



The Shared Learning Trust

THE STOCKWOOD  
PARK ACADEMY

## Humanities Curriculum Leader

Due to the promotion of our current Curriculum Leader stepping into our Senior Leadership Team, The Stockwood Park Academy have a fantastic opportunity for a Curriculum Leader of Humanities to join our successful team. We are looking for someone who will play an active role in the development of the emerging competency based curriculum providing specific curriculum expertise and furthering our success in leading our Humanities department. You will also oversee the development of the KS5 curriculum for each subject in the department. We will welcome applications from any specialism in Humanities.

It's incredibly important to us here at Stockwood that our Curriculum Leaders have the trust and autonomy to run their department and that all our staff are valued, listened to, mentored, challenged and given adequate opportunities to develop. As a Teaching Trust, we offer exceptional teacher training and high-quality professional development programmes catered to your needs. Consequently, we have many success stories of teachers that have joined us and been given excellent CPD and training that has allowed them to climb the career ladder.

### Key Duties:

- Be accountable for the learning and achievement of all students following programmes within the subject area
- Be accountable for motivation to subject staff (teaching and support) and the creation of a highly effective team
- Track student overall attainment and achievement on a regular basis
- Provide sound financial management within the departmental budgets that have been set.

### The successful candidate will have:

- Some experience of managing the work of others
- Demonstrable impact on school improvement.
- Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.

### Job Specifics:

- **Start Date:** April 2019 or earlier if available
- **Salary:** Main Pay Scale - Upper Pay Scale - £23,720 - £39,406 + TLR 1a - £7,853
- **Job Role:** Full time, Permanent

### Why work for Stockwood Park Academy:

- £30 million state of the art modern facilities with well-equipped classrooms
- You'll be working alongside charismatic, supportive and genuine colleagues and Senior Leadership Team who want to see you succeed and thrive
- A staff wellbeing team that implements various strategies to boost staff engagement including various activities, events, conferences and many other staff benefits
- Unparalleled CPD and training opportunities with cross trust and national development programs
- Excellent opportunities to develop and grow in a successful and expanding Academy
- To be part of an 11-18 provision with opportunities to teach in the sixth form in for many subject areas
- All teaching staff receive a laptop to use whilst in employment

**Teacher Testimonial:** *"I have been at the Academy since 2000, I started as an unqualified teacher and was supported through the Graduate Teacher Programme. Very soon after I gained my QTS, opportunities arose to get into new roles. I started as Gifted and Talented Coordinator, then I became Head of Department for PE and then I wanted to develop into a pastoral role where I became a House Leader. Then came the opportunity to become an Assistant Principal and I was encouraged to go for that role so I took the leap and now I'm the Assistant Principal for Personal Development, Behaviour Management and Welfare. There is a whole range of CPD on offer with a dedicated Teaching and Learning team who will provide personalised CPD, personalised areas for development for members of staff. In addition to that, they have a number of courses they provide, I've gone on the 'Outstanding Teacher Programme' and developed my own teaching and helped me feel secure in the position I was in. Stockwood Park Academy have already begun supporting with my next step up moving into a Deputy Head or Vice Principal role."*

*- Iain Temple, Assistant Principal for Personal Development, Behaviour Management and Welfare.*

# HOW TO APPLY

Closing Date: Wednesday 21<sup>st</sup> November at 12pm    Interviews: w/c 26<sup>th</sup> November

Please read the information in this pack. If you are interested in this job opportunity, please do apply online today via our career site on <https://www.mynewterm.com/trust/The-Shared-Learning-Trust/135337>

We look forward to hearing from you!

If you have any questions about the role or would like to visit the Academy, please email [academyrecruitment@thesharedlearningtrust.org.uk](mailto:academyrecruitment@thesharedlearningtrust.org.uk).

