There are GCSE options of Geography, History and Religious Studies as well as a vocational qualification in Business at Key Stage 4. All students follow short course RE and a PDP programme as a part of their core curriculum at Key Stage 4. We offer Geography, History, Philosophy and Ethics, Business and Sociology at Advanced Level in the sixth form. Our structure comprises of a Head of Humanities and separate subject heads for History, Geography and RE. We follow the AQA History specification studying the Tudors and Cold War options. At GCSE we follow the EdExcel course in History studying Medicine through time, King John, The Middle East and Nazi Germany. We are a well established and resourced curriculum area with our own modern specialist teaching block, large numbers of students opting for our courses and proven success at examination outcomes at Key Stage 4 and 5.

## **Role Description – Subject Leader - Head of History**

### **Main Purpose**

- Leadership and management of their subject area (History)
- Quality Assurance of the learning experience in their subject area

### **Responsible to**

- Learning Area Team Leader for Humanities

### **Specific areas of responsibility**

Leading and managing the teaching and learning of History across the school by:

- Ensuring all teachers plan and deliver engaging lessons in accordance with the QE Principles of Teaching (above)
- Ensuring all teachers make effective use of data on students' attainment and learning needs to plan and teach lessons that are highly challenging for all students
- Ensuring students are given consistently good written feedback in accordance with the Assessment Policy so that they are clear about what they need to do to improve
- Tracking and monitoring students in their subject area to ensure that all students make excellent progress
- Regularly monitoring teaching and learning in their subject area through observation, learning walks, work scrutiny and assessment data analysis
- Coaching and mentoring staff teaching in their subject area so as to continuously improving the effectiveness of their teaching
- Ensuring staff in their area consistently apply the agreed policies and strategies of QE
- Completing the annual review process with the Learning Area Team Leader and delivering subsequent improvement in their subject area
- Taking collective responsibility for leading and managing the school as a TLR post holder
- Managing their budget allocation efficiently and effectively as prescribed by the Learning Area Team Leader
- Ensuring a high quality physical learning environment in their subject area
- Ensuring the requirements of the National Curriculum are met by the school, including taking whole school responsibility for the delivery of the History curriculum

### **Quality Assurance for**

- Teaching in their area
- Learner outcomes in their area
- Learning Environment of their area



# Support and Leadership Team Structure

The Support and Leadership team (SaLT) is as follows

## **Principal**

Rupert Poole. Rupert has responsibility for the overall effectiveness of the school and strategic leadership.

## **Vice Principal – Quality of Education**

Paula Smith. Paula takes the lead on all aspects of teaching and learning and the QE Principles of Teaching.

## **Vice Principal – Behaviour and Attitudes**

Alex Kirkbride. Alex leads on safeguarding, behaviour, attitudes and personal development across the school.

## **Assistant Principal – Head of Barnfield Campus**

Chris Darvill. Chris leads at our Barnfield Campus for Year seven and eight.

## **Assistant Principal – Curriculum, Assessment and Data**

Jo McDade. Jo has leadership of curriculum and assessment.

## **Assistant Principal – Special Educational Needs**

Lucy Jones. Lucy takes the lead on special educational needs provision across the school.



# Leadership teams

## Learning Area Team Leaders:

Mathematics	Max Wallace
Science	Alex Blagden
Humanities	Martin Willmott
English	Victoria Hopkins-Bond
Expressive Arts	Tracey Landles
Technology	Phil Chudley
Modern Foreign Language	James Addy
Physical Education	Colin Skinner

## Year Team Leaders (Sept 2020 years):

Year 7	Hayley Wood
Year 8	Ross Gillon
Year 9	Dulcie Oliver
Year 10	Mark Baptist
Year 11	David Harris
Sixth Form	Jo Cherrett

## Support Team Leaders:

Student Support	Natalie Hunt
Premises	Ian Bate
Data and Communications	Stefan Bastyan
Communication and Resources	Lisa Gillard
Finance	Annie Rennie
HR/Personnel	Julie Copp
Data and Assessment Team Leader	Natalie Wills
Kitchen Manager	Nick Raymond



# Person Specification

Please ensure you provide evidence that you meet as many of the following descriptors as possible in your application form. We are looking for the potential in a person, not necessarily their experience so if you are short on experience make sure you demonstrate your potential.

