

Tile Cross Academy



**Head of Humanities – (*Geography
with History Specialist Preferred*)
Candidate Pack**



Washwood Heath
Multi Academy Trust



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Headteachers Welcome

Welcome to Tile Cross Academy. Thank you for your interest in the role of Head of Humanities within our School.

At Tile Cross Academy we care deeply for our students; their safety and wellbeing is our primary concern. Tile Cross Academy is the ideal environment in which to stimulate the minds of the next generation. It is a special place where both students and staff feel a real sense of belonging, with relationships at the heart of everything we do. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal through a Rights Respecting ethos where students' rights are 'learned, celebrated and lived'. We value everyone's opinions and beliefs, whilst also encouraging every single child to achieve their very best.



Tile Cross Academy is proud to announce that we were winners within the UK Social Mobility Awards and have been awarded the title 'School of the Year 2020'



Tile Cross Academy opened in May 2017 as part of the Washwood Heath Multi Academy Trust. It sits on a site once occupied by Central Grammar School for boys, Byng Kenrick Grammar School for Girls, Sir Wilfred Martineau School and The International School. Our new school sits at the very heart of its community with a proud and distinguished heritage and an exciting and successful future ahead of it.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Paul Marano

Headteacher

'Strive, Achieve, Believe'





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About Our School

School Vision & Ethos

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school. We have high expectations for our students in which they develop through high quality Teaching and Learning and our focus to develop the Character of every child, so they become outstanding learners and citizens.

We aim to provide a high-quality education in an atmosphere of mutual respect where everyone is valued as an important member of our school community. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop, and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and positive about their futures. and Ethos S

Curriculum Overview

Our curriculum is at the heart of our school and reflects our values 'Strive, Achieve, Believe'.

At Tile Cross Academy we aim to offer a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We offer this through a curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full programme of enrichment activities to engage our learners that allows them to develop experiences outside the classroom.

We offer a full, broad and balanced curriculum with a diverse range of subjects including GCSE and Vocational subjects. Within our curriculum, we strive to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

We want all our students, no matter what their background or previous social and academic experience, to leave school as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.

In a rapidly changing world we feel strongly that our students should show adaptability and resilience as well as demonstrating respect, kindness and tolerance of people from all faiths, cultures and backgrounds.

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a diverse, challenging, and engaging curriculum
- Thrive by exemplary practice modelled through our Teaching & Learning cycle
- Develop their independence, collaboration, and ability to evaluate
- Be supported and challenged as they aim to reach their true potential
- Be literate and articulate enabling them to access the wider world

Pastoral Care & Wellbeing

Tile Cross Academy Provides a caring atmosphere where students feel secure and comfortable as they settle down to focus on their learning.

Form Tutors and Pastoral Managers look after the day to day needs of students and they remain with their tutor groups throughout the five years wherever possible, getting to know both students and parents very well. We



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value our close partnership with parents and encourage them to be actively involved in their child's education at every opportunity.

Students build up a trusting and friendly relationship with their Tutor, Pastoral Manager, Head of Year and peers through activities in registration and assemblies. Each Year group has a weekly assembly in the Central Hall, with Form Tutors, the Head of Year and a member of the Senior Leadership Team present. Others, including outside speakers are invited during the year. Heads of Year ensure the social and academic well-being of students in their year group as well as helping to maintain good attendance and standards of behaviour. A wide range of pastoral, wellbeing and academic interventions take place with students supported to overcome challenges and develop lifelong character traits.

Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.

Our learners will:

- Understand how their behaviours and attitudes impacts on theirs and other children's progress within a supportive, caring, and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail.
- Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers, and their lives as adults.

At Tile Cross Academy, we expect our students to be:

- On time, think smart and dress smart and be **Ready** to learn.
- **Respectful** of everyone in school; every child, every adult.
- **Responsible** for their learning and responsible for their actions.
- **Resilient** to the challenges that face them; in lessons and around school and as they grow through life.
- **Reflective**; understand what they do well, what they could do better and how they can all help each other grow and develop.





