



Humphrey Perkins
School

Head of Design Recruitment Information

Employment Status	Permanent – Full Time
Required From	ASAP
Job Location	Humphrey Perkins School, Barrow upon Soar
Salary	MS/UPS plus TLR2b
Application Closing Date	Wednesday 6 th March 2019



Welcome to Humphrey Perkins!

Humphrey Perkins School, an 11-16 academy in Barrow upon Soar, is on a journey. Following our Special Measures judgement in June 2017, much work has already been undertaken to improve the school and to raise standards, including a new Governing body and joining outstanding multi-academy trust, the Lionheart Academies Trust, led by Beauchamp School in Oadby, a nationally recognised outstanding school, in October 2018. We now are looking to strengthen our Humphrey Perkins team through recruiting outstanding members of staff, who share our belief that every child deserves the very best standard of education.

We are a warm and friendly village school of approximately 800 students, taking students from our local and surrounding villages and are fortunate to have excellent parental support. Many of our students enter the school with high prior attainment and they are very aspirational and are courteous, polite and respectful.

Staff and students enjoy the benefits of being based on a large site, with lovely open green spaces and set within a safe and vibrant village setting, with excellent transport links to larger towns and cities within the East Midlands.

We believe in supporting and developing colleagues to achieve excellence and allow them to pursue their professional goals. We are a forward thinking school and value staff wellbeing. At Humphrey Perkins we are committed to improving and aspire to excellence amongst our students and our staff.

Mrs Jenny Piper-Gale
Executive Principal

Mrs Della Bartram
Associate Principal

Humphrey Perkins School

Humphrey Perkins School is steeped in history and tradition dating back to 1717, when The Humphrey Perkins School was founded as a 'Free Grammar School' in the will of the Barrow on Soar born Reverend, Humphrey Perkins, rector of Holme Pierrepont, Nottinghamshire, who left money for the School to be built in Barrow-on-Soar. The Humphrey Perkins Grammar School was built on an orchard near the centre of the village in 1735. In 1902 the School moved to larger premises on Cotes Road with the school's first non-clergyman Headmaster and 33 students.

Until 2011, Humphrey Perkins was an 11 -14 school; in 2015 the first cohort of students sat their GCSE's the first public exams to be sat at the school since the early 60s.

In October 2018, Humphrey Perkins joined The Lionheart Academies Trust, currently made up of a family of ten schools based in and around Leicestershire. Each one of our schools is unique in that it reflects the students and local community in which they are a part. With the support of the Trust, Humphrey Perkins has introduced a new Governing Body with a new Chair, a new Executive Principal and Associate Principal.



Humphrey Perkins students enjoy a wealth of extracurricular activities from Dance Club to Debate Club. We have high achieving Sport Teams including Football, Cricket, Netball and Basketball. Students enjoy sport workshops run by Leicester Tigers and UK Badminton. Students are welcome to join our Librarian every day for Book Club, Homework Club and Chess Club in our original library, which is run by our dedicated Library Ambassadors. The Performing Arts Department

produce the Annual School Show, which is enjoyed by both the school and village community, with over 100 students involved in the cast and backstage; the show is a sell out each year!

All students are encouraged to join the Student Leadership Pathway from year 7, whether that is being an ambassador for a particular department, become a member of the school council or joining the charity team ME to WE, with the opportunity to join the Student Leadership Team as a Prefect in Years 10 and 11.

We are proud to have an excellent day and residential trip programme that runs throughout the year for all year groups, from theatre trips and university taster days to New York and Skiing Residential trips.

There are strong links with the local community, with many families now seeing second and third generations enjoying life at Humphrey Perkins. We regularly support the parish council with village community events. Through our Charity Team, we raise funds for local charities and organise collections to support members of the community.

Humphrey Perkins has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds into refurbishment of older buildings and a complete refresh



Staff benefit from the wealth of knowledge and support from The Lionheart Academies Trust including whole trust training days, sharing best practice and ensuring our staff have an exceptional professional journey. Our Middle Leaders enjoy the support from dedicated Trust Directors who ensure a professional and coherent environment for our teams. We have a dedicated team of Teacher Champions lead by a member of SLT who run weekly CPD sessions and pathway options that are bespoke to staff needs and in line with department and whole school priorities. Staff enjoy a robust and supportive appraisal cycles that ensure continued career development.

Humphrey Perkins takes staff Wellbeing seriously; staff enjoy Well Being Week in the Autumn and Summer Term, which includes activities, guest speakers, sport events and discounts at local gyms, businesses and shops. We are currently working towards the Carnegie Mental Health Award, affiliated with Leeds Beckett University, to demonstrate our commitment towards staff and student wellbeing.

