



Hadleigh High School
Part of Penrose Learning Trust
Head of Humanities Recruitment
Pack



**Aim
High**

**Work
Hard**

**Be
Kind**

Headteachers Welcome

Dear Applicant

Thank you for your interest in the post of Head of Humanities at Hadleigh High School. This post has arisen due to the promotion of the current post holder to Assistant Head.

This is an exciting opportunity to join our popular and successful school. Hadleigh High School is a vibrant, student-focussed 11 – 16 secondary school rated “Good” by Ofsted in January 2019. We foster a strong community and have great pride in our students and their achievements. Our examination results continue to improve year on year, but we still have ambitious plans for the future.

The job description summarises the broad range of responsibilities attached to this role. If you relish the opportunity of working in a supportive and stimulating professional environment, Hadleigh High school would welcome your application.

All applications must be made on the Trust’s application form. Applications should be returned by email to applications@penroselearningtrust.uk

The closing date for applications is **Friday 19th April 2024 at midday**

The selection process is planned for **Tuesday 23rd April 2024**

The school is committed to recruiting the highest quality individuals in order to build on our many successes. We can offer a range of incentives to attract the very best talent. These include:

- An outstanding continuous professional development programme.
- The school also offers a range of benefits to all employees through our pro-active staff Well-being Team.

Hadleigh High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and Trustees to share this commitment. All appointments are therefore subject to satisfactory DBS and Immigration Checks, together with the receipt of references and only applications submitted on the school’s application form will be considered.

If you require any further information, or you would like to visit the school, please do not hesitate to contact me on 01473 823496.

Yours sincerely



School Vision Statement

All young people at Hadleigh High School, regardless of background or need, strive to be the best version of themselves through working hard, aiming high and being kind.

They will make outstanding progress academically, secure excellent destinations post-16, and become well-rounded, happy individuals who go out into the world and make a difference.

Our students will be diligent learners, who are resilient and able to adapt to an ever-evolving world. They are able to question the world in which they live and learn how our history and culture shape us. They take pride in their achievements and those of their peers, and have a strong sense of moral purpose.

Our young people will achieve success as a result of our strong culture of unwavering high expectations, where all students are supported and treated as individuals. Our excellent pastoral care will ensure all our students flourish through their personal development, positive habits and healthy relationships.

The school has an uncompromising focus on securing the highest calibre staff, and will be a beacon of outstanding classroom practice. We will harness the power of our community, national networks and the benefits of being part of the Penrose Learning Trust.

Our curriculum will be thoughtfully sequenced, balanced and aspirational, delivered by outstanding teachers who ensure the highest levels of progress. As a result, our students will be inspired to pursue excellence and embrace learning throughout their lives.

Core values

Aim High, Work Hard, Be Kind

Job Description

Main purpose

The Faculty Lead for Humanities, under the direction of the Headteacher or leadership team, will play a role in:

- Formulating the aims and objectives of the school and the curriculum area
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to achieve points 1 and 2 above
- Monitoring progress towards the achievement of the school's aims and objectives and those of the curriculum area

The Faculty Lead for Humanities will also have an appropriate programme of teaching in accordance with the duties of a MPR/UPR teacher complying with the Teachers' Standards and modelling best practice for others.

Duties and responsibilities

Leadership

Under the direction of the Headteacher or Leadership team:

- Support the Headteacher and Leadership team in the day-to-day management of the school
- Communicate the school's vision compellingly and support the Headteacher's strategic leadership
- Lead by example, holding, demonstrating and articulating clear values and moral purpose, and focusing on providing excellent education and care for all students
- Play a lead role in the construction and implementation of the school's planned curriculum, including explicitly planned learning experiences that realise and are aligned to the school's vision, values and principles
- Lead on curriculum intent and implementation across Geography, History, and Religious Education
- Ensure that students develop detailed knowledge and skills across the curriculum area, and as a result, achieve well
- Ensure that homework is set, where appropriate, and monitored.
- Build positive relationships with members of the school community
- Keep up to date with developments in education and apply this knowledge to achieve excellence across the curriculum area
- Identify opportunities for and implement cross-curricular activities that engage, inspire and promote aspiration to progress to ambitious destinations
- Seek training and continuing professional development to meet own needs

Managing staff

Under the direction of the Headteacher or Leadership team:

- Assist with the selection and recruitment of new teaching staff
- Monitor and support the performance of teachers including those with additional teaching and learning responsibilities within the curriculum area. This includes carrying out appraisals, conducting quality assurance and other support and improvement activities, providing professional development opportunities, and holding staff to account for their performance and impact.

