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Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

HEAD OF PSHCE

TLR 2B £4,782

JANUARY 2022

HEAD OF PSHCE

Dear Applicant,

Thank you for requesting details for the position of Head of PSHCE at Ilkley Grammar School. The post offers an exciting opportunity to teach PSHCE and make a positive difference in our outstanding school, a converter Academy and the founding school of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

The successful candidate will join a very popular and ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in PSHCE through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

This is an exciting time in the school's development. Following a £4.7 million capital investment from Bradford Metropolitan District Council (BMDC), our learning environment has been enhanced by an additional three-storey teaching block for with 15 new classrooms (all equipped with interactive screens), a dining hall and indoor flexible space. In addition, we have also opened a 12 place Specialist Resource Provision (SRP) for students with autism as part of our commitment to inclusive education. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need and have rolled out iPads to all students to personalise learning and prepare them for life and work in the 21st Century. We also invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our success was also recognised in The Sunday Times Schools Guide 2022 with Ilkley Grammar School named as the 7th best state secondary school and 3rd best state comprehensive school in the north of England.

Since achieving our 'Outstanding' Ofsted rating, the school has gone from strength to strength. Our 2021 A-level and GCSE results were outstanding: 51% of all A-level entries were at A/A* and 73% at A*-B; at GCSE over 52% of all GCSE entries were achieved at 7+ this year - a 10% rise on last year's IGS results and over 23% above this year's national rate, with a very impressive 34% of all entries achieved at the very top level of grades 9/8 – an increase of 9% from last year. As a result, progress of all students is well above average with a score of +.58 in 2019 and, although performance tables will not be published this year, our P8 score based on the 2019 formula is +.1.1 This is in line with the upward trajectory of improvement we have maintained over a number of years.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have an embedded programme of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

Despite our considerable success, we are not complacent and our commitment to Personal Best means that we continue to drive school improvement in order to further raise standards. Consequently, this is a crucial role in our middle leadership structure and we are looking for a

talented leader and teacher who can combine vision, strategy and drive to support our journey to being an exceptional school. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, emotionally intelligent leadership, an unwavering commitment to Personal Best and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you would lead developments in the curriculum and learning and teaching to ensure students have a memorable, enjoyable experience and make excellent progress in PSHCE
- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role

Closing date for applications is: 8am Wednesday 19th January 2022

Interviews will be held: Week commencing 24th January 2022

If you do not receive an invitation to interview by 24th January, we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

PSHCE Subject Profile

This is an extremely exciting time to be joining Ilkley Grammar School, an outstanding school within the Bradford area. We are an 11-18 academy and one of two schools within the Moorlands Learning Trust, a Trust dedicated to placing the student at the heart of their community to transform the lives of the young people it serves. The academy had a Section 5 Inspection in March 2017 achieving an overall Outstanding judgement and we strive to maintain and build on that success into the future.

Our highly motivated and talented students are at the very centre of everything we do and the shared mission of all our stakeholders is to work together in partnership to realise the aspirations and ambitions of every one of our young people. Our academy is a unique and inspirational place to work, enhanced by our wonderful students.

Our ECT and CPD training programmes are highly respected by staff at the academy and is further enhanced by the various opportunities for professional development, provided through our flexible CPD programme and through our founder-member position within the Red Kite Alliance. The position is ideal for a teacher with a proven track record in providing high quality teaching in PSHCE, citizenship and RSE.

The PSHCE department is a fast-moving, topical department, alive to the ever-changing world around us. Lessons are taught once a two-week cycle in Years 7, 8 and 11 and twice a cycle in Year 10. RSE is taught over Term 3 to Year 9 through RE. PSHCE covers a number of disciplines, namely the Department for Education's Citizenship Programme of Study, the PSHE Association's Programme of Study and incorporates the Department of Education's new Relationship and Sex Education Programme. Students in Year 10 also undertake World of Work-focused schemes that encompass the START programme, mock interviews and work experience while Year 11 focus on their Post-16 aspirations and financial literacy.

The department aims to provide students with the knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, the department strives to foster in our students a keen awareness and understanding of democracy and to equip them with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments to prepare them to take their place in society. A programme of active citizenship is also designed to enable our students to realise our whole school vision of having the confidence and skills to make a positive difference to their own lives and the lives of others.