Humphrey Perkins is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged

Our Mission and Our Philosophy

- **Every** young person deserves an **equal chance** to be successful in whatever they choose to do
- Our approach is **wholly student-centred** and underpinned by the principle that every child is an individual who has a right to access the very **highest quality education**
- We value **academic excellence** and **holistic development** equally
- We **actively promote** our **love of learning** and invite you to join us to celebrate this passion

Ultimately, we believe that any young person from any background deserves an equal chance to be successful in whatever they choose to do. We want to share our love of learning with these young people in order to open the doors to their futures and prepare them with the knowledge and confidence to thrive in a competitive world.

Person Specification

Education	
Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • First degree or equivalent • Evidence of contributing to continuing to professional development 	<ul style="list-style-type: none"> • <i>Post graduate qualification</i> • <i>Relevant higher degree or professional qualification</i> • <i>Evidence of wider professional development</i>
Experience	
Essential	Desirable
<ul style="list-style-type: none"> • Outstanding classroom practitioner (experience at KS 3 & 4) • Experience of Transition/partnership work • Experience as a middle leader with a post of responsibility in working with staff and students • Experience of working with parents and external agencies • Experience of policy review, development and implementation • ICT proficiency • Experience of implementing systems and processes to monitor and evaluate learning and teaching • Active involvement in the promotion of equal opportunities 	<ul style="list-style-type: none"> • <i>Knowledge of the Ofsted Framework</i> • <i>Experience and understanding of lifelong learning principles and community engagement</i> • <i>Experience of working in at least two schools/schools</i> • <i>Evidence of commitment to extended learning for students beyond the classroom</i>
Knowledge and Skills	
Essential	Desirable
<ul style="list-style-type: none"> • A passion for the subjects in the department and knowledge and skills of at least two areas to inspire staff and students • Excellent interpersonal and teamwork skills • Excellent communicator – sensitive and effective • An ability to establish good working relationships with a wide range of people including students, parents, Governors and colleagues • Knowledge, skill and intelligent use of data and strategies to inform intervention and to improve outcomes for students • A keen interest in pedagogy and how students learn with experience of putting this knowledge into practice • Outstanding organizational skills and curriculum knowledge to inspire colleagues and add value to the learning experience of our students 	<ul style="list-style-type: none"> • <i>Awareness of examination boards</i> • <i>Knowledge and understanding of Self-Evaluation approaches to inform Department as well as Corporate Development Plans</i> • <i>Evidence of contribution to whole school development</i> • <i>Knowledge and understanding of current educational issues</i>
Personal Qualities	
Essential	Desirable
<ul style="list-style-type: none"> • Ambition and vision • A commitment to sustaining and raising achievement, attainment and aspirations of all students • Co-operative, corporate style of working • A sense of humour and perspective • Ability to work under pressure and remain positive, enthusiastic and resilient 	<ul style="list-style-type: none"> • Potential and capacity to grow professionally and aspire further to senior leadership

<ul style="list-style-type: none"> • Reflective and analytical • Unbridled optimism • The ability to work independently, willingness to take tough decisions and face the challenges of managing change • Energy, imagination and personal commitment • Personal and professional commitment to the philosophies of school improvement and school effectiveness 	
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Job Description

Title/Post:	Head of Design
Scale/Grade:	Main Scale + TLR 2b
Accountable to:	Leadership Team

Job Purpose:

- To provide strategic leadership and effective line management for Design.
- To secure high quality teaching and the effective use of resources to ensure that expected standards are met, maintained and exceeded.
- To oversee an appropriate environment to aid quality teaching and learning.
- To ensure high levels of engagement with staff, students, parents and wider learning communities.

Main duties and responsibilities:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.
- Teaching and learning - The provision of high quality teaching and learning across a range of programmes and the delivery of associated assessment, administration and support for learning.

Teaching contact time as well as non-contact time to be confirmed.

- Contribute to the raising of standards of student progress and attainment.
- Develop and implement policies and practices for the department which reflect the school's commitment to high achievement and progress.
- Establish short/medium/long-term plans for the effective development of the department.
- Monitor the progress made by the Department in meeting key targets and evaluate the impact of teaching and learning including targets for improvement.
- Provide guidance on a choice of appropriate teaching and learning methods and ensure that schemes of work are developed appropriately to maximise student progress.
- Ensure that systems are in place and rigorously monitored to track student progress.
- Promote a creative and collaborative working environment with effective provision of human resources.
- Secure and allocate resources to support effective learning and teaching.
- Develop effective relationships with key stakeholders and external agencies to ensure that student opportunities are maximised including employment options.
- Develop professional skills to enhance performance and manage the professional development of staff within the Department.

