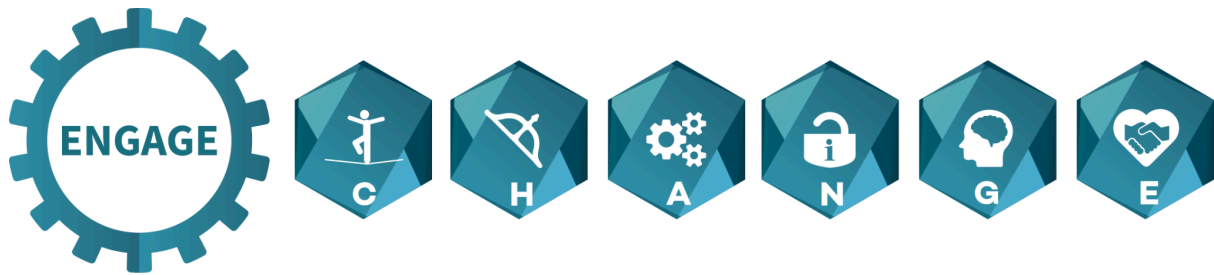




## Second in Humanities: History Specialism

**Closing Date:** Wednesday 29th January  
2025 @ 9am

**Interview Date** W/C 3rd February 2025



## Welcome to Matthew Moss High School

Thank you for your interest in the post of Second in Humanities with History as a specialism at Matthew Moss High School. In this pack, you will find information about our school ethos, CPD opportunities and the Humanities faculty.

Matthew Moss High School is an inclusive school, where all learners are treated equally and have access to the full range of subjects and learning opportunities.

We are proud of our diverse and cohesive community, where relationships are at the heart of school. In our latest Ofsted report (2019) Inspectors noted that: *"relationships between staff and pupils are a real strength"*. The report also highlighted that: *"Staff morale is high"* and that *"One hundred per cent of staff said that professional development is used to encourage, challenge and support improvements"*.

Matthew Moss High School is located in the Castleton area of Rochdale. Matthew Moss High School is a "Good" school (Ofsted 2019) and is over-subscribed. There are 1220 learners on roll, including a Hearing Impaired Base and more recently, a partnership with Redwood School. Redwood School caters for young people aged 11-19 who have additional needs.

At Matthew Moss High School we believe in three things:

- Respect everyone and fear no-one;
- Everything starts with the learner;
- Thoughtful hard work shifts anything.

At the centre of our curriculum and pastoral care is our CHANGE ethos.

**C**omposure

**H**igh Standards

**A**gency

**N**umeracy and Literacy

**G**rowth Mindset

**E**mpathy

In Year 7, learners receive a dedicated CHANGE curriculum, this instils the values and ethos we would like our staff and learners to aspire to. Moving forward, we are working to embed CHANGE throughout the life of school, so that learners are able to 'Engage CHANGE' and be active citizens in the world around them.

Matthew Moss High School is part of the Watergrove Trust and the successful candidate will enjoy exceptional self-development. All staff currently receive an individual CPD programme and new staff receive training in Transactional Analysis, which forms the basis of our Behaviour and Relationship Policy.

If you are new to the profession, you will receive excellent support from your Induction and Trainee mentor through our Early Careers Framework offer. All staff new to school will participate in our excellent induction scheme and gain access to our wider CPD programme, to allow you to develop as an outstanding practitioner, with a range of future opportunities available within our growing school and Trust.

At Matthew Moss High School, every member of our community has the opportunity to flourish.

If you have any further questions or would like to visit school please contact our Human Resources Team at: [hr@mmhs.co.uk](mailto:hr@mmhs.co.uk).

I look forward to meeting you,

A handwritten signature in black ink, appearing to be 'CLR', written in a cursive style.

Ms Charlotte Leach-Rogers  
Headteacher

## About the Humanities Faculty

The Humanities Faculty includes the teaching of Geography, History, Religious Studies and Citizenship. Our faculty vision is to plan and deliver a curriculum that offers learners at Matthew Moss an opportunity to develop and challenge their understanding of the world around them through a broad but coherent program of study.

History at Matthew Moss aims to foster a deep understanding of chronology, encompassing British, local, and global history. We empower learners to analyse events, make connections, and draw contrasts over time. At Matthew Moss, we develop learners' high standards and empathy through rigorous enquiry and evidence-based accounts. We look to develop their agency to encourage learners to use historical terms and second order concepts effectively. Additionally, we teach learners to critically assess historical sources and interpretations, nurturing their skills in historical analysis and literacy.

Our Golden Strands of knowledge in History are:

- ★ Power and Authority
- ★ Societies and People
- ★ Religion and Beliefs

Where relevant, we look to use our Humanities expertise to explore links and connections between the topics to support learners to understand the specific detail and interconnectedness of our subjects.