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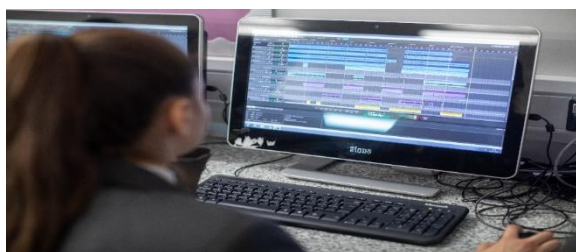
Our Humanities Faculty

Our vision for the Humanities Faculty is that all students experience a curriculum with breadth and depth so they are equipped to be global citizens of the future. The Tile Cross Humanities faculty are committed to ensuring that all students make excellent progress in History, Geography and RE through excellent teaching that will motivate them to work hard and succeed. We aim for them to become independent global citizens through fostering awareness of the past, present and future of the world around them through the development of their subject knowledge and expertise.

In our Humanities lessons we encourage depth and breadth by focusing on developing a strong knowledge and skills base which will give them a firm foundation for further study. Formal and informal assessments allow pupils to know how they are progressing, and allow the teachers to plan according to the specific needs of their classes and individual pupils. We believe our approach to knowledge and skills development allows pupils to have the best possible chance to feel confident in their own abilities, and will offer a springboard to success for further study. We also include in our lessons debates; spark passionate discussions and excitement so that all students are fully engaged in their learning. This will develop their ambition and thirst to learn in order to succeed and excel. In order to drive progress we pro-actively embed revision and learning strategies with a focus on a Knowledge Rich Curriculum within the faculty at KS3 & KS4.

The Humanities Key stage 3 curriculum offers a Knowledge Rich Curriculum that covers British and World History. This includes bigger enquiry questions which are designed to help our students gain a sense of time and chronology and their place in world history. They will develop important skills of identification, analysis and evaluation through examining historical evidence and sources with a critical eye. Our enquiry journey takes students from Medieval Britain through to Present Day including both World Wars. The study of the Holocaust is an integral part of our cross curriculum offer in Humanities. As a Rights Respecting school we need to ensure that our students have a sound knowledge of the atrocities of the past if we are to engender a spirit of tolerance and understanding. Our Geography curriculum covers human and physical Geography. In Geography pupils develop essential geographical skills, such as data analysis; interpreting geographical information; understanding of the interaction between physical/human processes and their formation.

Our timetable is arranged so that topics are studied in depth. As students transition from History to Geography, low stakes tests are set to ensure that learning is retained. They are given the tools to make sense of a complex and dynamically changing world. Students learn where places are, different landscapes and climates. They learn how places and landscapes are formed, and how people and their environment interact in both positive and negative ways. Religious education is at the heart of our vision to prepare our students for their future. Students will learn about Christianity and the 5 other major faiths. Students will learn about religion and from religion, developing their knowledge and expertise through the CORE skills. At Key Stage 4, while some students will opt to study at GCSE and others have the opportunity to do so, all students have provision at a whole school level which is under review. The Humanities faculty consists of four full time qualified teachers who are creative and forward thinking. Our teachers teach in specialist subjects at KS4 but there is an expectation for teachers to be flexible across Humanities particularly at KS3. We often lead on new initiatives. For example, developing new strategies for assessment, feedback and marking. We are a strong team that believes in collaboration and regularly share ideas in order to develop our teaching and learning practice.





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Humanities Faculty – Geography with History Specialism Preferred

In addition to the responsibilities of class teacher as set out the Classroom Teachers Job Description (*taken from the school teachers' pay and conditions document*) you will also undertake the following duties and responsibilities.

To provide outstanding faculty leadership for our **Humanities Faculty** and ensure that it is appropriately and effectively monitored and delivered.

Responsible to: Leadership of SLT Line Manager

Responsible for: All staff in faculty

Accountabilities:

Achievement of pupils

Standards of Student Performance - To be accountable for the achievement and progress of all students within your faculty area to ensure high outcomes are achieved. To be responsible for the monitoring of accurate targets, assessment, recording and reporting of student achievement within faculty areas and monitor/evaluate pupil performance data.

- Be accountable for the progress of students within the designated responsibility area.
- Regularly review the progress of all Key Stages, subject areas and identified groups within the designated responsibility area following the analysis from TLR post holders.
- Where differences in key stages, subject areas and identified groups are found, work with other TLR post holders and LT to identify successful strategies for improvement.
- Set challenging targets for all students through the effective development of high expectations with teaching staff.

Quality of Teaching and Learning

Standards of Teaching and Learning – To be accountable for the quality of Teaching & Learning with your Faculty area. To be accountable for the production of long, medium and weekly planning together with the production of an annual subject development plan which enables full delivery of the National Curriculum. To be accountable for the planning and delivery of GCSE and other accredited courses under your jurisdiction in relation to your identified subject/s area to all year groups ensuring delivery meets the academic and social needs of students.