HEAD OF DEPARTMENT

Post Title: Head of PSHCE

Salary Grade: MPR/UPR + TLR 2b (£4,782)

Responsible to: Assistant Headteacher: Teaching and Learning

Responsible For: Department: PSHCE

A Head of Department provides strategic leadership and direction for the subject/s within their remit. They ensure that their subject/s is managed and organised to meet the aims and objectives of the school and the Curriculum Area/department. While the Headteacher and governors carry overall responsibility for school improvement, a Head of Department has responsibility for securing high standards of teaching and learning in their subject/s as well as playing a major role in the development of their department and in policy and practice. Throughout their work, a Head of Department ensures that practices improve the quality of education provided, meets the needs and aspirations of all pupils, and raises standards of achievement in school.

The key areas of leadership are:

- Strategic direction and development of the department
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources.

A. Strategic Policy and Planning

Within the context of the school's aims and policies, Heads of Department support the development and implementation of subject policies, plans, targets and practices.

1. To establish a clear and ambitious curriculum vision for the subject, to have a Department Improvement Plan and contribute to the Curriculum Area Improvement Plan which is consistent with the Academy Development Plan. This will set out improvement strategies on developing teaching and learning and enhancing achievement and will be reviewed regularly and revised annually.
2. To evaluate the department's strengths and areas for development, and produce a SEF using criteria from the Ofsted framework to forward plan key strategic priorities.
3. To lead the design of a clear, coherent, ambitious and carefully sequenced curriculum intent across all key stages, using the Ofsted framework as one of the drivers for improvement.
4. To attend regular Curriculum Area meetings and convene Department meetings as appropriate with agendas and minutes circulated to team members and line managers.
5. To promote the subject area within school and provide information as appropriate for option choices, promotional events, the Sixth Form and careers' guidance.
6. To promote high standards across the Department and lead by example.
7. To keep abreast of current educational thinking and subject developments.

8. To drive the development of a well-sequenced, ambitious curriculum which develops powerful knowledge, meets students' needs and tackles social disadvantage.
9. To promote a positive image of the school within the community, Moorlands Learning Trust and the Red Kite Alliance, meeting with similar post holders in other settings as appropriate.
10. To meet with the Curriculum Leader to review the progress and needs of the Department annually and to forward plan.

B. Teaching and Learning

Heads of Department secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. Heads of Department lead the design and implementation of the curriculum and ensure it is constructed well and taught well, so that students know more, remember more and can do more.

1. To lead the effective implementation of the planned curriculum ensuring there is a 'connectedness' between curriculum, teaching, assessment and standards
2. To lead the delivery of well-structured, challenging and engaging lessons in line with the curriculum sequence, ensuring excellent progress is promoted.
3. To oversee and monitor the quality, impact and delivery of the subject/s, evaluate its success and set targets for improvement.
4. To ensure consistency of practice across the department, with regard to lesson planning, the standard of teaching and learning, marking, feedback and assessment, homework etc.
5. To lead on eLearning and the consistent use of iPads to promote student progress and engagement.
6. To have high expectations of all students and communicate an unwavering belief in the potential of all.
7. To lead the review, development and implementation of effective schemes of work and teaching materials in supporting the curriculum intent.
8. To ensure that SEND and inclusion policies are enacted within the classroom and the overall department, and support for students with SEND is in line with their student passports/EHCP.
9. To review, and have a clear rationale for, course choices and examination syllabi where appropriate.
10. Lead the accurate and productive use of assessment, including embedded formative assessment practice so that students know their strengths and areas for improvement and make progress.
11. To monitor and track student performance, progress and effort, ensuring that assessment data is used effectively, and that targets are set.
12. To use internal assessment data and published performance data where appropriate to draw conclusions, determine lines of enquiry and to continually improve the curriculum and teaching.
13. To implement intervention and support strategies for students.

14. To oversee departmental discipline and guidance, working in conjunction with the Curriculum Leader or Head of Year as appropriate.
15. To encourage and develop extra-curricular and enrichment provision – events, fieldwork, visits, clubs, residential or other opportunities.
16. To ensure the sustained development of literacy and numeracy skills across the curriculum.

C. Leading and Managing Staff

Heads of Department provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain and secure improvement in teaching.

1. To determine with the Curriculum Leader/Line Manager job descriptions which are reviewed annually.
2. To promote a sense of unity across the department so teachers are well informed, enthusiastic, supported and working to a common purpose.
3. Work alongside the Curriculum Leader/Line Manager to monitor staff performance, supporting, challenging and setting targets.
4. To advise the Headteacher and Curriculum Leader/Line Manager on appointment of staff to the department, drawing up job specifications and sitting on interview panels as appropriate.
5. To oversee the induction of new staff.
6. To oversee Initial Teacher Training programmes as appropriate.
7. In consultation with the Leadership Team and the Curriculum Leader, to deploy staff to teaching groups.
8. To oversee and monitor the continuing professional development of department colleagues and manage Appraisals as Team Leader of relevant staff.
9. To set a professional example in terms of teaching, attendance, energy and effectiveness.
10. To oversee and support the deployment of Learning Support Assistants so they effectively raise the quality of learning and achievement
11. To support staff wellbeing and consider workload within the department

