



**KING HENRY
SCHOOL**



Curriculum Leader - Performing Arts Candidate Brochure



KING HENRY SCHOOL

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KING HENRY SCHOOL

Welcome from CEO/Executive Headteacher

It gives me great pleasure to welcome you to King Henry School, a new co-educational secondary school with a bright and ambitious future.

The school has been formed as the non-selective sister school to Townley Grammar School. As such it shares the aspirations and Grammar School ethos within a fully inclusive environment. It is my sincere belief that the values and high aspirations at the heart of great Grammar schools can apply equally to schools that do not select on ability. Such a belief lies at the heart of this endeavour and has shaped the work between these two schools.

We are at the beginning of this journey but we aim to make rapid progress in order to establish a truly remarkable school. I know this because in 30 years of education and leadership within a range of schools I have learned what makes schools great.

It is first and foremost strong leadership, at Governance and Strategic leadership levels. That is why King Henry has a completely new governing body comprised of experts in the fields of education and social care. It is why I have personally taken the reigns of the school while we establish expectations and support and develop a reformed Strategic Leadership Team. That leadership needs to be inspiring and passionate about the importance of education.

It is secondly about values that are embedded in the very fibre of the school. That is why the highly successful behaviour management processes at the sponsor school, Townley Grammar, have been adopted by King Henry School and form the basis for a new approach to the management of behaviour. That approach rests upon an expectation of high standards but more importantly the understanding that we have a duty to teach young people to manage their own behaviour, to make the right choices.

It is also about the culture and ethos of the school. At King Henry traditional values of politeness, courtesy and respect are paramount. Coupled with compassion for others and personal courage they form the bedrock of establishing a culture in which all members of the community can grow.

There are no great schools without great teaching and so the recruitment and training of highly skilled and expert teachers is a fundamental focus of the school. We have already recruited an impressive body of teachers and as part of the Trust all teaching staff regularly receive high quality training from accomplished and experienced colleagues.

Qualifications, while important are the consequence of learning, not the aim. We want our students to develop a rich body of knowledge, a wide vocabulary, the ability to question the world around them and the skills to form their own ideas and views. They must develop the character and passion to continue to learn and question long after they leave school and the confidence to lead happy and successful lives.

I am excited about their futures and the future of King Henry School and I look forward to taking that journey together.

Desmond Deehan
CEO/Executive Headteacher



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CORE VALUES



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Politeness

Behaviour that is respectful and considerate of other people.

Respect

Due regard for the feelings, wishes, or rights of others.

Kindness

The quality of being friendly, generous, and considerate.

Courage

The ability to do something that frightens one; bravery.

Ambition

*A strong desire to do or achieve something.
Desire and determination to achieve success.*

Resilience

The capacity to recover quickly from difficulties; toughness.

*Having the wisdom to
make the right choices*



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Job Description

Post	Curriculum Leader
Salary	TLR 1 plus Outer London Spine
<p>The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.</p> <p>This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.</p>	
General Description of the Post <p>Leadership of the Department. To manage the various resources made available to the Department with the specific object of providing the most effective and efficient learning opportunities for the pupils of the school, having in mind the school's aims and objectives and curriculum policy.</p>	

Professional
<ul style="list-style-type: none">• To develop (in consultation with the Head of Faculty and Departmental staff) a range of stimulating courses appropriate to the needs of the pupils, which help to fulfil the aims and objectives of the school and its curriculum policy?• To evaluate the effectiveness of the courses and to oversee the provision of assessment procedures in accordance with the guidelines stated in the Staff Handbook.• To monitor and be responsible for the staff who teach in the Department, the various activities involved in teaching and to carry out a similar function with support staff.• To plan, prepare and teach lessons to pupils assigned to him/her according to their educational needs and in so doing provide leadership to teachers in the Department.
Administrative
<ul style="list-style-type: none">• To contribute to the Faculty Handbook.• To liaise with the Head of Faculty regarding deployment of teachers, timetabling requirements and teaching effectiveness.• To exercise control over departmental resources including stock, estimates, expenditure.



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Management

- To participate fully in the school's consultative procedure ensuring an effective communication system.
- To actively pursue the stated policy of staff development.
- To evaluate the use of resources in order to increase efficiency and effectiveness.
- To support the consultative procedures which operate within the Faculty.

