

Job Description

Position: Head of Humanities

Responsible to: The Principal

Responsible for: Humanities Department

Grade: M1 – UPS3 + TLR 1B

About the Cabot Learning Federation

The Cabot Learning Federation is a diverse Multi-Academy Trust (MAT) in the South West. We currently sponsor eight secondary academies, nine primary academies, an all through provision, a studio school, a discrete Post 16 provision and an alternative provision that consists of one primary and three secondary phases. CLF is an Equal Opportunity Employer. The trust is proud to serve a diverse student population and their communities. We actively encourage applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion. We are proud to be part of a vibrant community and celebrate the richness of cultures, faiths and backgrounds of our students. We aim to develop a curriculum that is responsive to our pupils needs and reflects their diverse interests and backgrounds.

King's Oak Academy is an 1170 place (Reception – Y11) mixed gender academy situated in Kingswood, South Gloucestershire and has been part of the Cabot Learning Federation since 2011. The Academy draws its intake primarily from the local Kingswood community. Typically, the prior attainment (KS2 points score) of students on entry to King's Oak Academy in Year 7 is below the national average. In 2020, the proportion of students who have SEN and/or disabilities is above the national average whilst the proportion of students supported by the pupil premium grant is in line with the national average. In September 2021 the Academy will reach both its centenary year and full all-through status.

The staff team at King's Oak consists of newly appointed and highly experienced leaders, teachers and support staff. All are driven to deliver exceptional experiences, educational outcomes for young people and the KOA values 'Work Hard, Be Kind'. Staff take collective responsibility to ensure that during each pupil's time at King's Oak they develop ambition, passion, a sense of justice, a desire to serve the communities in which they live, an understanding of how to promote safety in themselves and others and a love of learning and development that will be with them all of their lives.

Job Summary

At King's Oak, Subject Leaders have a unique opportunity to design and deliver the all-through curriculum in a manner that prepares children from age 4 (Reception) to 16 (Year 11) for their futures.

Subject Leaders ensure that there is a clear intent behind the KOA curriculum so that it spirals and supports all children to build on their levels of knowledge, skills and understanding so that they are able to experience awe and wonder in their learning. They will lead the delivery of their subject area so that all students achieve strong outcomes whilst feeling empowered and curious to seek meaning in their learning.

Subject Leaders carry out the duties of a teacher as set out in the most recent School Teachers Pay and Conditions Document and fulfil the duties of leading learning within and beyond the subject area. They teach children through a high quality and appropriate curriculum which meets the requirements of the National Curriculum and which ensures good or better progress for pupils. Subject Leaders promote the ambitious vision of King's Oak Academy, and support its aims through contribution to strategic planning, professional development and evaluation. They support the school in safeguarding all pupils in our care.

Subject Leaders model and promote the academy values 'Work Hard and Be Kind' in their department and with students. This ensures that all members of the KOA learning community feel valued and supported

as individuals and are challenged to become the best versions of themselves. Subject Leaders know what excellence looks like and their daily actions allow both colleagues and children to seek to achieve excellence too. They will also seek opportunities to create strong community partnerships and contribute towards King's Oak's objective to be an outward facing school that supports the Kingswood community.

Primary Duties and Responsibilities

Relationships

- To lead on the 4-16 curriculum in their area.
- To plan and to teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To use a variety of delivery methods, which will stimulate learning that is appropriate to student needs and the requirements of the syllabus/scheme of work.
- To work effectively with other teachers across the all-through academy.
- To develop students' study skills and enthusiasm and help them to exceed expectations and targets.
- To report on students' progress to parents and other appropriate parties in line with Academy guidelines.
- To set and reinforce high expectations for students' achievement, behaviour and attitude and to promote high aspirations, self-control and independence.
- To work collaboratively with teaching partners and assistants to enhance students' learning.
- To work with colleagues to develop links with other Academies, educational establishments and the wider community including business and industry in order to enhance teaching and learning and students' personal development.
- To work with the Principal, Academy Councillors, staff and others to ensure that the vision, aims and objectives of the Academy are realised by means that are appropriate, effective, efficient and consistent with the Academy's ethos and national and local regulations.

