



Appointment to
Head of History
within the Humanities Department

April 2024

INFORMATION FOR POTENTIAL APPLICANTS



Letter from Chair of Governors

Dear potential applicant

Thank you for your interest in the position of Head of History at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and the gap between the achievement of Pupil Premium students (who make up about half of the school population) and others is narrowing year on year.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Sarah Diggle
Chair of Governors



Dear Candidate

Head of History

Thank you for your interest in the above post at Kingsmeadow Community School. Kingsmeadow Community School is a community school in every sense of the word. At the heart of Kingsmeadow lies a highly aspirational, academic curriculum of which we are fiercely proud. Our strong academic curriculum is supported by a generous and well-planned Character Curriculum which runs through years 7 to 13. The students who attend Kingsmeadow come from an increasingly diverse community, meaning that the successful candidate will have opportunities to work with young people across all ability ranges. Staff at Kingsmeadow Community School have unerringly high expectations for all students. Through developing their understanding of learning, and working in partnership with home, we seek to instil these high expectations into our students. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future.

The successful candidate will be joining a humanities department that is integral to supporting our drive for academic improvement across Kingsmeadow Community School. Our KS3 offer of humanities-based Project Based Learning means that you will be part of a large, strong team of staff who contribute to a significant proportion of students' learning experience. As a leader of KS4 and KS5 history, you will be leading the development and embedding of a renewed curriculum offer. Your teaching team is recognised as having strong pedagogical practices and excellent behaviour management. By linking these strengths with an invigorated curriculum we would expect the new head of history to have the opportunity to drive improvement in outcomes.

The successful candidate will:

- Enjoy being a collegiate and positive member of a professional team
- Understand the need to relentlessly improve academic standards for all students in order to open up doors of opportunity for their future
- Firmly believe in developing the character of students
- Contribute to the community ethos of Kingsmeadow Community School, building positive and respectful relationships with students, parents, staff and all stakeholders
- Have high expectations of students, and of self as a positive role model

If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at mlane@kingsmeadow.org.uk or on 0191 4606004 ext 222. School visits are welcomed.

I look forward to receiving your application. Further information about our school can be found on our website.

Yours faithfully

Mark Barrett
Head Teacher Designate



THE POST: Head of History

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete an application form, giving the names and addresses of two referees (references will be taken-up prior to interview) together with a short covering letter of no more than two sides of A4 stating how your skills and experience make you an ideal candidate for the post.

The application form and safeguarding documentation, which also must be completed can be found on the school's website under Staff Vacancies.

Candidates are kindly requested **not** to submit a CV instead of the application form.

Completed applications should be emailed to Michelle Lane, office manager, mlane@kingsmeadow.org.uk and should arrive no later than noon on Thursday 16 May 2024.

Interviews will take place on Tuesday 21 May 2024. If you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school.



ABOUT KINGSMEADOW SCHOOL

'Kingsmeadow is a Good school..... Teachers teach about the importance of respect, integrity, compassion, courage, pride and quality. They set a good example and pupils conduct themselves maturely.'

OFSTED Sept 2021

Any welcome that I give here in writing can not do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 Ofsted visit and has moved from strength to strength since then.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

I am excited to be leading Kingsmeadow School from September 2024. I will be building on the work that has already been done in improving the school. Moving forward, we have a number of areas for development which we will be addressing, including: working more closely with home and the community; tackling inherently low-levels of literacy; further building resilience through aspiration. I am looking to appoint the right person who can work with me and the senior leadership team in making the improvements that the students and community of Kingsmeadow Community School deserves.

Mark Barrett
Headteacher Designate

DEPARTMENT INFORMATION

The Humanities team at Kingsmeadow has five full time members of staff and two part time, as well as other staff who contribute to A levels at key stage 5 and Project Based Learning at key stage 3.

The department is well resourced with each classroom having an interactive whiteboard and access to Chromebook trolleys, contributing on a day to day basis to the digital awareness, experience and skills of our students.

Humanities is taught at key stages 3, 4 and 5. At key stage 3, pupils study humanities through Project Based Learning, which includes a range of immersion events and final products that all staff in the department support with. We have a thriving GCSE programme where all students take either geography or history, with the option of dual humanities. We also offer a successful and popular sociology GCSE. At key stage 5, we offer history, geography, psychology and sociology at A level.