Here at Matthew Moss, we also look to explore local Geography to provide learners with an opportunity to engage in fieldwork opportunities and to learn about our community in Rochdale. The eighth concept in KS3 Geography is Local Geography. Topics in our curriculum include: The development of Rochdale and the River Roch, the Regeneration of Rochdale Riverside and local experiences of weather and eco-systems. We also look to develop and take time within our curriculum to explore further education or career opportunities available in Geography or for those with a Geography qualification.

At GCSE level, all learners are given the choice of studying History or Geography. As a History team, we are committed to curriculum development and innovation to support our learners in their outcomes and next steps beyond the History classroom. History is a popular subject amongst Key Stage 4 learners in Matthew Moss, with a consistently large cohort opting for the subject since 2016. Amongst our 2021 leavers, we saw our highest number of learners choosing to study History at A-Level. Our June 2024 History results demonstrated that History learners made significant progress compared to their Key Stage 2 starting points. Here at Matthew Moss, we currently follow the Edexcel specification which includes Crime and Punishment throughout time (Paper 1), Early Elizabethan England and Superpower Relations and the Cold War (Paper 2) and Weimar and Nazi Germany (Paper 3).

The Humanities faculty is currently made up of eleven teachers with a range of specialist knowledge in Geography, History, Religious Studies, Citizenship and Philosophy. As a team, we

are committed to providing a high quality of lesson planning, delivery and feedback to support learners make sustained progress in our subject. We regularly look for opportunities to develop and innovate our curriculum to allow our learners to see their identities and cultures represented in their Humanities lessons. By using a variety of pedagogical techniques across the Teaching and Learning Continuum, we intend to engage learners in becoming active participants in their learning and to develop their agency. At Matthew Moss, we have a wide variety of subject CPD to support our teachers in their individual development and these opportunities are valued by staff. Our Faculty has a wide variety of resources to support this, including online subscriptions to Kerboodle, Tassomai, Internet Geography, the Historical Association and Issues Online.

The role of Second in Faculty will include provision of support for the Head of Faculty as we continue the innovation of our curriculum intent and implementation. The Second in Faculty will support the development of fellow colleagues within the faculty, with a focus on strong academic outcomes for Matthew Moss learners. This will involve a promotion of all Humanities subjects across school and establishing cross-curricular connections with colleagues whilst upholding our MMHS ethos of CHANGE within the faculty and wider school life.



<b>Organisation:</b>	Watergrove Trust
<b>Section:</b>	Teaching
<b>Location:</b>	Matthew Moss High School
<b>Job Title:</b>	Second in Humanities - History specialism
<b>Hours:</b>	In Line with STCP
<b>Grade:</b>	MPS/UPS + TLR 2B
<b>Grade Range:</b>	MPS1 - UPS3
<b>Accountable to:</b>	Headteacher, Senior Leadership Team, Head of Faculty
<b>Accountable for:</b>	Faculty
<b>Special Conditions of Service:</b>	<ul style="list-style-type: none"><li>• All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.</li><li>• From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required or to perform routine system upgrades and general maintenance.</li><li>• A full driving licence and access to a vehicle with business insurance is required.</li></ul>

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

#### **PURPOSE AND OBJECTIVES OF THE ROLE**

Under the reasonable direction of the Senior Leadership Team, assist the Head of Faculty in the leadership and management of the Faculty, and to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Undertake an agreed range of responsibilities via the Head of Faculty. Assisting the Head of Faculty in providing professional leadership and management within the faculty to secure high quality teaching and learning, effective use of resources and improve standards of attainment and progression.

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Contribute to the school's learning agenda.

Support the school's responsibility to provide & monitor opportunities for personal & academic growth.

### **Safeguarding**

Fulfil responsibilities and obligations in relation to the safeguarding of children.

To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

### **Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

### **Relationships (not exhaustive)**

Headteacher  
Senior Leadership Team  
Colleagues  
Teaching Staff  
Associate Staff  
Students  
Parents  
Visitors  
Contractors  
Governors /Trustees

### **Organisational Chart**

Headteacher
Senior Leadership Team
Head of Faculty
Second in Humanities

Teacher
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## Values and Behaviours

Our mission is to be ever **“Providing more”** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

## Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust’s commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

## Principal Duties - Faculty Leadership

### Teaching, learning and assessment

- Focus relentlessly on improving teaching and learning and take highly effective actions to secure and sustain improvements to teaching, learning and assessment.
- Focused professional development is provided for all staff.
- The team uses incisive appraisal that encourages, challenges and supports teachers’ improvement.
- Maintain an overall quality of teaching as consistently good, and always improving. The [Teachers' Standards](#) are being met by all teachers in the team.
- Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform teaching, but it isn't used in a way that creates unnecessary burden on staff or students.
- Teachers provide students with incisive feedback from assessments, about what students can do to improve their knowledge, understanding, and skills. Students use this feedback effectively.
- The team's assessment tracking and monitoring strategies ensure that no students fall behind or underachieve.



