



HAILSHAM COMMUNITY COLLEGE  
ACADEMY TRUST

*'Be the very best you can be'*

# Assistant Director of Learning for Social Studies

## APPLICANT INFORMATION PACK



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## **Assistant Director of Learning for Social Studies**

**Please find enclosed:**

- **Letter from the Executive Principal**
- **Job Description**
- **Person Specification**
- **Department Information**





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Dear Applicant

Thank you very much for your enquiry for the post of Assistant Director of Learning for Social Studies at our College. We hope that you will decide to apply for the opportunity to play a key role in the development of education in Hailsham and we hope that the information below will be helpful to you.

Hailsham is an historic market town close to the large and vibrant towns of Eastbourne and Brighton, with some of the most spectacular scenery in England on its doorstep.

Hailsham Community College has been on an incredible journey over the past few years. We made an application in early 2012 to the Department for Education to become a converter Academy and as a result of our successful application, we became Hailsham Community College (Academy Trust) with effect from 1 August 2012. We are now entering a new phase of development, with the college predicted to grow substantially over the coming years.

In the early part of 2018, we were very fortunate to have been approached by the Local Authority to provide a new Primary and Pre-school provision within the town. In September 2019 we opened a brand-new school approximately a mile from the Secondary site, thus extending the designation of the Trust to a 2-19 all-through school.

We are now entering into another exciting phase of development for the college as we begin a two year project to re-develop one of our existing buildings which will become a state of the art three storey building comprising of 22 new classrooms, some of which will be for specialist subjects and others will be for general teaching. In addition to this, the college will also benefit from the development of a new floodlit all-weather pitch, redevelopment of our current Post 16 building and additional parking on site.

The college motto, 'Be the very best you can be!' is very simple but encapsulates everything we believe in for the entire college community, learners and staff alike.

You will find our values and principles put into practice in a busy, cheerful community based on friendly relationships; the atmosphere is positive and full of purpose and endeavour. Our focus is on learning; we take pride in nurturing and supporting the personal, social and academic development of each individual.

The college underwent inspection by Ofsted on 1 March 2017 and was judged to be 'good' throughout. Since then, our mission has been to progress from 'good' to 'outstanding'.

We hope that you will decide to apply. We have always actively encouraged candidates to visit the College prior to completing an application form. If you would like any further information or would like to arrange a visit, please telephone us to arrange an informal visit.

If you do apply and wish to know if your application has been unsuccessful, please enclose a stamped addressed envelope.

I hope to have the pleasure of meeting you soon.

Yours faithfully

Phil Matthews  
Executive Principal



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## Job Description

<b>Job Title:</b>	Assistant Director of Learning for Social Studies
<b>Grade</b>	Teachers Pay Scale
<b>Contract</b>	TPS + TLR2b
<b>Line Managed by:</b>	Director of Learning for Social Studies
<b>Date:</b>	May 2021

## Principal Accountabilities

- To support the leadership and management of the subject area to achieve both outstanding progress and attainment
- To support leading and managing the subject area curriculum
- To lead PSHE across the college
- Monitor, review and evaluate the effectiveness of the curriculum to ensure all staff understand and deliver upon the curriculum intent leading to great impact
- To maintain high presence around the Academy to ensure the highest standards of behaviour are upheld
- Actively support staff and students with welfare and well-being
- Model outstanding practice in terms of classroom teaching, preparation, marking and assessment
- Communicate and liaise with staff, students, the home, community and governors
- Constantly ensure development of team members both within subject and in the wider academy community
- To support the Director of learning contributing to the strategic leadership of the Academy, developing, implementing and evaluating systems and processes.
- Ensure teaching and learning incorporates safeguarding at all times.

## Competencies

### Curriculum impact

- Support the development of a curriculum which is sequenced, rich in knowledge and skills and blends SED with ambition.
- Teach and model the delivery of ambitious lessons that motivate and inspire students and staff, equipping them with the knowledge and skills needed to achieve great impact
- Evaluate, review and develop the curriculum, involving subject staff and students
- Keep up to date with national developments in the subject area at each key stage and teaching practice and pedagogy
- Actively monitor and respond to curriculum developments and initiatives at national,

regional and local levels and to disseminate this knowledge to staff

- Support in the setting, oversee and evaluate regular, relevant and assessments for students ensuring that they are carried out consistently by all subject staff and standardised /moderated thoroughly to ensure accuracy
- Ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support
- Ensure that a range of enrichment / intervention and extension activities are offered to and taken up by students to enhance their progress and attainment
- Ensure that statutory requirements are met
- Ensure that all subject staff are marking, assessing and providing feedback in line with best practice and Academy policy at all times

### **Quality assurance**

- Support in the triangulation of the effectiveness of teaching and learning within the subject area, through informal monitoring.
- Ensure that all staff in the team have effective plans to deliver highly effective lessons and schemes of learning
- Regularly review the attainment and progress of all students, groups and subgroups with subject staff and plan, implement and oversee interventions
- Liaise with all appropriate personnel regarding support for student progress, including SENCO, Aspire and ASD Facility.
- Ensure that all Academy policies are implemented consistently by subject staff

### **Leadership**

- Support the DOL in leading a team of colleagues in the subject area through aims, objectives and departmental action plans for the team which support and complement those of the Academy
- Plan the development of staff expertise to achieve subject action plan objectives

### **Team Development**

- Support the development and CPD of subject staff ensuring that their CPD needs are met and staff are constantly growing
- Act as an Appraiser for members of the subject area, carrying out KITT reviews in line with the Academy's policy and setting challenging progress targets
- Participate in the recruitment process for members of the subject team
- Ensure effective induction of new staff in line with Academy procedures
- Promote teamwork and to motivate staff to ensure effective relations
- Support and challenge team members, including in circumstances when they are underperforming
- Organise effective team meetings with progress agendas centred on teaching and learning and raising attainment and progress

Teachers are expected to undertake any other duty as the Executive Principal may determine within the remit of the National Pay and Conditions document or within any other national or local agreement it may supersede.