If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual Trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

# RECRUITMENT TIMELINE

2 November	Position is advertised
21 November	Closing date for applications (12pm) <i>References will be requested at this stage</i>
21 – 23 November	Final shortlisting and contact with candidates
w/c 26 November	Interviews

## SAFEGUARDING

***'We believe in the safeguarding and welfare of children and expect all staff to share this view'.***

The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE)'s has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as:

... protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The definition of 'children' includes everyone under the age of 18.



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THE STOCKWOOD  
PARK ACADEMY

INFORMATION FOR APPLICANTS:  
Humanities Curriculum Leader



# WELCOME TO THE SHARED LEARNING TRUST



Cathy Barr

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust, as Principal of The Stockwood Park Academy or South Academy as previously known in 2009. Since then, the trust has grown from strength to strength employing some 500 fantastic staff members who serve over 3,500 children within our communities. It is my privilege to be CEO of our family of schools and work with each Principal or Head of School to ensure the best possible education in their own Academy.

Our ethos is simple, to build a collaborative partnership of academies and schools that will provide exceptional educational provision, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged to pursue their aspirations through a wide range of enrichment activities and initiatives. The experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and also give back to the wider local community. They are role models and young leaders, who contribute to the collegiate ethos with maturity.

## *– We recruit people for attitude and train for skills*

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you!

Recruiting the right teachers and staff help us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

### **We aim to recruit staff who:**

- are excited by their role and by the prospect of working with young people, even those who are less well motivated;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- recognise that teaching can be a demanding job but react positively to those demands rather than complaining;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read; coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes,

Cathy

# WELCOME TO STOCKWOOD PARK ACADEMY



Dear Applicant,

Thank you for your interest in our Academy.

As a new principal, I know well the excitement of considering a new challenge and all that it can bring. We welcome visits to the academy prior to application, as we are proud that:

- Our students are extremely motivated, and have an exceptional desire to achieve and behave impeccably.
- Our staff are highly qualified and work tirelessly in the pursuit of world-class progress for all of our students.
- The facilities at The Stockwood Park Academy are state of the art, providing students with the opportunity to develop their interests and skills in a wide range of areas.

As an Academy within the Shared Learning Trust, we believe our key aim is to give every child the best possible opportunity to flourish and develop into decent, disciplined, well-educated and employable adults.

If you want to lead in a highly effective team, contribute to raising standards and aspirations of young people then Stockwood Park is the place for you!

We look forward to your application and meeting you soon!

Warm regards,

Richard Found

# ABOUT THE SHARED LEARNING TRUST

The Shared Learning Trust is a stand-alone multi academy trust, which runs a family of four schools based in Bedfordshire:

- The Stockwood Park Academy, Luton, ages 11-18
- The Chalk Hills Academy, Luton, ages 11-18
- The Sixth Form, Luton, ages 16-19 (A part of both Chalk Hills and Stockwood)
- The Linden Academy, Luton, ages 4 - 11
- The Vale Academy, Dunstable, ages 2 - 11

Our Academies are supported in their work by our Teaching School, based at The Chalk Hills Academy. The structure of our family of schools means that we can be with a child every step of the way, from teaching them to tie their shoelaces right through to congratulating them on their university place or their first job.

Our Trust is vibrant and friendly, supported by 3 state-of-the-art buildings. It is a learning environment where all students have the opportunity to be high achievers, make good friends, contribute to their community and take part in a wide range of extra-curricular activities.

## VISION & VALUES – *‘Strive, Achieve, Believe’*

At The Shared Learning Trust, we provide opportunities for all our students and adults to be aspirational and develop a passion and excitement for learning. Working with our communities, we ensure all students are able to achieve beyond their targets to reach the success they deserve. Our students develop a strong self-belief so that they flourish and develop into well-rounded, self-respecting young people.

