



Fareham
Academy

Unlocking Potential
Creating Opportunity

APPLICANT PACK

Head of History

MPS/UPS plus TLR 2a

Start Date: 1st September 2021

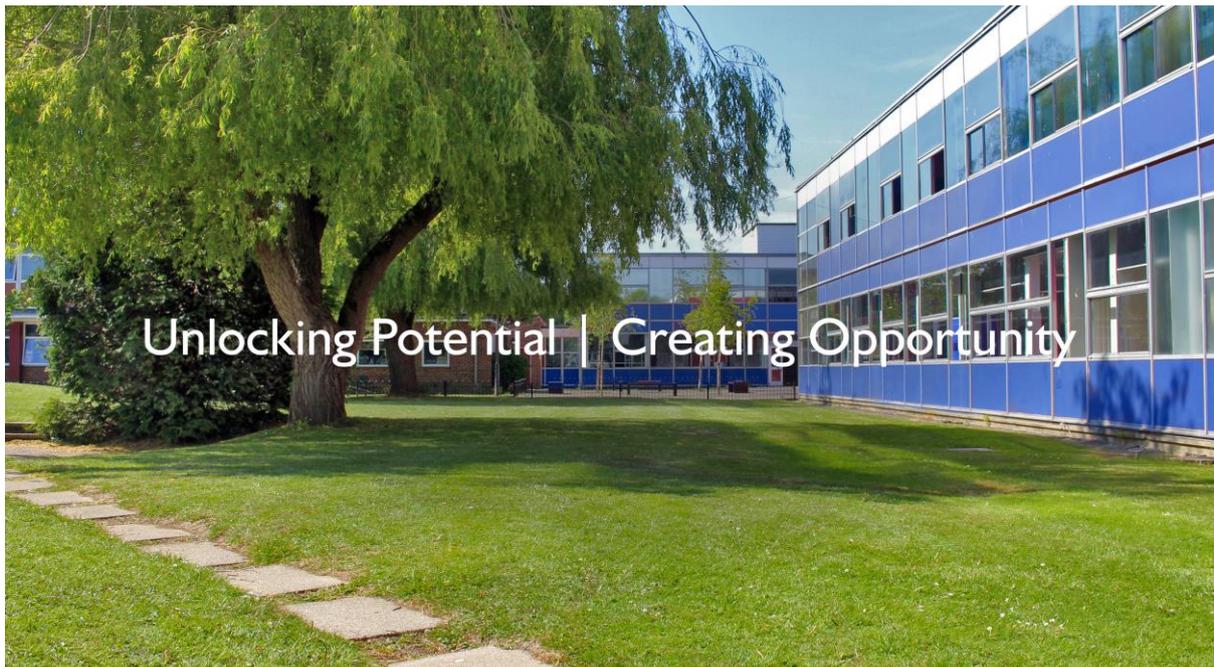
Fareham Academy

<https://www.fareham-academy.hants.sch.uk/vacancies>

For an informal discussion about this post with Mrs Bungay, Assistant Headteacher or for more information, please contact the Academy on 01329 318003 or email

g.payne@fareham-academy.co.uk

Closing Date: **23rd April 2021** (Noon)



Letter from Headteacher

Dear Applicant

I am delighted that you are expressing an interest in working at Fareham Academy. We are a caring and forward-thinking school, where academic achievement and the personal development of each child go hand in hand. Our motto “Unlocking Potential – Creating Opportunity” supported by our values of Resilience, Aspirations and Kindness captures the ambition we have for all our students.

Throughout my time as Headteacher, especially through these turbulent times I have consistently seen exceptional teaching and learning. I am especially proud that several members of our Middle Leaders started their careers as NQTs in the school. We are committed to your development and providing you with the opportunities and support to progress in your career.

I wish you luck with the application process and invite you to visit our website to see our virtual school tour.

If you have any questions on the recruitment process, please email g.payne@fareham-academy.co.uk or visit our website:- www.fareham-academy.hants.sch.uk

Yours faithfully

Christopher Prankerd
Headteacher



Head of History

Fareham Academy has an exciting opportunity for an experienced and dynamic History specialist to lead our History department.

The successful applicant will be expected to shape the vision of the department so that it continues to adapt and develop in the changing educational environment.

The successful candidate will lead a passionate team of teachers who are committed to delivering the History in engaging and innovative ways. You will be a leader who has the ability to inspire, motivate, challenge and support the team to ensure that every student makes progress within the department. You will have a clear vision for the success of the team and will guide them to continue to develop a provision that impacts positively on the outcomes and wellbeing of every student in the school.

The successful candidate will:

- Have the skill set to maintain and build upon standards already achieved and continue the growth and development within the department
- Have demonstrable experience on school improvement and effectively managing the work of others
- Have demonstrable experience of using performance management and performance data to inform target setting, planning and policy
- Be able to lead, coach and mentor others to unlock potential
- Be passionate about History and remain up to date with curricula changes across the department.
- Be able to effectively analyse data to inform short, medium- and long-term planning linked to whole school objectives.