- Regularly monitor the effectiveness of the teaching and marking within the designated responsibility area using learning walks and lesson observations as defined by the faculty / house quality assurance calendar.
- Use the performance management process effectively to develop teaching with the teachers with whom the responsibility area line manages.
- Use strengths of individual staff to support other staff within the designated responsibility area identified as requiring development.
- Act as a coach / mentor for staff for whom the role line manages.
- Provide effective feedback to staff as a result of monitoring helping them to identify areas for development.
- Provide challenging targets for and develop milestones for completion of targets with individual staff.

Behaviour and Safety of Pupils

Rewards, Behaviour & Safety – To be accountable for Rewards, Behaviour & safety of students within your Faculty area

- Regularly review the responsibility behaviour data and identify trends in groups and times of the day.



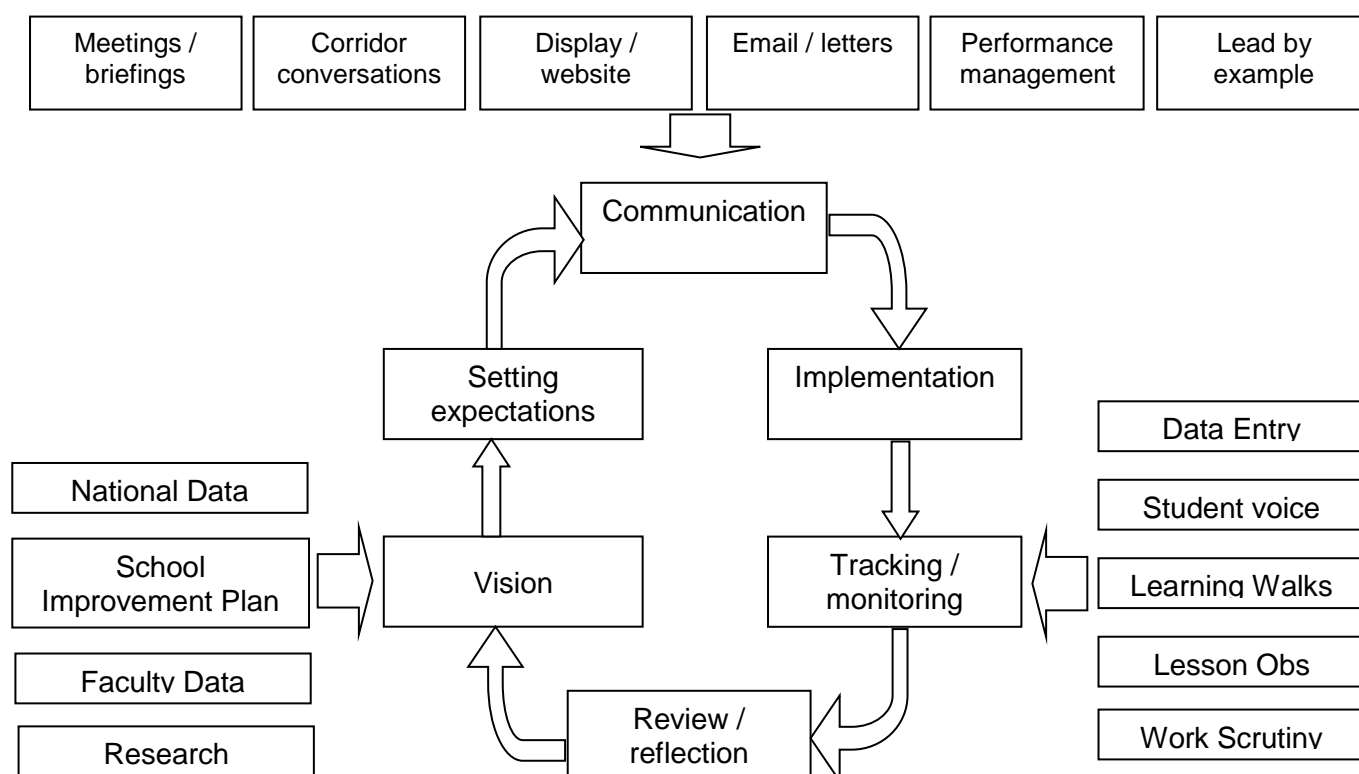
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- Where behaviour problems are identified, develop and implement support strategies. These could include: whole faculty / house training, individual teacher training, support for specific classes (through rearranging in class support and discussion with student support), reviewing group mixes and altering groups where possible.
- Review punctuality and attendance to classes.
- Ensure that all teaching staff within the designated responsibility area follow school procedures relating to behaviour and achievement.
- Develop the learning environment within the designated responsibility area to ensure high quality display supporting effective behaviour and promoting engagement and enthusiasm.