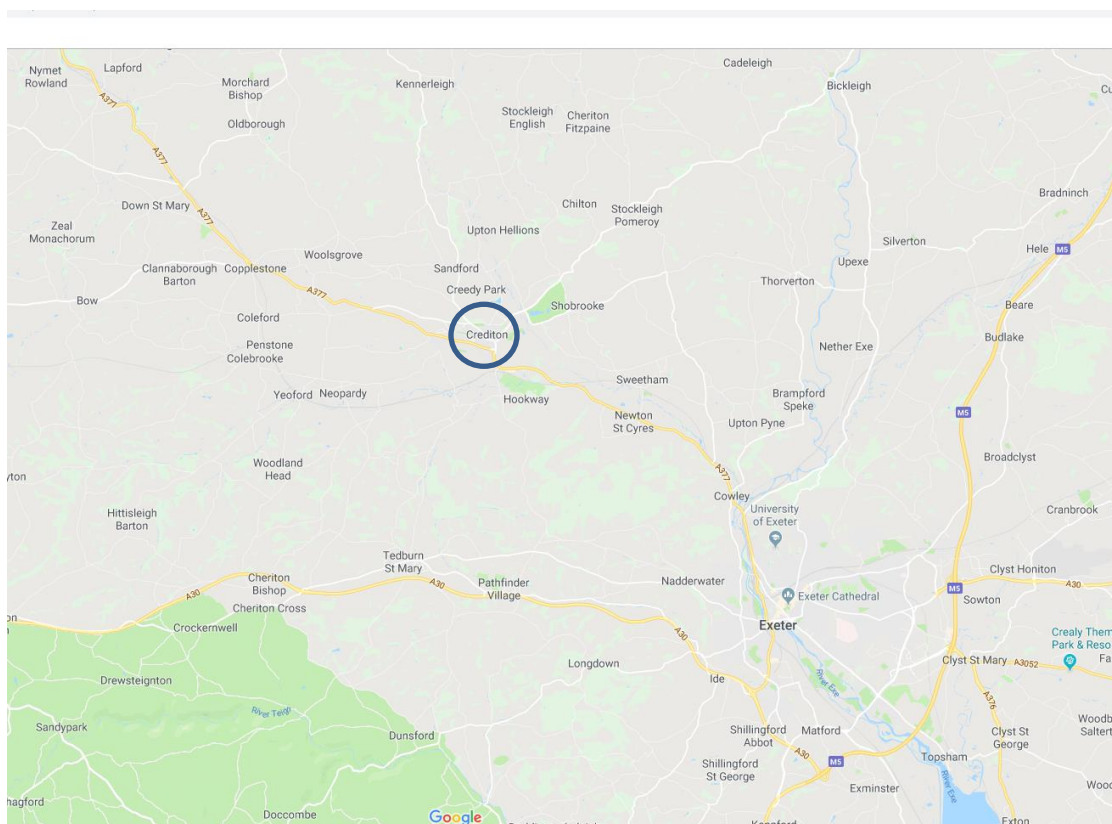
Descriptor	
Expertise	<ul style="list-style-type: none"> <li>• Knowledge of how to, and ability to, motivate young people and adults</li> <li>• Leading others to enhance their performance</li> <li>• Supporting students' progress (in an holistic sense)</li> <li>• Analysis and interpretation of progress and assessment data</li> <li>• Using self-evaluation to plan and effectively deliver improvements within a school setting</li> <li>• Ability to deliver consistently outstanding teaching and to model that teaching for others</li> <li>• Interpersonal skills that promote school improvement</li> <li>• Effective communication skills that improve relationships with key stake holders; staff, parents, students, governors and the wider community</li> </ul>
Qualifications	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Teaching qualification</li> <li>• Qualified Teacher Status</li> <li>• Recent and relevant professional development in History teaching and learning</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Teaching</li> <li>• Working with young people</li> <li>• Teamwork</li> <li>• Communication</li> <li>• Safeguarding young people</li> <li>• Experience of teaching History and delivering outstanding student outcomes</li> <li>• Experience of supporting colleagues to improve their practice</li> <li>• Experience of curriculum development and curriculum planning</li> </ul>
Personal qualities and beliefs	<ul style="list-style-type: none"> <li>• Passionate belief in the potential of all young people</li> <li>• Highest possible standards of practice in relation to the safeguarding of young people</li> <li>• Total respect for all members of our community and ability to model this respect</li> <li>• Highly effective team worker</li> <li>• A solution focused thinker</li> <li>• Inspirational</li> <li>• Reflective practitioner</li> <li>• Belief in 'growth mindset' (as defined by C. Dweck)</li> <li>• Belief that the concept of continuous improvement is a real and powerful process</li> <li>• Commitment to learning as a lifelong endeavor and able to model this to the wider community</li> <li>• Energy and enthusiasm</li> <li>• Creative and not risk averse</li> <li>• Belief that education empowers people</li> <li>• Belief that education is a moral enterprise and not an exercise in gaming the latest government's league table</li> <li>• Belief that comprehensive education is a powerful force for good in society</li> </ul>

# About the area

The historic market town of Crediton has a population of approximately 8,000 and lies only seven miles from the thriving university city of Exeter. Crediton has regular trains from Exeter and Barnstaple and the A377 provides good access to Exeter. It is also easy to access the A30.

Crediton lies in the heart of an area of outstanding natural beauty and the Barnfield Campus in particular enjoys spectacular views over the rolling Devon countryside and Dartmoor. Crediton is convenient for the many recreational opportunities provided by both Dartmoor and Exmoor and the south and north Devon coasts.

Queen Elizabeth's School has a long and proud history of serving Crediton and the surrounding villages, that stretches back over four hundred and sixty years. We have a large rural catchment area and we are the only secondary school in the town. We have excellent relationships with all our partner primary schools through our work with the Crediton Learning Community.



**Queen Elizabeth's School and the Ted Wragg Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and operate in accordance with the Safeguarding and Child Protection Policy. All applicants will be subject to a full Disclosure and Barring Service check before an appointment is confirmed. This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.**