This job description sets out the duties of the post at the time it was prepared. Such duties may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a regrading of the post.



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## Person Specification

<b>Job Title:</b>	Assistant Director of Learning for Social Studies
<b>Line Managed by:</b>	Director of Learning
<b>Date:</b>	May 2021

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Educated to degree level or equivalent</li><li>• Qualified Teacher Status</li><li>• Evidence of continuing professional development</li></ul>	Evidence Leadership
<b>Experience and Skills</b>	<ul style="list-style-type: none"><li>• Experience of having made a contribution to the success of a PSHE curriculum area through student outcomes and ethos</li><li>• Demonstrate experience of improving student outcomes</li><li>• Understanding of innovative approaches to teaching and learning</li><li>• In-depth knowledge of the curriculum at KS3-5</li><li>• Understanding of the National Curriculum and Ofsted Framework</li><li>• Demonstrable experience of high-quality teaching and learning</li><li>• Positive effective strategies for behaviour management</li><li>• Experience of optimising the attainment and progress of students</li><li>• Ability to use data and ICT effectively to assess performance and raise achievement</li><li>• Experience of working with children with significant barriers to learning</li><li>• Knowledge and understanding of schools' statutory responsibilities regarding safeguarding and the needs of students with SEN / D</li><li>• Well-developed interpersonal and organisational skills and the ability to work collaboratively, leading to the achievement of department aims</li></ul>	<p>Experience of teaching BTEC health and Social Care at KS4/5</p> <p>Experience of teaching Sociology at KS4/5</p> <p>Understanding of the new Ofsted criteria and how this will impact on the curriculum area</p>

	<ul style="list-style-type: none"> <li>• Experience of organising subject-based activities and visits that enrich the curriculum</li> </ul>	
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Ability to consistently lead a team to deliver high quality learning where progress is achieved</li> <li>• Outstanding learning secured for students through outstanding teaching and a calm, orderly environment where students can demonstrate excellent engagement with their learning</li> <li>• The need for all students needs to be addressed and for teachers to be able to take risks which facilitate stretch and challenge</li> <li>• Effective, rigorous and sensitive relationships with students that secure positive emotional health and an excellent culture for learning</li> <li>• Evidence of supporting and challenging underperforming team members</li> </ul>	Evidence of delivering CPD
<b>Visions and values</b>	<ul style="list-style-type: none"> <li>• Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour and commitment to relentlessly securing those standards</li> <li>• Ability to construct and lead through a rigorous action plan which holds the team to account to support the Academy Strategic Plan and KPIs and the role to be played by the department</li> <li>• A firm belief in the unlimited potential of every student</li> <li>• Vision and values aligned with the Academy's high aspirations and high expectations for children, staff and families</li> <li>• Willingness to engage with parents / carers in order to encourage their close involvement in the education of their children</li> <li>• Resilience and motivation to support the academy through day-to-day challenges while maintaining positivity and professionalism</li> <li>• Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed</li> <li>• Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students</li> </ul>	A whatever it takes attitude!

	<ul style="list-style-type: none"> <li>• Strong organisational skills and team building skills</li> <li>• A deep commitment to the safeguarding and wellbeing of all students</li> </ul>	
<b>Relationships with Stakeholders</b>	<ul style="list-style-type: none"> <li>• Commitment to working with others to secure the best outcomes for children</li> <li>• Skilful management and understanding of how to secure strong relationships with other academy staff, families and other external relationships</li> </ul>	
<b>Work-related personal qualities</b>	<ul style="list-style-type: none"> <li>• Personal enthusiasm and commitment aimed at making a positive difference to children and young people and raising standards</li> <li>• Personal and professional integrity, including modelling values and vision</li> <li>• Commitment to support the aims of the HCC Academy Trust</li> <li>• Flexible and able to manage the workload of yourself and your team with competing deadlines, prioritising appropriately, using initiative and maintaining very good humour</li> <li>• Evidence of commitment to and understanding of collective responsibility</li> </ul>	





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## **Department Information – May 2021**

The Social Studies Team is a cohesive, friendly and supportive group of teachers, who really care about the students, and who strive to help them to reach their potential. The team currently comprises three specialist teachers.

Our facilities include four classrooms designated to teaching this subject area.

In KS3 and KS4 PRE and PHSEE are taught, as well as GCSE Sociology and A level Sociology and Psychology and BTEC Health and Social Care. There is an ADOL for the subject and a teacher holding a TLR with a responsibility for PRE and A Level Psychology.

The department seeks not only to nurture and encourage the self-confidence and team skills of students, but also to develop the skills and competencies for performance opportunities and career pathways. Challenge and teamwork are at the heart of our work, and our young people are praised and rewarded for their ability to take risks and step out of their comfort zone.

Gary Ashdown  
Director of Learning