



Star

## STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### JOB DESCRIPTION

<b>Job Title:</b>	Subject Improvement Lead (Humanities)		
<b>Base:</b>	As assigned		
<b>Reports to:</b>	Director of Curriculum and Assessment (Secondary)	<b>Grade:</b>	L16 to L24
<b>Staff Responsibility for:</b>	As assigned	<b>Salary:</b>	£68,400 to £83,081 per annum
		<b>Term:</b>	Permanent Full Time
<b>Additional:</b>	As assigned		

### JOB SUMMARY

Improve the quality of teaching, learning, curriculum, assessment and intervention in Humanities in the Trust's secondary schools through embedding best practice and building capacity in line with the Trust's policies and frameworks.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### 1. Improving Curriculum and Outcomes

- 1.1 Lead the implementation of a Trust-wide Humanities curriculum and assessment framework (curriculum plans, lesson plans, teaching resources, assessment materials).
- 1.2 Manage the implementation of the Trust's Humanities curriculum and assessment framework across all schools.
- 1.3 Lead the development and dissemination of high-quality learning, revision, and assessment materials.
- 1.4 Establish systems and processes to secure quality and accuracy of assessments at Trust schools.
- 1.5 Establish systems and processes to secure impactful intervention within Trust schools.

#### 2. Developing Capacity of Subject Leaders and Teachers

- 2.1 Lead subject leaders' network meetings to develop the capacity of subject leaders.
- 2.2 Lead curriculum masterclass twilights for teachers in the subject.
- 2.3 Deliver induction training to new Star teachers, Early Career Teachers, and trainees in the subject.
- 2.4 Lead training and briefings provided to subject leaders across the Trust's secondary schools.
- 2.5 Provide bespoke training to teachers and subject leaders as needed by designated schools.
- 2.6 Support Deep Dives in schools to evaluate the curriculum intent, implementation and impact.
- 2.7 Support subject leaders to develop their readiness for Ofsted inspection.

- 2.8 Provide support to subject leaders to strengthen the Weekly Subject Practice Clinics, adhering to the See It, Name It, Do it model.
- 2.9 Lead efforts to develop the capacity of school leaders and teachers in Humanities through practice clinics, and instructional coaching.
- 2.10 Establish effective partnerships with relevant subject and professional organisations and encourage the participation of Humanities leaders and teachers where this will lead to improved outcomes for pupils.
- 2.11 Develop and deliver training for teachers and subject leaders to improve examination specification knowledge.
- 2.12 Disseminate KS3 and KS4 (and KS5 in schools with a 6<sup>th</sup> Form) strategies to maximise outcomes in Humanities.

### **3. Humanities Improvement Support in Assigned Schools**

- 3.1 Visit assigned schools – as directed by the Director of Curriculum and Assessment and at an agreed frequency – to enhance outcomes for young people in Humanities.
- 3.2 Agree a curriculum and assessment plan for KS3 and KS4 to optimise learning and maximise outcomes. Audit the delivery of the agreed curriculum through auditing delivery plans; pupil work; meetings with pupils, staff and subject leaders; and lesson visits.
- 3.3 Develop the capacity of subject leaders through coaching, modelling of subject leadership activity, co-planning, and training.
- 3.4 Agree common approaches to assessment – including the provision of assessments to use at formal data collection points.
- 3.5 Lead the assessment cycle – including the provision of assessments, standardising the marking, collation of assessment data, forecasting of results, identification of gaps to address, and determination of training and performance management needs.
- 3.6 Review assessment data to identify gaps and priorities for school leaders and teachers to address.
- 3.7 Deliver intervention and revision masterclasses directly to GCSE pupils to model exceptional practice.

### **4. Funding/Budget Management**

- 4.1 Ensure that the budget allocated is used effectively and efficiently to maximise its impact on the achievement of the best possible outcomes for pupils.
- 4.2 In keeping with the Trust's financial systems, ensure that budgetary controls are effective and expenditure is managed effectively.

### **5. Accountability**

- 5.1 Be accountable to the Trust for performance and outcomes in Humanities in the Trust's schools.
- 5.2 Carry out any such duties as may be reasonably required by the Director of Curriculum and Assessment and the Executive Director of Education.

## **6. Other Responsibilities**

- 6.1 Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- 6.2 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 6.3 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 6.4 Contribute to the wider life of the Trust and the Star community.
- 6.5 Carry out any such duties as may be reasonably required by the Trust.

## **7. Records Management**

- 7.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	Humanities graduate with Qualified Teacher Status.	E	✓	
2.	NPQ in middle leadership.	E	✓	
3.	Evidence of continued professional development in Humanities pedagogy.	E	✓	✓
<b>EXPERIENCE</b>				
4.	Successfully delivering the AQA specifications for GCSE History, Geography, and Religious Studies.	E	✓	✓
5.	Delivering outstanding results consistently.	E	✓	✓
6.	Improving results through effective subject leadership.	E	✓	✓
7.	Developing and delivering curriculum plans.	E	✓	✓
8.	Successfully delivering training and coaching for Humanities teachers.	E	✓	✓
9.	Developing and delivering high impact intervention programmes.	E	✓	✓
10.	Leading teaching, learning and assessment with evidence of impact.	E	✓	✓
11.	Development and use of tracking at subject level.	E	✓	✓
12.	Analysis of assessment data and its use to secure improvement and identify gaps in learning.	E	✓	✓
13.	Working effectively with teachers, middle leaders and senior leaders.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
14.	'Star Excellence' or 'Proficient Teacher' if employed by Star. If not employed by Star, record of exceptional teaching.	E	✓	✓
15.	Knowledge of the AQA specifications for GCSE History, Geography, and Religious Studies.	E	✓	✓
16.	Awareness of knowledge and skills needed by a pupil to secure a Grade '5', Grade '7' and Grade '9' in GCSE in History, Geography, and Religious Studies.	E	✓	✓
17.	Skills and knowledge to design effective professional development programmes and materials.	E	✓	✓
18.	Excellent interpersonal and communication skills.	E	✓	✓
19.	Well-developed coaching and mentoring skills.	E	✓	✓
20.	Ability to embrace, adopt and put in to practice the Trust's Learn Like A Star, Teach Like A Star and Behave Like A Star playbook.	E	✓	✓
21.	Ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	✓	✓
22.	Ability to analyse performance data and use it to secure improvement.	E	✓	✓
23.	Ability to write concise and accessible reports.	E	✓	✓
<b>PERSONAL QUALITIES</b>				
24.	Commitment to working outside school hours as required, including during weekends and evenings.	E	✓	✓
25.	Highly organised, diligent, literate and articulate.	E	✓	✓
26.	High level of professional and personal integrity.	E	✓	✓
27.	Personal resilience, persistence and perseverance.	E	✓	✓
28.	A passionate belief in the trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.'	E	✓	✓
29.	A strong commitment to the trust's value of 'Service.'	E	✓	✓
30.	A strong commitment to the trust's value of 'Teamwork.'	E	✓	✓
31.	A strong commitment to the trust's value of 'Ambition.'	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
32.	A strong commitment to the trust's value of 'Respect.'	E	✓	✓
33.	Commitment to support the trust's agenda for safeguarding and equality and diversity.	E	✓	✓
34.	Sympathetic to and supportive of the mixed multi-academy trust model and ethos of the establishment.	E	✓	✓