We are currently reviewing our project based learning curriculum and the successful candidate will play an essential role in planning and delivering the exciting new provision.

KATE GARDNER
HEAD OF HUMANITIES AND PROJECT BASED LEARNING



LEADERSHIP STRUCTURE

(from September 2024)

Headteacher

Mr M. Barrett

Deputy Headteachers

Mrs A Douglas

Mr S Ferguson

Business Manager

Miss C. Bulman

Assistant Headteachers

Mr G. Dunlop

Mrs M. Langley

Mr R. Mills

Mrs C. Richardson

Job Profile		
Job Title	Reports to	Department
Head of History	Head of Department	Humanities
Salary Grade	Hours	Line Management Responsibilities
MPS/UPS + TLR 2B	Full Time Permanent Post	Yes
Summary of Role		
Key Responsibilities		
1. Set high expectations which inspire, motivate and challenge students.		
<ul style="list-style-type: none"> Establish a safe and stimulating environment for students, rooted in mutual respect Set goals that stretch and challenge students of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. 		
2. Promote good progress and outcomes by students		
<ul style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these Guide students to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how students learn and how this impacts on teaching Encourage students to take a responsible and conscientious attitude to their own work and study 		
3. Demonstrate good subject and curriculum knowledge		
<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 		
4. Plan and teach well-structured lessons		
<ul style="list-style-type: none"> Impart knowledge and develop understanding through effective use of lesson time. Promote a love of learning and children's intellectual curiosity. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. Reflect systematically on the effectiveness of lessons and approaches to teaching. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 		
5. Adapt teaching to respond to the strengths and needs of all students		

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons. Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy Associate Staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to students' achievements and well-being.

In addition Post threshold teachers

1. Set high expectations which inspire, motivate and challenge students

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

2. Promote good progress and outcomes by students

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

3. Demonstrate good subject and curriculum knowledge

- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

4. Plan and teach well-structured lessons

- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

5. Make accurate and productive use of assessment

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

6. Fulfil wider professional responsibilities

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



HEAD OF HISTORY

WITHIN THE HUMANITIES DEPARTMENT

AF – Application Form

SP – Selection Process

Ref – Reference

Specification	Essential/Desirable	Method of Assessment
QUALIFICATIONS & TRAINING		
• Degree or equivalent	Essential	AF
• Qualified Teacher Status	Essential	AF
• Evidence of continuing professional development	Desirable	AF
PROFESSIONAL EXPERIENCE		
• Outstanding Teacher	Desirable	AF, SP & Ref
SKILLS, KNOWLEDGE & ATTRIBUTES		
• Well organised	Essential	AF, SP & Ref
• Ability to meet deadlines	Essential	AF & SP
• Excellent classroom practitioner	Essential	AF, SP & Ref
• A commitment to teaching students of all abilities	Essential	AF & SP
• Specialist knowledge of, and ability to teach, the History curriculum at KS3, KS4 and KS5	Essential	AF & SP
• Ability to use IT effectively to enhance teaching, learning and planning	Essential	AF & SP

<ul style="list-style-type: none"> • Knowledge of the Google suite of apps 	Desirable	AF & SP
PERSONAL QUALITIES		
<ul style="list-style-type: none"> • Enthusiasm, drive and love for the job 	Essential	SP & Ref
<ul style="list-style-type: none"> • Clear vision and innovative approach 	Essential	SP & Ref
<ul style="list-style-type: none"> • Passion for ensuring all aspects of school life demonstrate integrity and respect 	Essential	SP & Ref
<ul style="list-style-type: none"> • Excellent communication skills 	Essential	SP & Ref
<ul style="list-style-type: none"> • Ability to organise, plan and prioritise time effectively 	Essential	SP & Ref
<ul style="list-style-type: none"> • Ability to act decisively 	Essential	SP & Ref
<ul style="list-style-type: none"> • Sense of humour 	Essential	SP
<ul style="list-style-type: none"> • Excellent attendance and punctuality 	Essential	Ref