Our commitment to our vision can be seen through:

- Our academies working together to provide more opportunities for all students and staff
- A focus on the development of our staff with opportunities for clear and dynamic career progression and high quality recruitment and retention.
- Strong Trust approaches to our key issues, for example; teaching, assessment, attendance and curriculum development.
- Partnerships with schools outside of our Trust to maximise opportunities for all.
- Close working and communication with our families and local community.
- Care for our families beyond the school day.
- Excellent lessons and learning incorporating effective use of new technologies.
- An interesting yet challenging curriculum.
- 16-19 provision, which ensures progression, routes for all.
- A Cross-Trust focus on high achievement and high standards.
- Ensuring that every child in our Trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom.
- Exemplary behaviour and conduct at all times.
- A can-do attitude across the Trust that fosters belief and high expectation.
- Ensuring no opportunities are missed.

# ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our Academy a vibrant and exciting place with a positive ethos that runs throughout the Academy. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building which we moved into in February 2011 offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.



# CPD AND TRAINING- *We invest in you!*

All four Academies at The Shared Learning Trust are a part of our Teaching Trust, which is held at The Chalk Hills Academy. We aim to offer exceptional teacher training and high quality professional development programmes to new and experienced staff to support them in excelling in their career.

Our programmes are facilitated by experienced school leaders, who have exemplary records in leadership and improving outcomes for their students. We are able to cater for specific requests and can offer custom-made support packages that focus on the quality of teaching and learning, curriculum development and aspects of Leadership and Management.

We currently offer:

- The National Professional Qualification for Senior Leadership
- The National Award for Middle Leaders
- The Outstanding Teacher Programme
- The Improving Teacher Programme
- The Recently Qualified Teacher Programme

As Stockwood Park Academy is part of a Multi-Academy Trust, there are fantastic opportunities to climb the career ladder. The Shared Learning Trust are a firm believer in helping all staff reach their full potential and developing their career within our Academies. If you are willing and wanting, we will do all we can to put you on the relevant courses and give you the right opportunities so you can keep achieving more in your career.

## TEACHER TESTIMONIALS

*"What I really felt here more than anywhere else was that the welcome was extremely warm and the team wanted to develop me and nurture me as a leader, a professional and a teacher. They have given me the opportunity to go on to the national leadership course, which allowed me to nurture my own leadership skills and learn a whole host of different things, which I had not had the opportunity to learn before.. At Stockwood, we really believe the CPD should be personalised at whatever level you are at and whatever level you come into the Academy. If you are an NQT or Unqualified, we really nurture the talent you have and we will help you gain QTS and complete your NQT year. We have also put together a rolling CPD programme every Thursday night so that people are really supported. We believe that nurturing talent upwards is really important, whether that's pastoral care, curriculum care, teaching and learning and then moving into SLT. We have middle leader and senior leaders' courses and send people out on National Accreditation. Stockwood Park Academy have really helped me develop my skills and I'm very lucky that I have a team of people that I know I can develop myself and still do my day to day job."*

*Helen Palmer, Assistant Principal for Teaching and Learning*

*"Since the first day I walked into my interview and over the past 4 to 5 years, Stockwood Park Academy have provided many opportunities to me. They have been really supportive, the in-house CPD sessions they provide, the leadership from above and the supportive nature of the teams that I have been a part of has really helped me develop my professional conduct, my character and my ability as a teacher and leader."*

*Joel Toomer, Curriculum Leader for Humanities*

# JOB DESCRIPTION

<b>Job Title:</b>	Humanities Curriculum Leader
<b>Salary Details:</b>	MPS/UPS - £23,720 - £39,406 + TLR 1a (£7,853)
<b>Responsible to:</b>	Assistant Principal
<b>Line Manager for:</b>	Subject Team

## VISION AND PURPOSE

- To play an active role in the development of the emerging competency based curriculum providing specific curriculum expertise and guidance and leading on delivery of key aspects as they relate to subject area.
- Be accountable for the learning and achievement of all students following programmes within the subject area whether these are within the context of the competency based curriculum or within the more general curriculum framework.
- To liaise with Subject Team Leader colleagues at The Chalk Hills Academy to support strategic development, share good practice and plan collaborative activities.
- To ensure that the federation of The Shared Learning Trust is always presented positively within and beyond the Academy.

