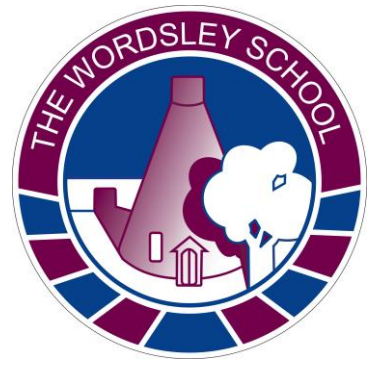


HEAD OF HISTORY

APPLICATION PACK



BELIEVE · ACHIEVE · INSPIRE

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Welcome

Thank you for your interest in this post. Choosing the right school in which to work is a big decision, especially in the current educational climate. I believe that The Wordsley School provides a fantastic location for the right person to continue to grow as a teacher. The aim of this application pack is to tell you a little about our school and hopefully inform your decision to apply.

The Wordsley School is a great place to work. What makes our school so special is the people. People make schools, and at Wordsley, we have great ones. Staff really care about their students and each other, always going the extra mile for their pupils. The young people we work with are friendly, enthusiastic and refreshingly honest. If you want to work in a school where you make a difference and are appreciated by colleagues and children, then Wordsley is the place for you.



Wordsley is a true 'community' school. As a group of over 60 teachers and 50 additional non-teaching staff, every single adult in the school has a critical part to play. We are a team in the true sense of the word. We don't expect perfection from our staff, just that they do their best and keep trying to get better. What we want more than anything is someone who cares for our young people and will do what they can to help them to be successful.

As Head of History, you will form an integral part of our Humanities Faculty and will report directly to a member of the Senior Leadership Team. Your responsibilities will be in-line with other similar middle leadership positions within the faculty and wider school and as part of your role, you will deliver around 23 History lessons per week, to pupils across all five year groups (a full-time classroom teacher loading is 25 per week).

Our pupil uptake and outcomes in History at Year 11 are very strong. In 2022 56% of pupils achieved a GCSE grade 4, and 43% achieved a GCSE grade 5; contributing to the school's significant uplift in the EBACC bucket of Progress 8. History is regularly the most selected option's subject at Wordsley, demonstrating its popularity within our school community.



I strongly encourage you to take the opportunity to come and visit the school prior to submitting an application and to meet with me; the application window has deliberately been constructed to allow sufficient flexibility for prospective candidates to do this. If you would like to arrange a visit, please contact Rachel Potter (PA to the Headteacher) by email (rpotter@wordsley.dudley.sch.uk) or telephone (01384 816015) to make an appointment. In addition to this, a wealth of information about our school can be found on our website.

Beyond this, if you would like to apply for the post, please do so by applying at <https://www.wmjobs.co.uk> Your supporting statement should be a maximum of two sides of A4 and should outline how you feel your experience, skills and attributes will enable you to make a significant impact in the advertised post. The deadline for applications is 10:00am on Friday 20th October 2023.

I look forward to hearing from you.

Ashley Weatherhogg
Headteacher

Mission, vision, values and motto

A school is defined by its culture and ethos – ‘the way things happen’. At The Wordsley School our culture and ethos is our unique selling point and together we strive to fulfil our mission, with a clear vision, motto and five key values that underpin our daily work.

OUR MISSION

To provide an outstanding and enjoyable educational experience for everyone in our Wordsley community

OUR VISION

We promote high levels of aspiration and achievement, and support each other to be the best we can be

OUR VALUES



CURIOSITY: we have enquiring minds and are keen to learn



INTEGRITY: we are honest and have strong moral principles



KINDNESS: we are friendly and considerate of each other



RESILIENCE: we respond well to challenge and are keen to improve



RESPECT: we have an appreciation and awareness of others

OUR MOTTO

BELIEVE · ACHIEVE · INSPIRE

Staff Benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:



- An ipad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Complimentary staff breakfast every Friday at 8:00am – a great way to catch up and connect with colleagues at the end of a week.
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.
- Comprehensive range of staff social events throughout the year.
- Contribution to and from our Staff Wellbeing Group, who meet six times per year.
- Engagement in our optional 'Leadership Development Programme'.
- A maximum of one staff meeting per week, with a cut-off of time of 4:20pm – without fail!

- Generous allocation of directed time (For the 2022/23 year, only 93% of the permitted 1265 annual hours are directed to staff, with all teaching staff having at least 14% of the timetabled week allocated as non-contact periods; more for TLR postholders. Deputy Headteachers are allocated a teaching timetable of around 27%: 8 periods out of 30 and as far as possible, this is within their specified subject area.
- Outstanding, tailored CPD as part of our instructional coaching programme.
- Third lowest pupil to teacher ratio (average of 15.6 pupils per teacher) in all Dudley secondary schools.
- Support in completing relevant external leadership development programmes.

The History Department

History has been for many years and continues to be, the most popular GCSE option choice at Wordsley. This is due to a combination of a passion for our subject, pedagogical expertise and the desire to see our pupils to succeed in the discipline.

