



Hazel Wood
High School



Lead Teacher of History
Candidate Pack



Part of the

Oak



Learning Partnership

Lead Teacher of History

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

I am immensely proud of our most recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community. We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching, and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.



Lead Teacher of History

Welcome from the Headteacher

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we are seeking to appoint an exceptional Lead Teacher of History to help us continue this work.

As Lead Teacher of History, you will play a pivotal role in shaping the History curriculum, supporting the professional development of colleagues, and driving innovative teaching practices. You'll work closely with the Humanities department to implement strategies, ensure high standards of teaching, and contribute to a collaborative culture. This is an exciting opportunity for a passionate History teacher to influence the direction of the department and make a meaningful impact on the learning journey of our students.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing **enquiries@hazelwood.oaklp.co.uk** to arrange an appointment.

I encourage you to visit our website to discover more about our values, ethos, and the amazing work we do at Hazel Wood. **www.hazelwoodhigh.co.uk**

We ask that you do not send CV's, please complete and send your application form and a personal statement to hr@oaklp.co.uk

I hope that when you have read the information enclosed, you will be encouraged to apply for this important post. We look forward to receiving your application.

Paul Greenhalgh
Headteacher at Hazel Wood High School





"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

**Ofsted Report,
March 2023.**

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk

James F-Smith

James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk





“Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers’ consistent application of leaders’ behaviour policy means that learning is rarely disrupted by poor behaviour”.

Ofsted Report,
March 2023.

Lead Teacher of History

Salary: Leadership Scale 1 – 6, actual salary £49,781 - £56,316 per annum

Hours: Leading practitioners do not operate on a time-bound contract and are not subject to the working time provisions of a teacher.

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards trust wide projects.

Normal working hours: Leading practitioners do not operate on a time-bound contract and are not subject to the working time provisions of a teacher. This is in line with the most recent Teachers Pay and Conditions document.

Responsible to: Headteacher.

PURPOSE OF THE POST

- To support the working of the extended leadership to strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of the school.
- To support the Humanities department in order to raise standards of student attainment and achievement within history by developing and enhancing the teaching practice of others.
- To support the work of the Humanities department to effectively evaluate the impact of History to strategically plan for improvement in the quality of pedagogy within these areas.
- To role model exemplary outstanding teaching practice and standards.

LEADERSHIP

- To support the Humanities department to provide strategic leadership across the curriculum area in accordance with the aims and objectives of the school and department/faculty.
- To be responsible for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives.
- To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives.
- To be responsible for student attainment and staff performance in the subject areas.
- To work with the Humanities department to strategically plan for future improvements.
- To aid in the development of staff in order to improve teaching and learning.
- To link with the other Middle and Senior Leaders to ensure that the work in the curriculum area fully reflects the School's distinctive ethos and mission.

CURRICULUM

- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To support the development of appropriate syllabi, resources, SoW, assessment policies, and teaching and learning strategies in the area.
- To support the development of History and other relevant initiatives.
- To ensure that all members of the Humanities department are familiar with their aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the school and partnership's views and interests in a professional manner.

TEACHING AND LEARNING

- To develop and enhance the teaching practice of all colleagues within the area and wider trust (or when deployed across the partnership), implementing improvements where required.
- To promote excellence in the classroom by researching and developing excellent pedagogical practice.
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles within the Humanities department.
- To keep up to date with national developments in teaching practice and methodology.
- To conduct 'learning walks' and other learning evaluation strategies in accordance with school policy.

STAFF DEVELOPMENT

- To work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s) and to act as reviewer for identified staff.
- To provide coaching programmes and support within the performance management cycle.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with the safer recruitment policy.
- To be responsible for the efficient and effective deployment of any relevant associate staff.
- To participate in the school's teacher training programme(s) where appropriate.

ASSESSMENT

- To support the establishment of a robust target-setting process within the History curriculum area.
- To ensure the maintenance of accurate and up-to-date information concerning the whole curriculum area.
- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce reports on examination performance, including the use of value-added data.

- To provide all relevant bodies with robust information relating to the curriculum area's performance and development.

MARKETING AND LIAISON

- To contribute to partnership liaison and marketing activities, e.g. the collection of material for press releases.
- To support the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of Humanities subjects at Open Days/Evenings and other events.
- To actively promote the development of effective subject links with external agencies.

PASTORAL SYSTEM

- To monitor and support the overall progress and development of students within the curriculum areas.
- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure the behaviour for Learning System is implemented in so that effective learning can take place.

OPERATIONAL

- To promote teamwork and to motivate staff to ensure effective working relations.
- To support the leadership team in the day-to-day line management of staff within the area, ensuring that they follow academy policies and meet all requirements and deadlines.
- To support the leadership team to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