## ACCOUNTABLE FOR

- The vision for the subject team and the high aspirations for the achievement of every student in our Academy.
- The Subject Action Plan based upon the academy-wide quality assurance procedures and collated in the Subject Self Evaluation Form.
- Motivation to subject staff (teaching and support) and the creation of a highly effective team, particularly through their personal example, clearly led departmental meetings and thoughtful delegation and deployment.
- Adherence to the Academy's rigorous procedures for recording, monitoring analysing and acting upon a range of data including student attendance, punctuality, referrals and academic records from all subject areas to:
- Track student overall attainment and achievement on a regular basis;
- Evaluate the quality and appropriateness of students' overall negotiated individual learning plans;
- Identify when intervention is necessary (e.g. when underachievement is identified, additional challenge is required and/or links needed to outside agencies); and
- Linking this data to performance management through whole-class value-added analyses.
- Undertake action based upon the rigorous analysis of external examination data from Key Stages 2 and 3 (if available), GCSE, GCE and vocational courses.
- Be well-informed based on their knowledge of national developments to their Director of Learning and the Board of Directors regarding curriculum innovation, the learning environment and resources for learning and Health and Safety matters, including risk assessments.
- Provide high quality mentoring and coaching to the subject team regarding learning and teaching and curriculum planning and delivery, particularly those new to teaching
- Exemplify good discipline and orderly conduct within the subject area through partnership working with Learning Team Leaders and all members of the Learning Support Team.

- Establish good curriculum links to primary schools, work based providers in the local community, and higher education colleges to ensure that the work of the subject curriculum develops within the broader context of lifelong learning.
- Demonstrate leadership to ensure high quality subject teaching schemes are based on personalised learning principles. Ensure the personalised learning principles are in place for the start of each academic year having been revised to reflect new developments / requirements of examining boards and new developments in information learning technologies such as the Learning Gateway.
- Ensure that work is always set for classes when a member of the subject team is absent.
- Provide sound financial management within the departmental budgets that have been set.
- Collaboration with their Director of Learning regarding
- The arrangements for the performance management and professional development of all members of their subject team; and
- The Academy's arrangements for quality assurance and internal verification.
- Undertaking any other professional duties which are reasonably delegated to her/him by the Principal or Board of Directors.

This statement is in addition to, and in amplification of, the duties and responsibilities laid down in the National Teachers Conditions of Service.

## PERFORMANCE MANAGEMENT

- Participating in the academy's arrangements for performance management, professional development and the academy's arrangements for quality assurance and internal verification.

## CONTEXT

- Staff are part of a whole school team. Each individual is required to support the values and ethos of the Academy and Academy priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Due to the nature of this job, it will be necessary for the completion of the Disclosure and Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable impact on school improvement.	1,2	Working with children with English as an Additional Language.	1,2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1,2	The recruitment of staff.	1,2
	Some experience of managing the work of others.			
Skills/Abilities	Able to communicate with a variety of stakeholders (eg governors, colleagues, parents, the community, external agencies).	1,2	Whole school self-evaluation.	1,2
	Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1,2	Ability to lead on a whole school project or initiative.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching, learning and school policy.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2,5		
	Able to assess the needs of individuals to inform the targeting of individual needs.	1,2		
	Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		

<b>Competencies</b>	Able to demonstrate the appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to the use of authority and maintaining discipline	1,2		
<b>Equality Issues</b>	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
<b>Specialist Knowledge</b>	Subject/KS knowledge	1,2,5		
<b>Education and Training</b>	Qualified Teacher Status	4	Training in personnel issues and procedures, and in the accredited safe recruitment modules.	1,2
	Evidence of ongoing cpd.	1.2		

( 1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise )

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*