- Ensure effective systems of work scrutiny within the team that support and recognise the need to demonstrate at least good progress in terms of student learning across all team members.
- Produce an annual evaluative and planning report.
- Set and achieve ambitious targets for students.
- Maintain excellent behaviour for learning to encourage excellent practice with regard to punctuality, behaviour, progress and independent learning.
- Monitor the production of progress reports in accordance with published due dates and in line with statutory criteria.
- Liaise with the Examinations Officer in relation to entry procedures.
- Communicate information regarding examination entry to candidates.

### **Curriculum planning**

- The team's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital to succeed in life.
- The curriculum aligns with the Academy's wider curriculum aims, and with the Academy's ethos and values.
- The curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment.
- The curriculum inspires students to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve.
- For students generally, and specifically for disadvantaged students and students with SEND or high needs, progress is above average, or, if below this, it is improving rapidly.
- Students' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the curriculum.
- The curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour.
- Liaison with Primary and Post 16 partners and incorporate needs into the curriculum to promote transition.

### **Educational experiences**

- The team supports the formal curriculum with co-curricular opportunities for students to extend their knowledge and understanding, and to improve their skills.
- The design, implementation and evaluation of the curriculum ensures breadth and balance, and depth and challenge. It has a highly positive impact on students' outcomes, and their personal, development, behaviour and welfare.

## **Team culture**

- Communicates an ambitious vision for the team.
- A culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important.
- High expectations for the conduct of students and staff, and relationships between staff and students are exemplary.
- Pursues excellence. Improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development.
- Focus consistently on improving outcomes for all students, but especially for disadvantaged students, and secure substantial improvements in progress.
- Actions are based on a deep and accurate understanding of the team's effectiveness, informed by the views of students, parents, staff and other stakeholders.
- A climate is created in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students. Staff within the team reflect on and debate the way they teach. They feel deeply involved in their own professional development.
- The rigour and accuracy of self-evaluation leads to planning that secures continual improvement.

## **Resource Management/Accommodation**

- Uses funding, effectively and measures impact on outcomes for students.
- Where the team has received external support, this has been used effectively to improve outcomes for students.
- Enhance the learning environment through managing the effective display of students' work and other materials.
- Annually audit all stock and assets.
- Establish standards of proper care of accommodation, furniture and equipment.
- Liaise with financial and resources staff re fabric and care of building issues.
- Ensure that the team is aware of all communications related to Health & Safety, uses Risk Assessment forms where necessary, and follows Health and Safety procedures.
- Contribute to the process of the ordering and allocation of equipment and materials.
- Identify resource needs and to contribute to the efficient/effective use of physical resources.

- Cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the Academy, team and students.

### **Communications & Liaison**

- To ensure effective communication/consultation as appropriate with the parents/carers of students.
- To support the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events within the Trust, partner schools and the wider community.
- To actively promote the development of effective subject links with external agencies.
- To provide the Governing Body with relevant information in relation to the performance and development of your role.

**This should also be read in conjunction with the Principal Duties - Classroom Teacher**

### **STRATEGIC AND OPERATIONAL PLANNING**

Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and faculty.

Contribute to the curriculum area and faculty's improving performance and its implementation.

Plan and prepare courses and lessons.

Contribute to the whole school's planning activities.

### **CURRICULUM PROVISION & DEVELOPMENT**

Assist the Head of Faculty to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

Participate in the organisation of extra and co-curricular activities

Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

### **STAFFING**

Take part in the school's staff development programme by participating in arrangements for further training and professional development.

Continue your own professional development in the relevant areas including subject knowledge and teaching methods.

Engage actively in the appraisal review process.

Ensure the effective/efficient deployment of classroom support.

Work as a member of a designated team and to contribute positively to effective working relations within the school.

### **QUALITY ASSURANCE**

Help to implement school quality procedures and to adhere to those.

Contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. Seek/implement modification and improvement where required.

Review from time to time methods of teaching and programmes of work.

Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

### **MANAGEMENT INFORMATION**

Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

Complete the relevant documentation to assist in the tracking of students.

Track student progress and use information to inform teaching and learning.

Participate in the school's rewards programme.

### **COMMUNICATIONS & LIAISON**

Communicate effectively with the parents of students as appropriate.

Where appropriate, communicate and cooperate with persons or bodies of external agencies.

Follow agreed policies for communications in the school.