- Lead the curriculum team across Geography, History and RE to develop and implement subject curricula that are ambitious, coherently planned and sequenced, and designed to give all students, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed
- Work with the Assistant Head teacher for Teaching and Learning to develop teachers' subject, pedagogical and pedagogical content knowledge to enhance the teaching of the Humanities curriculum
- Engage with students, teachers and support staff to understand the main pressures on them and support them to manage their workload
- Create an ethos within which teachers, including those with additional teaching and learning responsibilities within the curriculum area, are motivated and supported to develop their skills and knowledge
- Commit to their own professional development, proactively identifying development opportunities

Modelling best practice for teachers

- Demonstrate excellent performance against parts one and two of the Teachers' Standards: Teaching and Personal and Professional Conduct
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others

Liaising with parents and the wider community

- Ensure a partnership with parents is established to ensure that they are informed about what their children are learning, the progress their children are making in their learning, and how parents can support their child in their learning
- Ensure effective communication as required with parents, governors, external agencies and the wider community, and respond to queries or issues
- Develop partnership work with primaries to support transition and marketing of the school and with secondaries to share and improve practice.

Systems and processes

Under the direction of the Headteacher or Leadership team:

- Quality assure and evaluate the work of the faculty, contributing to the school's ongoing self-evaluation
- Monitor and evaluate students learning and attainment against the faculty's set targets for all students, implementing effective intervention with students who fall behind.
- Lead the monitoring and management of assessment and marking in the faculty, ensuring that the school's policies are consistently implemented.
- Ensure that assessment is both regular and thorough and that records of assessment on Go4schools are accurate and up to date.
- Provide feedback that moves learning forward in line with the school's assessment policy
- Ensure the Faculty team consistently implements the school's Behaviour for Learning policy, maintaining high standards of behaviour for learning in lessons that enable all students to succeed.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the Governing Body as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

Additional Duties

- Contribute to the overall leadership and management of the school and be proactive in achieving an ethos that recognises and celebrates success and promotes high expectations and aspirations
- Contribute to the effective management of the school through the implementation, review and development of school policies and procedures
- To be a visible presence around the school to secure high standards of conduct and performance
- Assembly duties
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example
- To attend school events/functions in line with the Directed Time Policy
- To support the day to day running of the school

Other duties and areas of responsibility

The Faculty Lead for Humanities will be required to safeguard and promote the welfare of children and young people and take responsibility for the development and implementation of and compliance with school policies and procedures.

The Faculty Lead for Humanities will be required to lead and attend school events and functions.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Faculty Lead for Humanities will carry out. The postholder may be required undertake other duties appropriate to the level of the role, as directed by the Headteacher.

Person Specification

Person Specification – Faculty Leader for Humanities		
<u>Qualifications and Training</u> <ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree • Recent and relevant continued professional development 	Essential	Desirable
	✓	
	✓	
	✓	
<u>Knowledge</u> <ul style="list-style-type: none"> • Current educational issues, national and local policies, legislation and developments • Good working knowledge of statistical data and ability to transfer data into quantifiable outcomes • Effective strategies for achieving high standards of discipline at whole school level to secure excellent academic progress • Understanding of the role of parents and the community in school improvement and how this can be promoted and developed 	Essential	Desirable
	✓	
	✓	
	✓	
<u>Experience</u> <ul style="list-style-type: none"> • Recent and successful management and leadership experience in a secondary school setting. • A proven track record of implementing effective strategies to include and meet the needs of all students to ensure they are safeguarded. • Experience of supporting/mentoring/coaching colleagues to secure school improvement. • Experience of initiating and implementing strategies to improve parental involvement in children's learning and progress. • A proven track record of securing high standards of achievement and attainment. • Experience of successful networking with external partners. • Experience of developing and leading or contributing to effective staff development programmes • Effective promotion of community links and cohesion to ensure pathways for success for all learners • Demonstrable success in preparing students for public examinations. 	Essential	Desirable
		✓
	✓	
		✓
		✓
	✓	
		✓
	✓	
		✓
	✓	
<u>Skills</u> <ul style="list-style-type: none"> • Highly effective oral and written communication skills • Good analytical skills, being able to synthesise complex information, summarise, draw appropriate conclusions and make decisions • An effective and inspirational classroom teacher with a proven record of student success irrespective of the students' needs or backgrounds • Ability to empower students who have been disengaged from learning to achieve success 	Essential	Desirable
	✓	
	✓	
	✓	
	✓	

<u>Skills</u>	Essential	Desirable
<ul style="list-style-type: none"> • Effective behaviour management skills which empower young people to manage their behaviour more appropriately • Excellent interpersonal and people skills to lead, inspire, motivate and support students and colleagues successfully • Exceptional ICT, organisational and administrative skills 	✓	
	✓	
	✓	
<u>Personal Qualities</u>	Essential	Desirable
<ul style="list-style-type: none"> • Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust • Committed to undertaking professional training and assist with the professional development of others • Demonstrate reliability and integrity and lead by example • Can hold others to account by insisting on high standards and a desire to continuously improve and develop • Be tolerant and possess a calmness when working with others to develop team work • A genuine concern to secure the educational progress of students irrespective of their background or ethnicity 	✓	
	✓	
	✓	
	✓	
	✓	
	✓	