Corporate

- To take a full and active part in the operational leadership and management of the school.
- Contribute to system leadership through purposeful collaboration with partner schools/schools/HE/FE and other organizations.

Additional and specific department responsibilities

- To be confirmed on appointment.

Overview/Objectives

Leading and Managing responsibilities

- To establish the vision and strategic direction for the department and implement and develop an appropriate curriculum.
- To lead, motivate, encourage and develop the department team.
- To ensure that the aims and policies of the school are implemented and developed through the curriculum and by the department team.
- To monitor and evaluate the effectiveness of the department and take appropriate action where there are concerns.
- To lead the department in implementing whole school initiatives as identified in the School Corporate Development Plan.
- To lead the department in completing the self-evaluation form and identifying department strengths and areas for development.
- To produce and implement the annual Department Development Plan.
- To develop appropriate procedures, including rewards and sanctions, in line with school policies, to encourage high standards of student behavior across the department and act as the first point of call for members of the department team.
- To monitor attendance of students within the department and put in place procedures, in conjunction with the Student Support Centre, to ensure that poor attendance is addressed.
- To monitor the work of the department in line with school procedures.
- To encourage, plan or arrange appropriate staff development for members of the department team.
- To maintain and update the department handbook outlining key departmental/department policy and procedures.
- To manage department capitation and spending in line with agreed school procedures.
- To direct the work of the department associate staff.
- To review the work, achievements and areas for development with Leadership line manager and the Principal as appropriate.

Curriculum, Teaching and Learning

- To provide leadership and direction in developing the highest standards of teaching and learning across the department.
- To ensure that there are detailed and appropriate schemes of work in place that meet the needs of the appropriate examination courses.
- To ensure that schemes of work are appropriate to different ability groups and meet the needs of all students including those who are particularly gifted and talented or those with additional needs.
- To encourage and facilitate the development and implementation of technical innovation, new strategies and approaches to teaching and learning.
- To ensure that all members of the department set homework in line with school procedures.
- To encourage and facilitate involvement in the school's extra-curricular, enrichment and extension programmes and out of hours study sessions for intervention, revision and coursework catch-up.

Assessment, Data and Target Setting

- To ensure that there are appropriate systems for assessing and monitoring student progress across the department.

- To embed assessment for learning across the department and ensure that students are aware of their current grade and what they need to do to improve.
- To provide opportunities for moderation and standardization as appropriate.
- To monitor the completion of controlled assessment/coursework, ensure deadlines are met and that all the appropriate procedures are followed.
- To ensure that the relevant areas of BOLD are accurate and up to date.
- To ensure that all staff are aware of whole school targets for individuals and that that these are seen as minimum expectations.
- To ensure that student reports are completed in line with school policy and monitor that the information included reflects that held on the assessment database.
- To liaise with the Examinations Officer and ensure that information/data is provided for internal/external examinations as required.

Environment

- Ensure that teaching and learning areas are conducive to learning and health and safety requirements.
- To monitor the use and condition of the department's accommodation and resources and develop the departmental areas as a stimulating learning environment.
- Oversee display space/boards to inform, challenge and celebrate the achievements of students and the department.

Tutor

- Be a tutor and carry out all related and required tasks including contact and meetings with parents/carers.
- To assist the Year Co-coordinators and House Heads in monitoring and developing the personal and social development of all students in a given tutor group.

Meetings

- To lead department meetings and ensure that minutes are produced.
- To attend, contribute to and report back on Subject/Department Leaders Group meetings.
- To attend, lead and contribute to team meetings as appropriate.
- To attend external meetings as appropriate.

Other

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To undertake duties as appropriate.
- To continue with one's own personal and professional learning in relevant areas and in education relating to the efficient and effective execution of responsibilities.
- To engage actively in the Performance Review and Management process.
- To support other subject leaders in developing student literacy in their own areas.
- To support members of the department in taking an active role in the QLT programme within the School and sharing best practice.
- Staff are expected to be courteous to students, colleagues and provide a welcoming environment to visitors and telephone callers.
- To undertake any reasonable task at the request of the Principal.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for anyone who develops a disabling condition.

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment and to ensure that every child really matters.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.



The Package

Working hours:	Full Time
Salary:	MS/UPS plus TLR 2b
Pension:	Teachers Pension
Benefits:	Additional duty lunch and beverages during term time
	Free off road parking
	Reduced country club discounts*
	Staff discounts at local businesses
	Salary Sacrifice Schemes
	Free summer social event
	Monthly staff wellbeing events
	Annual flu immunisation
	* Conditions apply