Take part in liaison activities such as parent's evenings, review days and liaison events with partner schools.

Contribute to the development of effective subject links with external agencies.

### **MANAGEMENT OF RESOURCES**

Contribute to the process of the ordering and allocation of equipment and materials.

Assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.

Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and students.

## **PASTORAL**

Be a Form Tutor to an assigned group of students.

Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.

Liaise with Pastoral Leaders to ensure the implementation of the school's pastoral system.

Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

Evaluate and monitor the progress of students and keep up-to-date student records as may be required.

Contribute to the preparation of action plans, progress files and other reports.

Alert the appropriate staff to challenges experienced by students and to make recommendations as to how these may be resolved.

Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.

Apply the behaviour management systems so that effective learning can take place.

## **SCHOOL ETHOS**

Play a full part in the life of the school community, supporting our distinctive mission and ethos and encouraging staff and students to follow this example.

Support the school in meeting its legal requirements for worship.

Promote actively the school's corporate policies.

Comply with the school's health and safety policy and undertake risk assessments as appropriate

## **Secondary Duties**

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.

2. Work collaboratively across departments with colleagues and students to ensure the Academy and Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
  - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.
11. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
12. Support the Academy and the Trust in meeting our legal requirements for worship.
13. Actively promote the Academy and Watergrove Trust corporate policies.

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

To undertake such other duties and responsibilities of an equivalent nature, particularly in response to the changing role of the Trust, as may be determined by the Watergrove Trust from time to time in consultation with the postholder and, if he/she so wishes, with his/her trade union representative.

Job Description prepared by: Charlotte Longthorne Date: 15/01/2025

Please see below for person specification

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*

## Watergrove Trust Person Specification

<b>Organisation :</b>	Watergrove Trust	<b>Post:</b>	Second in Humanities: History Specialism
<b>Section :</b>	Matthew Moss High School	<b>Grade:</b>	MPS/UPS + TLR 2B

### **Note to Applicants:**

**Essential Criteria (E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

**Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.**

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
<b>Qualifications</b>		
Qualified Teacher Status	E	AF, A
Appropriate Honours degree	E	AF, A
Evidence of appropriate CPD/training/Professional Qualifications related to developing teaching and learning provision	E	AF, A
Evidence of a recent relevant INSET	E	AF, A
Further relevant professional qualifications	D	AF, A
<b>Skills and Experience</b>		
Knowledge of, and an ability to demonstrate, how differing approaches to teaching and learning can enhance pupil progress	E	AF, A
Excellent knowledge of subject	E	AF, I
Ability to teach subject up to GCSE	E	AF, I
Excellent knowledge of intervention strategies designed to raise attainment levels	E	AF, I
Excellent knowledge of strategies designed to increase students' motivation to learn	E	AF, I
Excellent communication and interpersonal skills	E	AF, I
Strategies designed to raise attainment & standards through effective curriculum design	D	AF, I
Thorough understanding of data systems	D	AF, I



Strategies designed to increase students' motivation and ability to learn	E	AF, I
Teachers standards and their application	E	AF, I
School self-evaluation and effective action planning	D	AF, I
The importance of safeguarding/child protection when working in a school setting and the promotion of the welfare of children	E	AF, I
Successfully leading teams in schools	D	AF, I
Working with groups of staff to improve outcomes	D	AF, I
Successfully managing change	E	AF, I
Demonstrate initiative	E	AF, I
Identifiable record of raising standards of student attainment	E	AF, I
Leading on intervention initiatives	D	AF, I
Maintaining high standards of behaviour for learning	E	AF, I
<b>Knowledge and Ability</b>		
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
Ability to use ICT both as a classroom resource and as a management tool	E	AF, I
understanding of attainment data and how it is used to prove learner outcomes	E	AF, I
Ability to establish effective classroom management and discipline	E	AF, I
Identifiable record of raising standards of student attainment in your subject	E	AF, I
Ability to plan lessons in line with relevant schemes of work and exam syllabuses	E	AF, I
Experience of successful curriculum design and innovation leading to raised standards of achievement	E	AF, I
Ability to teach additional National Curriculum subjects	E	AF, I
Commitment to team work and the sharing of good practice	E	AF, I
Enthusiasm and enjoyment of teaching	E	AF, I
Appropriate appearance and presence	E	AF, I
Willing to take part in and lead extra-curricular activities	E	AF, I
Ability to communicate effectively with staff and students	E	AF, I
Ability to meet deadlines	E	AF, I
Motivate, counsel and develop both students and staff	E	AF, I
Analyse and assess the impact of school improvement initiatives and actions	E	AF, I
Establish mutual trust and respect with colleagues, students, parents, governors and the wider community	E	AF, I
<b>Special Working Conditions</b>		
Enhanced DBS clearance	E	A