We offer a broad, three-year Key Stage Three Curriculum that is taught chronologically and through an engaging enquiry-based spiral curriculum. Each enquiry has a historical skill at its core which is revisited throughout each pupil's Key Stage Three journey. By doing this, it allows pupils to understand what historians do, the skills involved, alongside developing an extensive knowledge and understanding of British and World History.



We begin with the Viking invasions of Britain in 793 and continue through the medieval period with Year 7. Year 8 begins with the study of the Tudors, the Stuarts, the development and abolishment of the Slave Trade and finishes with the French Revolution. In Year 9 pupils study the events of the Industrial Revolution, Jack the Ripper, voting rights and conclude with the study of the significant British and wider world events in the 20th century.

To continue the long-standing success at GCSE, pupils are equipped with the skills required to maximise the marks awarded in all the different exam questions throughout Key Stage Three. Every History assessment set at the Wordsley School is structured around the question types faced on GCSE papers – this allows for exam technique to be drip-fed into the study of History from the start of Year 7.

We currently have five groups studying GCSE History in Year 11 and five in Year 10 (including an SEND group). We deliver the Edexcel course and cover the modules Medicine in Britain c1250 to Present, Weimar and Nazi Germany 1919-1939, Early Elizabethan England 1558-1888 and the American West 1835-1895.

At Wordsley, a life-long love of History and a broad subject knowledge are what we strive to instil in our pupils. We firmly believe that History is not only intrinsically fascinating but also provides an excellent opportunity for young people to understand the world around us and to develop valuable transferable skills.

Job Description

Post title: Head of History
Responsible to: See Wordsley line management structure
Salary: MPS/UPS (as appropriate) + TLR 2b (£5,025)

Section A: Purpose

- Responsibility for the leadership, management and development of History.
- Strive to ensure that levels of pupil progress, both individually and collectively, are at least in line with what prior attainment would predict.

Section B: Key responsibilities

Curriculum

- Ensure that the curriculum:
 - (a) is planned and sequenced to ensure that new knowledge and skills build on what has been taught previously
 - (b) is structured so that it is building towards clearly defined end points.
- Pupils are able to articulate:
 - (a) the purpose of an individual lesson.
 - (b) where an individual lesson fits within a broader unit of work.
 - (c) how the knowledge and skills being taught in the current lesson/unit of work build on those that have been taught previously.
 - (d) What teachers do to enable pupils to remember things they have already been taught.
- Teachers are able to articulate:
 - (a) how an individual lesson fits into a broader unit of work, why it is sequenced in this way and what the next step(s) is?
 - (b) the strategies they use to support pupils to develop their 'memory for learning' and knowledge retrieval.
- Keep abreast of curriculum developments, DfE statutory guidance, and research relevant to the department, including teaching practice and methodology. (Subject, pedagogical and pedagogical content)
- To be responsible for the development of cross-curricular skills in accordance with the school's agreed priorities.
- To develop effective curriculum links with the wider local community, as appropriate, in order to extend the subject beyond the taught curriculum, enhance teaching and learning (T&L) and develop pupils' wider understanding.
- Be open to trailing new developments in T&L to support pupil progress (working with Learning Champions as necessary).
- Support whole-school approaches to the cross-curricular development of literacy, oracy and numeracy.

Monitoring the quality of teaching and learning

- Retain an accurate view of the quality of T&L (inc. marking and feedback) within the department.
- Conduct lesson observations, drop-ins and other observations of classroom practice as directed by the Headteacher and/or according to the school's published monitoring processes.
- Take appropriate action to support each member of staff to further develop their practice, addressing any areas of concern.

Pupil behaviour and attitudes

- Ensure that staff work within the framework provided by the School Behaviour Policy.
- Recognise and reward positive pupil achievements, in-line with the agreed school protocols.
- Contribute to/lead opportunities to obtain pupil voice, as appropriate and relevant to departmental or whole-school priorities.

Self-evaluation and development planning

- Contribute towards the Department Improvement Plan (DIP), to be approved by the Head of Faculty.
- Share the DIP with all relevant staff in a timely and effective manner.
- Implement the DIP, monitoring its success at agreed points throughout the year.

Staffing/staff development

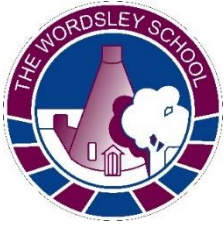
- Utilise CPD opportunities to support the growth and development of staff; reflecting upon the quality of T&L and future aspirations of teachers.

Tracking, monitoring and intervention to support pupils' academic progress

- Track the academic progress of all pupils within the department using agreed, robust summative assessments, measuring progress against individual and collective targets.
- Intervene as appropriate with pupils whose academic performance suggests that underperformance is likely.

Additional

- The job description above also includes fulfilment of the job description for that of a Classroom Teacher.
- The duties in this job description may be modified by the Headteacher, in consultation with the postholder, to reflect or anticipate changes in the job, commensurate with the salary and job title.



The Wordsley School



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