For the successful candidate Fareham Academy will provide:

- A supportive small school community enabling all staff to succeed
- A community of passionate, committed colleagues who genuinely support each other
- Access to a staff wellbeing team that implements various strategies to boost staff engagement
- Excellent opportunities to develop and grow through a range of CPD opportunities
- Access to a network of schools to support personal and professional development
- An 11-16 provision with a range of opportunities

It is very important to us at Fareham Academy that all our teachers feel valued, listened to and mentored well so that they have opportunities to develop.

We offer high-quality professional development opportunities catered to individual needs. As a result of this, we have many success stories of teachers that have joined us and been quickly promoted to positions of leadership at all levels.

We look forward to hearing from you!

The History Department

History is a highly popular and successful subject that is taught throughout the Academy in a lively and academically rigorous way, fostering an enjoyment of the subject, and enabling all students to progress to the best of their ability. Teachers approach History from a variety of angles, enabling students to acquire the skills and of critical thinking, analysis, research and essay writing, evaluation of primary and secondary sources, and an awareness of the historical process.

The department is a popular option at GCSE. Students follow a History curriculum which is broad and balanced for all. It is comprised not only of topics from British History but also with a focus on wider world and local topics. The programme of study is ambitious, providing all students with the skills and knowledge required to succeed in History and is adapted and designed to be accessible to students with special education needs. The History curriculum is carefully planned and sequenced to ensure that existing historical knowledge is built upon and developed, thereby promoting progression in the subject.

The History curriculum is designed in a way which promotes fundamental British values, as well as reflecting the significant impact that the Solent has had on some of the key events of British and world history.

The department follows the AQA syllabus.



Please note: academies may hold interviews as and when applications are received, and this job may be withdrawn at any point without notice. You will still be able to add information until the closing date, but you will not be able to submit your application. With this in mind, you are encouraged to apply as early as possible.

Fareham Academy is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants. In line with our commitments to safeguarding.

| Post Details | | Last Updated: 17.03.21 | | | |
|--|-------------------------|------------------------|---|---|---|
| Job Title: | Head of History | | | | |
| Departments: | Humanities | | | | |
| Salary: | TLR 2a | | | | |
| Responsible to: | Senior Leadership Team | | | | |
| <u>Job Purpose Statement</u> | | | | | |
| <p>To lead and improve outcomes for all students through the delivery of high-quality teaching, learning and assessment. To work collaboratively with colleagues, across the school, towards the collective achievement of whole school objectives. To strategically monitor and evaluate the work of staff within the faculty, providing opportunities to share best practice and develop expertise. To contribute to the wellbeing and development of the school by teaching, inspiring, guiding and caring for students inside and outside the classroom. To ensure effective implementation of Fareham Academy's policies and procedures to create opportunities for all students to unlock their potential.</p> | | | | | |
| <p><i>This job purpose reflects the core activities of the post. As the School and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The School expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary. Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.</i></p> | | | | | |
| Person Specification | | | | | |
| Qualifications | Essential/ Desirable | A | I | L | R |
| Relevant qualifications to degree level or the equivalent. Evidence of further relevant professional development. Qualified Teacher | E E E | * * * | | | |
| Experience of Educational Management | Essential/ Desirable | A | I | L | R |
| A minimum of three years' experience in a teaching/learning/child support working environment, with a proven track record of improving results. | E | * | | | * |
| Detailed knowledge and understanding of the management of at least one of the specialisms | E | | * | | * |
| Successful experience of leading improvement initiatives which have demonstrable impact on student attainment | E | | * | | |
| Experience of leading, developing and implementing highly effective strategies to maximise students' achievement | E | | * | | * |
| Ability to motivate and encourage children | E | | * | | * |
| Strategic policy development and implementation. | E | * | * | | |

| | | | | | |
|--|---------------------------------|----------|----------|----------|----------|
| Demonstration experience of implementing strategies for raising achievement and achieving excellence for students, staff and self. | E | * | * | | |
| Demonstrate effective team leadership | E | * | * | * | * |
| Successful experience in data analysis, target setting, monitoring and review. | E | | * | | |
| Evidence of impact of work with external organisations (SSAT, Specialists Middle Leaders, Governors) | E | * | * | | |
| Experience of school development planning and evaluation. | E | | * | | * |
| Ability to demonstrate understanding of complex problems and apply in depth knowledge to address them | E | | * | | * |
| Ability to create effective relationships with a variety of different people | E | * | | * | |
| Professional Knowledge and Understanding | Essential/ Desirable | A | I | L | R |
| Current educational issues, including national policies, priorities and legislation | E | * | * | | |
| Management of staff, including professional development and recruitment. | E | * | * | * | |
| Evidence of Line Managing Curriculum areas and Student Support Staff. | E | | * | | |
| Financial planning, budgetary management and accountability. | E | * | * | * | |
| The successful practice of educational inclusion, diversity and access. | E | | * | * | |
| Effective choice and flexibility in learning to meet the personalised learning needs of the every child | E | | * | * | |
| Principles and practices of quality assurance systems, including school review, self-evaluation, performance management. | E | * | * | * | |
| Leadership and Management Skills | Essential/ Desirable | A | I | L | R |
| Ability to prioritise, plan, organise and manage work life balance | E | * | | | * |
| Ability to work as an effective team player, understanding the strengths and weakness of others to help team development | E | * | * | | |
| Excellent time management and organisational skills | E | | * | | |
| Excellent interpersonal, presentation and communication skills, both written and spoken | E | * | * | | * |
| Ability to manage and deliver own course units and contribute to team taught course units | D | * | * | * | |
| Ability to contribute to wider school management, administration and initiatives | D | * | * | * | * |