Quality of Leadership and Management

Leadership – To be accountable for and provide professional leadership for colleagues delivering aspects of your designated subject and to provide subject information, planning and monitoring information to designated to support your faculty visions. To administer your departmental budget in line with school agreed priorities.

- Devise medium and long term plans for the development of the defined area of responsibility which supports the areas defined on the school improvement plan.
- Use a wide range of communication strategies to share the vision as defined by the medium and long term plans with the teaching staff under the defined responsibility area.
- Create and implement a quality assurance calendar to regularly review the progress of students and teaching within the defined responsibility area in line with the school QA schedule.
- Set regular review meetings with staff in relation to progress through the performance management cycle.
- Set high expectations of staff and students within the defined area of responsibility.
- Completes rigour regular self-evaluation to underpin actions and plans that are focussed accurately on areas requiring improvement.
- Develop leadership within the defined area of responsibility by distributing responsibilities to staff with TLR, UPS, Main Scale and NQT.
- Motivate and inspire staff under area of responsibility and beyond to develop the responsibility area as defined by the vision.





Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification – Teacher

CRITERIA	ESSENTIAL	M.O.A	Criteria Met
EXPERIENCE <i>(Relevant work and other experience)</i>	Experience of working in a school	AF/I	
	Ability to teach KS3 and examination courses at KS4	AF/I	
SKILLS AND ABILITIES <i>(e.g. Written communication skills, dealing with the public)</i>	Excellent teacher performance in the classroom and ability to utilise an effective range of teaching and learning styles	AF/I	
	Ability to create a learning environment that values all students equally and enables all to achieve	AF/I	
	To provide opportunities for students to develop awareness of cross-curricular themes and key skills	AF/I	
	Ability to work under pressure and meet competing deadlines	AF/I	
	Knowledge of the curriculum and current issues in education	AF/I	
	Ability to work in a pastoral team as a form tutor	AF/I	
	Good understanding and competence in ICT	AF/I	
	Good organisational skills	AF/I	
	Excellent communication skills – written and verbal	AF/I	
	Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing students' behaviour constructively	AF/I	
	Work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate	AF/I	
	Willingness to be involved in the extra-curricular programme within the faculty	AF/I	



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	Committed to raising standards in the school	AF/I	
	High level of self-motivation and energy and enthusiasm for the education of young people	AF/I	
TRAINING	Willingness to undertake appropriate training	AF/I	
	Willingness to deliver appropriate training within the school training plan	AF/I	
EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications	Qualified teacher status	AF/I	
	Degree or equivalent	AF/I	
	Subject specialism that has been applied for	A/F/I	
OTHER	Ability to respond flexibly and adapt to changing and challenging circumstances	AF/I	
	Ability to persuade, negotiate and influence others	AF/I	
	Ability to maintain strict confidentiality of information received and processed as part of the job role	AF/I	
	Ability to set and maintain high standards within the maths team	AF/I	
	Ability to project a professional image for the school	AF/I	
	Ability to have a flexible approach to work to meet the needs of the school	AF/I	
CONTRA INDICATION	Criminal convictions involving offences against children	AF/I	

We are part of Washwood Heath Multi Academy Trust, welcoming students from 11 years old to 16 years old, providing a standard of academic excellence for secondary and education. We are very proud of the positive learning experience offered to our students and the support available to ensure they achieve their full potential. **We:**

- offer an excellent induction programme within a friendly and supportive environment
- offer a whole range of opportunities to further develop colleagues' teaching skills and leadership potential, including a Supportive NQT Induction Process & Policy, Career Pledge for Teachers to support at each stage of career, paid opportunities to upskill via apprenticeship levy (right up to masters level).
- are creative and innovative in our approach to all aspects of school life
- have motivated, vibrant, multi-ethnic students and staff
- have a strong family ethos where individuals are respected and valued
- are part of the WHA Trust that provides numerous professional development opportunities

We know you would love working at Tile Cross Academy. We have wonderful, enthusiastic students and amazing staff who always go the extra mile for their classes.

Informal conversations are warmly welcomed. Please contact **Amy Hughes – PA to the Headteacher** ahughes@tilecross.academy

Tile Cross Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.