People Management

- To be active in seeking student and parent voice/feedback across KS1-4 in order to raise standards.
- To manage student behaviour in accordance with Academy policy to ensure a constructive learning environment.
- To lead high quality subject team meetings that have strategic agendas with standing items, (such as schemes of work, student progress, moderation and sharing of pedagogy) and ensure that discussions and decisions are minuted.
- To lead the CPD plan for the subject area and contribute to whole school CPD programmes.
- To monitor and evaluate students' progress and responses to learning activities in Key Stage 1-4 through observation and recording achievement.
- To review and set appropriate Performance Management targets in line with the Academy's policy of Performance Management. To lead CPD developments for the Team.

Resource Management

- To organise and manage teaching and learning time effectively.
- To manage a department budget effectively.
- To incorporate the use of ICT appropriately and effectively within lesson planning and teaching.
- To plan and deliver exciting and engaging lessons that will enable students to achieve.
- To produce bespoke resources and study materials for use in lessons and other intervention groups.
- To highlight and recommend resources that could be used to support specific students and their learning.

- To assess, record and report on the attendance, progress, development and attainment of students in KS1-4 and to keep such records as are required.
- To review schemes of work/programmes of study to ensure that they offer challenge to all abilities across all year groups and also support students with SEN, disadvantage and cultural backgrounds. To identify key skills to develop throughout the curriculum.
- To use data from assessments to inform the planning of lessons, medium term plans and assessment opportunities and effective revision sessions or intervention lessons.

Decision Making

- To plan, organise and enact the curriculum in line with Trust's and national requirements and with the Academy's ethos.
- To lead the department to identify students across KS1-4 who are not making good progress, identify issues that contribute to this and put the appropriate intervention in place, suggesting curriculum revisions to cater for all students.
- To ensure that each member of the department completes accurate analysis of the performance of their teaching groups to inform future practice. To work with subject teachers to design action plans for under-performing classes.
- To make appropriate use of a range of monitoring and assessment strategies to evaluate students' progress towards planned and learning objectives and use this information to improve planning and teaching.
- To take an active role with raising achievement strategies and sharing information from the Heads of Year and Middle Leader Meetings with the subject team.
- To liaise with teachers regarding learning needs for specific students, decide on appropriate strategies and discuss differentiation to allow individuals to fully access lessons.
- To undertake the daily duties of a class teacher (R-Y6) or form tutor (Y7-11) in the monitoring of each student's behaviour and achievements, attendance, liaising with parents/carers and addressing students' equipment and uniform challenges if required.

Work Demands

- To increase the standard of achievement of all students, ensuring student attainment is at least in line with Academy targets.
- To recognise, value and support the delivery of those programmes which extend beyond the confines of formal timetable and that seek to enrich and add value to the learning of students.
- To play an active role in raising literacy, numeracy and levels of ICT competence.
- To engage fully with the Academy's performance management system.
- To attend all relevant meetings commensurate with this role.
- To contribute fully to the Academy's self-evaluation.
- To use their own initiative to deal quickly and effectively with unforeseen changes and situations as they arise.
- To promote good student behaviour, deal promptly with conflict and incidents in line with Academy policy and encourage students to take responsibility for their own behaviour.

Physical Demands

- Normal physical effort required.

Working Conditions

- To contribute to an excellent working environment within the department
- To ensure an environment and methods of working which secure safe, effective learning appropriate to the individual needs of all students and which promote high standards of achievement, behaviour and discipline.

- Work is mainly based within the Academy.
- To be responsible for the organisation, setting out, clearing away and care of learning resources as well as ensuring the classroom is left in good order to create a purposeful and attractive learning environment.

Accountability

The subject leader is accountable to the Principal and will report to the Principal as appropriate. They are expected to set the highest personal standards of performance for themselves, and with the support of their line manager, they are responsible for ensuring their own learning and development by way of work-based and /or other methods of study. Success will be measured through performance achievement of individual targets within the annual Appraisal process.

General notes

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including references from current and previous employers, health, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list. This role involves working with children on a daily basis and is therefore in regulated activity.

General Expectations

Behaviour Expectations

- To establish **H**igh expectations for all that we seek to achieve.
- To create **E**quity of opportunity, removing disadvantage.
- To champion the success and life chances of **A**ll children.
- To furnish pupils and staff with the **R**esilience to succeed as lifelong learners.
- To promote **T**olerance and respect for ourselves, our communities and our environment.

Expectations of Jobholder

- To be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.
- To be committed to safeguarding and promoting the welfare of children and young people.
- To ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- To ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- To demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
- To comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- To commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
- To undertake such other duties as are commensurate with the grade of the post.

NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

Signed:

Name:

Date: