

WHALLEY RANGE 11-18 HIGH SCHOOL
A member of Greater Manchester Education Trust

PERSON SPECIFICATION

POST: Head of History (TLR 2B)

QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE	EVIDENCED BY
TEACHING			
Qualified Teacher Status at Secondary Level	✓		Application
Honours degree or equivalent	✓		Application
Highly effective classroom practitioner	✓		Application
Evidence of commitment to own professional development	✓		Application/Interview
Evidence of working with colleagues to develop their practice	✓		Application/Interview
Experience of teaching History at KS3 and KS4	✓		Application/Interview
Experience of teaching History at KS5		✓	Application/Interview
Experience of teaching other Humanities subjects		✓	Application/Interview
KNOWLEDGE/UNDERSTANDING			
Appreciation and application of current research on professional development, teaching and learning – curriculum, pedagogy and assessment	✓		Application/Interview
Knowledge of curriculum design, implementation and associated quality assurance processes		✓	Application/Interview
Secure knowledge and understanding of all National Curriculum specifications related to History, behaviour, attendance and safeguarding strategies and policies	✓		Application/Interview
Secure knowledge and understanding of the curriculum of subject/s to be taught at KS3/4/5 and of how this relates to other faculty subjects and the whole school curriculum	✓		Application/Interview
Knowledge of effective strategies and implementation of research-based strategies within the classroom	✓		Application/Interview
Knowledge and understanding of the current OFSTED framework	✓		Application/Interview
LEADERSHIP & MANAGEMENT			
Experience of being or willingness to become a teacher educator of History	✓		Application/Interview
Evidence of good people leadership and management skills	✓		Application/Interview
Evidence of good student management and behaviour	✓		Interview
A commitment to raising standards and evidence where this has been achieved	✓		Application/Interview
Excellent organisational and planning skills	✓		Interview
Excellent ability to analyse data	✓		Application/Interview
GENERAL/PERSONAL QUALITIES AND CHARACTERISTICS			
An effective team player, but can think and work independently	✓		Interview
Able to motivate students and staff	✓		Interview
Commitment to undertake personal and professional development	✓		Interview

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Strong interpersonal skills, with good sense of humour	✓		Interview
Enthusiastic, ambitious and resilient	✓		Interview
An effective decision maker	✓		Interview
Willingness to support colleagues and challenge under performance	✓		Interview
Able to work under pressure and meet deadlines	✓		Interview
Commitment to school's values of excellence, care and respect, and British values	✓		Interview
Behave in a way which will not bring the school into disrepute	✓		Interview
Commitment to the school's and Trust's aims and strategies for improving standards	✓		Interview

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JOB DESCRIPTION

POST: Head of History

ACCOUNTABLE TO: Head of Global Awareness

Post specific responsibilities

- To design an engaging and challenging curriculum that enables all students to enjoy the subject and achieve at the highest level, supported by medium term plans which ensure consistency and coherence across the curriculum.
- To use research based practices to support the implementation of the curriculum and ensure that this is consistent across the faculty
- Working with the Head of Faculty to lead quality assurance across the subject
- To ensure effective assessment practices, which impact on student learning, are in place
- To undertake the role of teacher educator with teachers within the faculty
- To work with the Head of Faculty in supporting student progress and achievement
- To work with individual teachers who need support with their practice

<p>Purpose</p>	<p>Support the Head of Faculty in providing professional leadership and management to faculty members and the school. To assist in securing high quality teaching within History and the school by sharing good practice and developing effective use of resources. Contribute to improving standards in History and in learning and achievement for all students. To take responsibility for clear aspects of the faculty's work.</p> <p>The post holder will be expected to match the characteristics described in the Teachers' Standards Framework for a subject leader and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.</p>	<p>Key Standards or Key Performance Indicators</p>
<p>Key Performance Area 1</p>	<p>Knowledge, Understanding and Personal Development</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> • effective curriculum design, pedagogy and assessment • the school's aims, priorities, targets and action plans; • the relationship of taught and faculty subject(s) to the curriculum and the development of Literacy and Numeracy skills; • any statutory curriculum requirements and requirements for assessment, recording and reporting of students' attainment and progress; • the characteristics of high quality teaching and learning and the main strategies for improving and sustaining high standards of teaching, learning and achievement of all students; • equal opportunities legislation; • the implications of the Code of Practice for Special Education Needs and Disabilities (SEND) for teaching and learning; • the National Strategies for Learning, Behaviour and Attendance. • safeguarding practice; 	<ul style="list-style-type: none"> • Regular reports/Annual Report/School Development Plan • Staff Handbook • Faculty Development Plan

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<p>Key Performance Area 2</p> <p>Key Performance Area 2 (continued)</p>	<p style="text-align: center;">Planning, Assessment and Evaluation</p> <ul style="list-style-type: none"> • Ensure good quality lesson plans and resources are produced and used within the faculty. • Assist the Head of Faculty in setting expectations and targets for staff and students in relation to student achievement, progress and the quality of teaching and learning • Work with the Inclusion Team to set subject specific targets for identified students who have SEND or through the use of individual learning plans. • Assist in the production of a Faculty Development Plan which contributes to the delivery of the Whole School Development Plan ensuring that it: <ul style="list-style-type: none"> ◊ is based on a range of comparative information and evidence, particularly the attainment of students; ◊ identifies realistic and challenging targets for improvement; ◊ is understood by all those involved in putting the plan into practice; ◊ clearly specifies action to be taken, timescales and criteria for success. • Assist the Head of Faculty in analysing school data including prior attainment and or achievement and progress data, to inform policy and practice, target setting and teaching and learning, always ensuring high expectations. • Contribute to the production of regular reviews of data and performance. • Contribute to the viva review of progress data • Thoroughly implement faculty practice ensuring progression towards becoming a self-evaluating faculty. • Contribute to the implementation and management of a systematic self-evaluation programme. • Contribute to the evaluation of the teaching of within History through a rigorous programme of quality assurance. • Contribute to the evaluation of examination performance, both internal and external, and understand the issues influencing performance within History. • Carefully monitor the quality of student work by conducting a regular trawl of students' books, learning visits and student voice activities. 	<ul style="list-style-type: none"> • Lesson plans and resources in place • Target setting • Learning Plans and differentiated lesson planning • Faculty Development Plan • Half Termly Reports/Annual Report • Exam analysis of teaching groups/subject residuals and performance • Half termly progress data • Regular review of student targets • Quality Assurance programme
<p>Key Performance Area 3</p>	<p style="text-align: center;">Teaching, Learning and Achievement</p> <p>Provide support to ensure:</p> <ul style="list-style-type: none"> • full curriculum entitlement for all students, including adaptive teaching and personalised learning plans; • regular contact with Heads of Year to ensure their full involvement in the support of student achievement; • lessons demonstrate an understanding of the science of learning, follow the curriculum and medium term plans, have clearly communicated intentions, include adaptive practice and challenge; • the school's literacy and numeracy strategies are implemented; • History contributes to Personal Development where appropriate; • all aspects of the school's equality policy are observed; • strategies for the delivery of personalised learning are implemented; • data is used to identify students who are underachieving and design intervention plans to support those students. 	<ul style="list-style-type: none"> • Curriculum overview and medium term plans, lesson plans and resources. • Minutes of all meetings • Evidence from QA • Targets set and revised • Personalised learning plans

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<p>Key Performance Area 4</p>	<p style="text-align: center;">Strategic Leadership and Resource Management</p> <p>Assist the Head of Faculty by:</p> <ul style="list-style-type: none"> ● promoting an ethos of team work and a culture of sharing of good practice; ● contributing to the agenda for and supporting in faculty meetings; ● providing an effective role model in terms of leadership and own classroom practice, helping to ensure the faculty is fully aware of local and national agendas; ● developing and implementing policies and practices for the faculty which reflect commitment to high achievement and effective teaching and learning; ● supporting a comprehensive and effective programme of CPD ensuring that it reflects faculty and school priorities, as identified in the School Development Plan; ● establishing a clear, shared understanding of the importance and role of History in contributing to wider student development and preparing students for adult life; ● establishing staff and resource needs and advising on likely priorities for expenditure; ● allocating resources efficiently and achieving value for money; ● ensuring the effective and efficient management and organisation of learning resources, including ICT; ● developing new resources from internal and external sources; ● ensuring a safe working and learning environment in which risks are properly assessed; ● ensuring classrooms and surrounding areas are interesting and attractive places with educationally stimulating displays including students' work, regularly checking for damage/graffiti and that the area is kept clean and litter free; ● contributing to an annual review of the School's Development Plan; ● achieving challenging, professional goals; ● taking responsibility for own professional development; ● prioritising and managing own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. 	<ul style="list-style-type: none"> ● Minutes/notes of Faculty meetings ● Regular Reports/Annual Report ● Sharing good practice (through minutes of team meetings) ● Attendance at CPD opportunities ● Staff Handbook ● Effective deployment of resources – through minutes and capitation statements ● New resources in use ● Risk assessments ● Display and classroom organisation
<p>Key Performance Area 5</p>	<p style="text-align: center;">Managing and Developing Others and Wider Responsibilities</p> <p>Assist the Head of Faculty by:</p> <ul style="list-style-type: none"> ● promoting positive classroom management supporting constructive working relationships with students; ● establishing clear expectations and support collaborative working amongst faculty members; ● contributing to the management and monitoring of the use of Teaching Assistants in the faculty; ● contributing to the management and monitoring of the use of attached support staff in the faculty; ● contributing to the completion of the Professional Learning and Improvement process within the faculty; ● leading professional development through example and support, by such means as coaching, mentoring, leading INSET etc.; ● contributing to the training, monitoring, support and assessment of ITTs and ECTs; ● contributing to the management and monitoring all aspects of learning in the faculty; 	<ul style="list-style-type: none"> ● Sharing good practice ● Professional Learning and Improvement process ● Staff developed to take on new roles ● Records of mentoring and observation of ECTs, ITTs

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	<ul style="list-style-type: none">• establishing partnerships with parents/carers to facilitate student learning;• developing effective links and communication with governors, external agencies the local community• ensuring the maintenance of acceptable patterns of student behaviour and attendance both within the faculty and around the school, accepting responsibility for the upholding of high standards of whole school behaviour and attendance.• regularly giving full credence to student voice.• contributing to the impact of the school's values of excellence, care and respect and British values.• prioritising and managing own time effectively, particularly in relation to balancing demands made by teaching, faculty management and involvement in whole school development.	<ul style="list-style-type: none">• Successful completion of ECT year• Consultation evenings• Record of parental /carer interviews • Evidence of evaluation of staff/student voice
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This job specification may be reviewed by the Academy Headteacher as necessary and may be amended at any time after consultation with you.