



Post Reference: 2600

Job Title: Curriculum Leader of History

Grade: Leadership 3 to 7 (£52,301 to £57,831)

Hours: Full time

Accountable to: Assistant Principal – Quality of Education

JOB DESCRIPTION

Role:

Leeds East Academy has a highly aspirational vision of 'Everyone Exceptional' and this role is integral to securing this vision for the academy. The role will require you to inspire students with a love of the subject of History through the implementation and design of a highly ambitious and engaging curriculum offer across Key Stages 3 and 4. You will be responsible for establishing an exceptional experience for students in all areas of teaching and learning, curriculum provision, standard of attainment and behaviour and safety within the curriculum area.

The successful applicant will have a passion for the subject, an enthusiasm for teaching, and a commitment to supporting the academic and holistic development of every student within their care.

- Plan and deliver an innovative, engaging and ambitious History curriculum which provides students with the requisite knowledge, skills, and cultural capital.
- Teach high quality, personalised and inclusive lessons to classes across Key Stages 3 and 4 to secure strong progress and outcomes for all learners.
- Uphold high expectations of all learners with a commitment to ensuring that they can achieve their full educational potential through establishing fair, respectful, trusting supportive and constructive relationships.
- Have a commitment to collaboration, co-operative working and continued professional development.
- Share and drive the academy vision of 'Everyone Exceptional'.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

Curriculum Leader Responsibilities:

- To oversee the strategic direction of the department within the academy's vision and aims.
- To communicate clear purpose and vision for developing History across the curriculum to colleagues within your department and across the academy.
- To be accountable in ensuring the execution of the highest standards and outcomes across the department.
- To provide clear, cohesive leadership and direction in the department by motivating teachers to develop innovative strategies to enhance the quality of learning, teaching and achievement.
- To research, understand and develop History curriculum with a focus on the GCSE 9-1 grades in-line with the EIF.
- To design and implement a highly ambitious and cohesive curriculum that promotes a love for learning.
- To drive strong outcomes for students through strong assessment processes and effective use of data that informs intervention strategies and curriculum refinement.
- To ensure the department is equipped with clear assurance plans which contribute positively to the ADIP (Academy Development and Improvement Plan).
- To contribute to the development of whole school strategic planning and policies through attendance at middle leadership meetings.
- To create a high quality and research informed subject specific teaching and learning environment for all.
- To monitor, evaluate and action upon teaching and learning in the department.
- To support and promote the professional development of teachers, providing training, mentoring and coaching where appropriate.
- To ensure that all relevant health and safety regulations and risk assessments are in place and fully followed within all classrooms.
- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down, including allocating the department budget.
- To ensure a robust and supportive process of line management of the History Team.

Classroom Teachers – Expectations of all academy staff:

Teaching, Learning & Pedagogy:

- To ensure a high-quality learning experience for all students through effective personalisation; appropriately sequencing and scaffolding learning to ensure all students are able to engage successfully with the curriculum.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Use data to evaluate the effectiveness of teaching, to monitor the progress of those taught, and to raise levels of attainment.
- To assess, record and report on the progress, development, and attainment of students
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's Behaviour Policy.
- Promote learners' self-regulation, resilience, and collaboration through developing their social, emotional, and behavioural skills.
- Have a secure knowledge and understanding of the History curriculum and related pedagogy, including the contribution that History can make to cross-curricular learning, and recent relevant developments.

Staff Development:

- To actively participate in the academy's professional development programme.
- To continually enhance personal and professional development including subject knowledge and teaching methods.
- Participate in full staff and department meetings, actively contributing to academy decision making, consultation procedures and feedback opportunities.
- To engage actively in the performance management review process to enhance personal performance, fulfil personal potential and contribute effectively to the implementation of the academy's goal to be exceptional.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Communications:

- To communicate effectively with the parents of students as appropriate.
- To take part in academy activities including open evenings, parents' evenings, and trust events.
- To contribute to the development of effective subject links with schools across the trust and external agencies.

Care, Guidance and Support:

- To be a guardian (Form Tutor) to an assigned group of students, actively contributing to guardian time and other tutor-based curriculum activities.
- To promote both the academic and holistic progress and wellbeing of individual students and of the guardian group, being their key advocate.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records.
- To know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice, and support from external agencies.

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards, and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust

are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	Good degree in relevant subject	A
E	PGCE or equivalent and QTS	A
D	Evidence of ongoing professional development	A

Knowledge and Experience

E	Recent successful experience as an effective classroom teacher	A I R
E	Able to plan high quality, well sequenced learning to deliver the curriculum	A I R
E	Possess strong subject knowledge, a good understanding of the curriculum and a clear understanding of recent subject developments	A T I
E	Able to make accurate and productive use of assessment	A I R
E	Possess extensive knowledge and well-informed understanding of a range of learning, teaching, and behaviour management strategies	A I R
E	Experience of teaching with excellent classroom practice and outcomes	A I R
E	Able to form and maintain appropriate relationships and personal boundaries with students	A T
E	Committed to working collaboratively with colleagues	A I R
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R

E	Able to be flexible and respond positively to direction and feedback	A I R
D	Experience of improving the literacy skills of disadvantaged students	A I

Skills, Attributes, and Abilities

E	Possess effective communication skills with both children and adults, including parents/carers	I R
E	Effective ICT skills	I R
E	Effective time management skills and an ability to meet deadlines and work under sustained pressure	I R
E	Unswerving commitment to implementing whole school/staff policies relating to the safeguarding of children and professional conduct	I R
E	Be resilient and reliable	I R

Behavioural and other characteristics

E	Committed to continuous improvement	A I
E	Able to carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willing to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	A I
E	Possess positive values and attitudes and adopt high standards of behaviour in a professional role	I R
D	Take a key role in contributing to extra-curricular activities within the academy	I
D	Willing to participate actively in the life and work of the school to support the ethos and culture, providing presence as and when required	A I R
E	To be jointly responsible for promoting and safeguarding the welfare of students	I R
E	Committed to the education of the whole child, i.e. social, emotional and citizenship development	I R

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