Principal Responsibilities

The Curriculum Leader is responsible for the development of their subject specialism throughout the school, ensuring that each pupil is positively encouraged to develop his/her potential to the full.

Specific responsibilities include:

- Planning, implementing and reviewing the curriculum within the framework of the National Curriculum.
- Ensuring that assessment is both regular and thorough and that full records of work done by members of the department and pupils are kept.
- Development and training of staff in the department; participation in Performance Management arrangements; supervision of NQTs / GTPs / OTTs.
- Representing the department in all matters within the school related to the curriculum within faculty meetings and full staff meetings.
- Liaising with other departments and faculties in the school.
- Co-operating with the Deputy Heads, Assistant Headteachers, Heads of Faculty, and appropriate Heads of Year in developing links with feeder primary schools, establishments of Higher Education and local employers.
- Liaising with the Deputy Head (with oversight for the Faculty) and Heads of Faculty in all matters concerned with the timetable and curriculum.
- Future development of subjects within the department.
- Keeping the department within its capitation budget.
- Ensuring that the stock and equipment are well cared for and economically used, and that stock books are kept up to date.
- Supervising the work of support staff within the Department.
- Safety of pupils and staff.
- Ensuring that the departmental rooms present a stimulating environment in terms of classroom display and general organisation.
- Organising GCSE and other examination entries with the Examinations Officer.
- Organising setting arrangements within the department.
- Implementing the school's Equal Opportunities policy.
- Implementing the school's Information Technology policy.
- Implementing the school's policies on Discipline, Assessments, Homework and Marking.



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ADDITIONAL SPECIFIC RESPONSIBILITIES:

To be a Tutor to an assigned Tutor Group and to carry out related duties in accordance with the general job description of Group Tutor.

GENERAL DUTIES:

- As outlined in the Generic Job Description for a classroom teacher.
- To carry out a share of supervisory duties in accordance with published schedules.
- To participate in appropriate meetings with colleagues and parents relative to the above duties.

In addition the Curriculum Leader is expected to fulfil those professional duties as contained in the 2008 School Teachers' Pay and Conditions Document Pages 127 – 133.



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Person Specification

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS (Secondary age range) • Degree level qualification 	<ul style="list-style-type: none"> • Further professional qualification • External examination experience 	<ul style="list-style-type: none"> • Application form
Experience	<ul style="list-style-type: none"> • Proven track record of successful teaching across the ability range • Judged as a 'Good' teacher • Setting and achieving ambitious goals and challenging targets • Ability to teach up to GCSE and A Level in their specialist area 	<ul style="list-style-type: none"> • Participation in whole school initiatives • Judged as an 'Outstanding' teacher • Performance management • Experience of successfully running extra-curricular activities • Management of staff 	<ul style="list-style-type: none"> • Application form • Letter of application
Professional Development	<ul style="list-style-type: none"> • Evidence of relevant further professional development 	<ul style="list-style-type: none"> • Experience of involvement in professional development opportunities 	<ul style="list-style-type: none"> • Application form
Knowledge/ special aptitudes	<ul style="list-style-type: none"> • Ability to interpret and analyse performance data • Understanding and commitment to safeguarding procedures • Good use of ICT as a teaching and learning tool • High expectations of students and the ability to ensure that all students' needs are met • The ability to build positive relationships with colleagues, students and parents • Understanding of a broad range of current relevant educational issues/initiatives 	<ul style="list-style-type: none"> • Knowledge of successful intervention strategies • Extensive curriculum knowledge 	<ul style="list-style-type: none"> • Interview
Personal Qualities/skills and Characteristics	<ul style="list-style-type: none"> • Ability to prioritise, plan, organise self and others • Excellent communication, written and verbal • Sense of humour! 	<ul style="list-style-type: none"> • Willingness to contribute to whole school improvement • Ability to cope calmly under pressure 	<ul style="list-style-type: none"> • Letter of application • Interview



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The application process is being conducted by a team at Academicis, an executive search firm based in Cambridge.

If you would like further information, a confidential conversation, or to arrange a school visit, please contact Academicis:

T: 01223907979

E: ote@academicis.co.uk.

All applications are to be sent to ote@academicis.co.uk

Shortlisting Day -

Interview Day -



If shortlisted for interview, candidates will be required to bring evidence of qualifications and 3

We reserve the right to research applicants on social media platforms and the internet, and the Trust Board may take this into consideration during the recruitment process.