| Communicating & Influencing | Essential/ Desirable | A | I | L | R |
|---|---------------------------------|----------|----------|----------|----------|
| Ability to influence desired student behaviour | E | | | * | * |
| Ability to generate enthusiasm in students | E | | | * | * |
| Excellent communication skills, able to clarify and explain instructions | E | | * | * | * |
| Other skills & Behaviours | Essential/ Desirable | A | I | L | R |
| Ability to stay calm | E | | | * | |
| Empathy with students and sympathetic to their needs | E | | | * | |
| Professionally discrete and able to respect confidentiality in particular areas | E | | | | * |
| Safeguarding Children | Essential/ Desirable | A | I | L | R |
| Committed to safeguarding and promoting the welfare of children and young people (References) | E | * | * | | |
| Equality | Essential/ Desirable | A | I | L | R |
| <ul style="list-style-type: none"> The ability to ensure that there is equality of access to educational attainment All aspects of equality are adhered to | E | * | * | | |
| Personal and Professional Qualities & Attributes | Essential | | | | |
| <ul style="list-style-type: none"> Excellent organisational ability Ability to organise own teaching resources and activities to deadline and quality standards Ability to plan, manage, organise and assess teaching objectives Ability to contribute to the design of subject units, curriculum development and new teaching approaches Inspire, challenge, motivate and empower the school community to carry forward a shared vision. Build and maintain effective relationships. Think strategically, create, maintain and share a coherent school vision. Manage change, conflict and empower individuals and teams. Listen to, and reflect on, feedback from others, including colleagues and governors. Think creatively to anticipate and solve problems Prioritise, plan and organise themselves and others Set & achieve ambitious, challenging goals and targets Knowledge/understanding, consistency, complete finisher, supportive/loyal/trustworthy/effective communicator, take initiatives, follows up, creates sustainability and motivates. | | | | | |
| Organisational Information | | | | | |

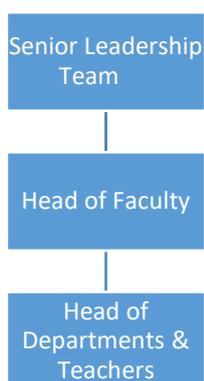
All staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the Schools Equal Opportunities Policy.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the school's Health and Safety Policy.

Undertake such other duties within the scope of the post as may be requested by your Manager.



Main Responsibilities/Activities:

This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities and should be read in conjunction with the accompanying Job Purpose.

More specifically the post holder will be expected to:

Main duties and responsibilities:

Strategic Planning

- To ensure that the History Department supports the aims of the Academy's strategic plan
- Contribute to our vision and ethos
- Formulate and develop an annual departmental plan in support of the Academy's strategic plan
- Implement strategies to ensure the efficient running of the History Department

Leadership

- Oversee the smooth and effective day to day running of the History Department
- Lead and manage all History teachers
- Assist with recruitment and ensure effective induction of new staff in line with Academy procedures
- Take responsibility for ensuring the health and safety of staff and students in the department
- Appraise staff within the department and take responsibility for any performance management issues that may arise
- Ensure appropriate support, guidance and advice is provided for trainee teachers and NQTs within the department

- Actively contribute to Heads of Departments meetings
- Prepare the department of any inspections

Teaching & Learning

- Monitor and evaluate standards and progress in teaching and learning within the department to promote excellence in teaching and learning
- Develop the History curriculum and departmental resources
- Stimulate and foster enthusiasm for the subject, more specifically all students to achieve their very best
- Ensure the History teachers are engaged in relevant and meaningful activities in support of their own teaching and the development of the department
- Ensure that lesson planning and delivery challenge the most able students, support students with special educational needs, encourage independent thinking, and make appropriate use of ICT
- Implement new technology for learning History in a dynamic, forward thinking manner
- Ensure that an exciting programme of enrichment and co-curricular activities, including lectures and overseas trips, is organised and run by the department.
- Monitor and support the overall progress of students in the department
- Ensure the individual students' progress is properly tracked within the department and that students are informed regularly of their progress
- Communicate with parents as necessary
- Plan and deliver lessons across all key stages which include stretch and challenge, considering a range of learning styles
- Take on the role of a tutor as required

All the above duties and responsibilities to be carried out in accordance with Fareham Academy's Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.