OTHER SPECIFIC DUTIES

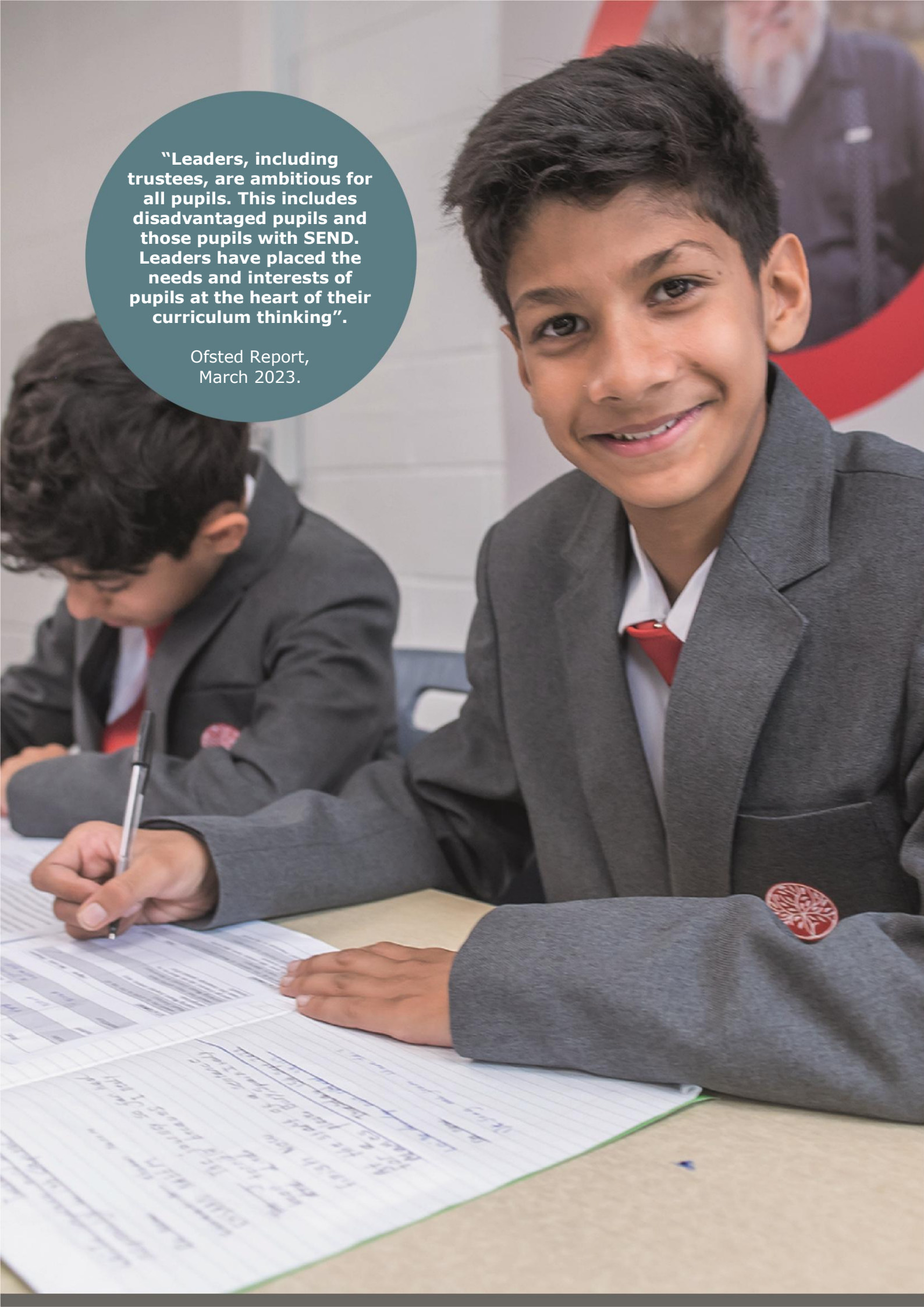
- All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.

Lead Teacher of History Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRED	DESIRABLE
	<ul style="list-style-type: none"> • QTS. • An excellent track record of recent, relevant professional development. • Accountability for the performance of a cohort of young people. • Experience of effective teaching and performance within the curriculum area. • Evidence of good/outstanding classroom practice. • Clear demonstration of the ability to mentor/coach/model best learning experiences to other teachers and staff. 	<ul style="list-style-type: none"> • Innovative use of resources. • Leadership of a community project or an area of school development. • Taking accountability for the success of an initiative.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	DESIRED	DESIRABLE
	<ul style="list-style-type: none"> • Knowledge of the principles and characteristics of good and outstanding schools and trusts. • Innovative approaches to working with students, parents, staff and the local community. • Knowledge of the principles and practices of strategic and operational planning and delivery. • Ability to effective review and evaluation procedures. • Skill and knowledge of the application of ICT within teaching. • An understanding of inclusive education. • Ability to work effectively both as a leader and as a member of a team. • Ability to initiate, lead and manage change. • Ability to prioritise, plan and organise. • Direct and co-ordinate the work of others. • Set high standards and provide a role model for students and staff. • Prioritise and manage own time effectively. • A commitment to an open and collaborative style of management. • Ability to communicate to a range of audiences. • Chair meetings effectively. • Communicate effectively orally and in writing to a range of audiences. • Make decisions based on analysis, interpretation and understanding of relevant data and information. 	<ul style="list-style-type: none"> • Different methods of consulting with stakeholders. • Community/voluntary/parent/. Partner agency links. • Strategies for ensuring equal opportunities for staff, students and other stakeholders. • Motivate all those involved in the delivery team. • Liaise effectively with other organisations and agencies. • Think creatively and imaginatively to anticipate, identify and solve problems.
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL	DESIRED	DESIRABLE
	<ul style="list-style-type: none"> • A commitment to inclusive education. • Evident enjoyment in working with young people and their families. • Adaptability to changing circumstances/new ideas. • Reliability, integrity and stamina. • Personal impact and presence. • Work under pressure and to deadlines. 	<ul style="list-style-type: none"> • Vision, imagination and creativity. • A commitment to professional development.

“Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking”.

Ofsted Report,
March 2023.





Hazel Wood
High School

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