D. Parents/Other Communication

1. To liaise with parents as appropriate with regard to students' progress and conduct, success and underachievement, and informing them of coursework, homework, attendance or other concerns.
2. To liaise with subject link governors as appropriate.
3. To liaise with Form Tutors, Heads of Years, pastoral and inclusion personnel and the Leadership Team as required

4. To liaise with primary schools, outside agencies, industry and others as necessary.
5. To lead/attend meetings to inform parents of new developments, intervention strategies etc

E. Resources Management

1. To identify, order and distribute appropriate resources and ensure they are used efficiently, effectively and safely.
2. With the Curriculum Leader/Line Manager, to manage any delegated budget and maintain up-to-date accounts in accordance with school procedures.
3. To oversee stock control, storage and filing systems and regularly update inventories.
4. To support the creation of a safe, stimulating and attractive Curriculum Area and department environment for teaching and learning.
5. To manage and safeguard the fabric and furniture of department accommodation.

This is a generic job description and is subject to review. Heads of Department will have other specific responsibilities associated with their particular role.

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Head of PSHCE

Qualification and Training	Essential/ Desirable E/D	How Identified
☐ Qualified teacher status recognised by the DfE	E	Application form and selection process
☐ Good Honours Degree	E	
☐ Good A levels	D	
☐ Recent appropriate CPD	E	
☐ Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
☐ Experience of subject leadership and management with clear evidence of impact	D	Application form and selection process
☐ Experience of involvement in quality assurance processes, monitoring and evaluating “typicality” in the classroom	D	
☐ Use of innovative approaches to the development of learning and teaching to engage students and raise standards	E	
☐ Experience of involvement in curriculum design	E	
☐ Successful experience of delivering a curriculum to students with a wide range of needs	E	
☐ Successful experience of managing an effective classroom environment to promote student learning and positive behaviour	E	
☐ Good understanding and use of data and how it can be used to raise standards and levels of achievement	E	
☐ Recognised as an outstanding classroom practitioner with proven success at key stage 3 and 4	E	
☐ Experience of development planning and self-evaluation	D	
☐ Experience of leading relevant CPD	D	
☐ Experience of working with the wider school community including feeder schools and local business	D	
☐ Experience of e-learning including mobile technologies	D	
☐ Previous teaching experience	E	
☐ Experience of more than one school	D	
☐ Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
☐ A passion for teaching PSHCE	E	Application and selection process
☐ Knowledge of how to promote outstanding learning and teaching across PSHCE	E	
☐ Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
☐ Knowledge of the Ofsted framework	E	
☐ The knowledge and ability to design an ambitious, connected and coherent curriculum	E	
☐ Ability to demonstrate sound judgement and decision-making skills	E	
☐ Knowledge of national curriculum developments in citizenship, PSHCE, RSE and accredited examination pathways	E	
☐ Shares and develops own expertise and learns from others	E	
☐ Able to lead, inspire and motivate colleagues and students	E	
☐ Good standard of accurate written and spoken English	E	

☐ Excellent communication, both in writing and orally, to a wide range of audiences	E	
☐ Proven ability to use ICT in the teaching, organisation or management of their role	E	
☐ Self-motivated and takes the initiative	E	
☐ Able to embrace new approaches and ways of thinking	E	
☐ Responsive to the individual needs of students and colleagues	E	
☐ Values diversity and encourages the contribution of others	E	
☐ Knowledge of effective behaviour management strategies	E	
☐ Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
☐ A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
☐ A passionate commitment to achieving the highest standards for all students	E	
☐ A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
☐ Fully committed to a close working partnership with parents, governors and the community	E	
☐ An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
☐ Values equality, trust, wellbeing, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
☐ Strong 'moral purpose'	E	Application form and selection process
☐ Conscientious and committed to high personal and professional standards	E	
☐ Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	D	
☐ Enthusiastic about education and learning	E	
☐ Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
☐ Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
☐ Works well with colleagues and contributes effectively to the team(s)	E	
☐ Abides by the Academy's policies	E	
☐ Professional appearance	E	
☐ Emotionally intelligent	E	
☐ Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
☐ Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
☐ Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	

Circumstances - Personal	Essential/ Desirable E/D	How Identified
☐ Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
☐ No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
☐ Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
☐ Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
☐ Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
☐ Displays commitment to the protection and safeguarding of children and young people	E	
☐ Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name

..... **Signature**.....

Line Manager:

Print name

..... **Signature**

Date: