

Park High School

Raising Aspirations



Head of RE

Application Pack 2019





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Dear Applicant

Head of RE

Please allow us to extend a warm welcome from all governors, staff and students at Park High School.

It is hard to encapsulate in words the full dynamism and vibrancy of our school. We are hugely proud of our students and privileged to serve them and this community. We see it as our professional and moral duty to prepare them as individuals to play their part as active citizens – rounded and centred and aware of all they might contribute to the world. In practical terms, this commitment is manifested in the lessons we deliver, the extra-curricular opportunities we offer and in the wider opportunities we promote. Our school mantra is ‘no one gets left behind’.

We are a very special learning community filled with talented and creative staff, all of whom share our vision for excellence in teaching and learning. The last four years have seen a positive transformation of every aspect of our work. With rapidly rising results, a collective drive for improvement and a nurturing ethos that creates an environment in which students can thrive, this is exactly the right time to join our family. Our mission is to develop young people with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each young person and are driven by an unswerving determination that no one in our school will be left behind.

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We support our leaders in taking bold, strategic and radical decisions to bring about long term sustained improvement through visionary leadership. This has led to our school being recognised as a self improving school with an unequivocal drive to continue improving the learning experience for all.

We hope you can see that this is an excellent time to join Park High School and our Pennine Trust. If successful you will join a staff team of wonderful professionals who have ambition for our students and for themselves. We take pride in ensuring colleagues receive opportunities to develop their skills and experiences – and we have an enviable reputation for delivering high quality professional development.

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We hope that you will take the time to come and see and experience for yourself the warm and welcoming family atmosphere which makes our vision a reality.

In the meantime, we very much look forward to hearing from you. We appreciate the amount of time that goes into an application, so thank you in advance.

Dr Paul Parkin
Executive Headteacher



No one gets left behind

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Head of RE

(Permanent & Full-time)

MPS/UPS + TLR 2.2 (additional R&R available for a suitable candidate to lead SMSC across the school)

Required from 01 September 2019

Closing Date for Applications is noon on Wednesday 24 April 2019.

'This is a self-improving school driven by an unassuming yet unswerving determination that no pupil is left behind'

Our opportunity

We are looking to appoint into the post of Head of RE for September 2019. Aspiring or existing leaders are welcome – it goes without saying that we will support you, develop you and above all welcome you into our aspirational school.

Park High School is an oversubscribed 11-16 student community situated in Colne on the border between Lancashire, North and West Yorkshire and has over 1050 students. We are easily accessible and whilst some of our current staff are local, many also travel from Preston and the Ribble Valley, Keighley, Bradford and the surrounding areas.

In September we jointly formed the Pennine Trust with three of our feeder primary schools. As the lead secondary school within the trust, we have maintained our parental and community confidence. Park High School is the school of choice in the area and in 2018 we once again celebrated improved GCSE results.

Creating a climate of independent learning and embedding a culture where teachers and support professionals can thrive and take risks with teaching and learning are all very much part of our school.

We can offer:

- An outward facing innovative school that has a research arm working with three universities
- Opportunities to support with and further develop our ITT and RQT programmes with our partners Star Academies Trust and Liverpool John Hope University
- A school with the pastoral infrastructure at its heart – we have two tutors in every year group, a house system and wrap around care with a Prep session at the end of the day
- A hardworking staff and a school with low staff turnover and high retention.

We are looking for a teacher and leader with:

- A proven record of raising and maintaining outcomes in RE
- Vision, drive and flare as you join our supportive and forward thinking school, Humanities Faculty, Senior Leadership Team, Middle Leaders, teaching and support staff
- The ability to consult, devise, communicate, implement, monitor and evaluate improvement with a relentless focus on student outcomes
- Relevant qualifications and a record of professional development (both formal and through appropriate experience) to meet the challenge of the job specification
- A genuine commitment to making a positive contribution to the school and the Pennine Trust

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Park High School is committed to the welfare and safeguarding of children.



Application Pack Information

- Closing date for applications is noon on **Wednesday 24 April 2019.**
- Application packs can be downloaded from www.park-high.co.uk or for further information email kdobney@park-high.co.uk
- Electronic applications should be emailed to teacherapplications@park-high.co.uk - further information about the application process is in the application advice section of this booklet

No one gets left behind



Park High School

About Park High School

Park High School is a vibrant, successful 11-16 school situated in the heart of the town of Colne. Over the years we have become the school of choice for our community. We are consistently oversubscribed and have strong partnerships with our local schools enabling us to be outward facing in our teaching and learning and innovative in offering a wide range of professional opportunities for our staff. *As a result of being oversubscribed, we are embarking on the next wave of recruitment for the highest calibre of staff who can help us make sure no one is left behind.*

So why work at Park High School?

Teaching and Learning

At Park High School we believe in life long learning; learning that is an enjoyable experience for all. Quality first teaching is at the core of everything we do. Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be. We aim, through successful teaching and learning underpinned by researching practice, to develop the whole child and to enable our students to become life long learners.

Leaders consistently evaluate the effectiveness of teaching and learning within their departments and seek opportunities for regular developmental feedback and training, which creates the strong, supportive and vibrant culture at Park High School.

Expectations

There is a firm and fair approach to behaviour, underpinned by an ethos of positive relationships. Students and staff strive to be the best they can be. Teachers pass on a love of their subject and prioritise the planning and teaching of their lessons. School leaders walk the talk: they all teach, love their subjects, understand the importance of avoiding workload pressures and are highly visible around the school. We have invested in a comprehensive pastoral system in order to support the well-being of all. Each form has two form tutors to allow for wrap around care and support the independent studies of our children in our innovative Prep sessions at the end of the day. We also have a specialist well-being team who work with students and staff to create a nurturing environment in which no one gets left behind. Park High School whole heartedly promotes the raising aspirations of young people and subscribe to our strap line of **'Nil Sine Labore' – which is nothing without work.**

Partnerships and out of the box thinking

We are delighted to have developed our own bespoke RQT programme 'spotting early leadership' with our university partners Liverpool John Hope University. This programme is now offered Pendle wide and provides participants with the skills required for early leadership. We also offer the NPQML and NPQSL programme with Star Academies Trust (in partnership with Chester University). In addition, we are the lead school within the Pennine Teaching Alliance working with Manchester University on the recruitment of ITT students.



The Pennine Teaching Alliance

The PENNiNE Teaching Alliance (PTA) is a Multiple Teaching Alliance spanning across the full age spectrum that places students and staff at the heart of everything they do. Collectively we strive to encourage all individuals to be the best they can possibly be. Our alliance offers EYFS settings, primary and secondary schools in the Pennine area opportunities to work collaboratively and collectively to drive improvements within the education system for the benefit of our children.

There are 4 main strands within the PTA to ensure rapid and sustained school improvement across the alliance: Recruitment and Training; Professional Development; Research and School Improvement (Primary and Secondary). Each of these strands focus on a research driven approach with a common aim to drive educational success across the alliance.

Recruitment and Training

The PTA works in collaboration with multiple educational establishments to ensure the recruitment and training of the very best initial teacher trainees. We are currently working with three main PGCE providers to offer training opportunities for their ITT students. Furthermore, the Alliance runs a Schools Direct Programme with accreditation from the University of Manchester for both primary and secondary recruitment. Participants apply through the UCAS system directly to the Alliance, whose responsibility it is to interview, recruit, place and train. The PTA is currently in the second year of primary recruitment and after a successful application in 2018 is now offering Secondary Schools Direct recruitment and training.

Following successful recruitment of 3 ITT students for the Primary phase in 2017-18 the Alliance is providing effective training in 2018-19 in collaboration with the University of Manchester, East Lancs Teaching School Alliance (ELTSA) and STAR Academies.

Professional Development

The PTA provides quality first bespoke professional development for all stages within a teaching career from initial teacher training (ITT) through to Leadership. This continuum of professional development ensures our staff have access to training to ensure they are the best they can be, our children receive quality first teaching and the Alliance maintains healthy recruitment and retention figures. The high quality student centred provision is led and delivered by a diverse group of current and experienced leaders from very different school settings. These leaders are able to provide first-hand knowledge, support and guidance on driving school improvement and student success.

NQT (Newly Qualified Teacher) Programme

This programme is an assessment and training period lasting 3 terms, which is usually completed in one academic year, and is designed to ensure newly qualified teachers have a solid grounding in which to continue to build on their skills throughout their teaching career. Training is provided by PTA, ELTSA, STAR and LCC. The Appropriate Body for PTA is LCC.



RQT (Recently Qualified Teacher) Programme

This programme supports the development of professional practice for those teachers in the early stages of their careers. It is intended to help participants acquire the knowledge, skills and understanding essential to becoming effective, informed and reflective professional practitioners and early leaders. Training is provided by PTA and Liverpool Hope University. Masters Accreditation is provided by Liverpool Hope University.

NPQML (National Professional Qualification for Middle Leadership)

This qualification is aimed at those in their first years of middle leadership and those hoping to move into a middle leadership position. The programme tackles issues surrounding leading a team within an organization. On completion of the NPQML middle leaders will have the skills, knowledge and confidence to drive their teams forward and play a critical role in successful school improvement. Training is provided by PTA and STAR. Masters Accreditation is provided by the University of Chester through STAR.

NPQSL (National Professional Qualification for Senior Leadership)

This qualification is the leading qualification for current or aspiring senior leaders. On completion of the NPQSL senior leaders will be equipped with the skills, knowledge and confidence to drive their school forward as part of a Senior Leadership Team. Training is provided by PTA and STAR. Masters Accreditation is provided by the University of Chester through STAR.

Joint PENNiNE Teaching Alliance CPD

The Alliance offer training events according to need. Most recently these have been in Metacognition, Safeguarding, Autistic Spectrum Disorder and Primary Geography.

SLE (Specialist Leaders of Education) Application

SLEs focus on developing leadership capacity. While other roles focus specifically on developing classroom expertise, this role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools. Application and designation is provided through ELTSA.



Information about the School



What our staff say about our school

Sarah Huntingdon, Lead Practitioner of Maths

I started at Park High in September 2018 and I have thoroughly enjoyed becoming a member of the Park family. I am a Lead Practitioner in Mathematics and I am responsible for teacher training here at Park along-side the development of our Newly qualified teachers.

Park is keen that all staff are encouraged to develop in their roles and that they are given and that new challenges are always available. I was thrilled when I was offered the opportunity to develop my leadership skills and have begun to study for my National Professional Qualification for Senior Leadership. This is a nationally recognised qualification that is highly desirable should you wish to move into a senior leadership role. I am extremely proud to be part of the Park family and I look forward to the future here.



Rory Schofield, Curriculum Leader of PE

Since day one I have been supported and challenged to use my skills and qualities to have a positive impact on the students. Professionally I went down the pastoral route and successfully led a number of Year groups as Head of Year, supporting students' welfare as well as academic progress. This was one of the most rewarding experiences to date in the profession and the support of all of the school staff and governors was a reason this was a successful and positive experience.

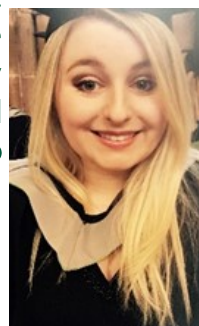
More recently I have crossed over to the academic side of the profession where I now lead the Physical Education department. The school has fully supported my professional development over this period, having recently completed my NPQML course I am now currently working through the NPQSL course.

Although I've only worked in one school, Park High School is very unique, friendly, warm and very supportive staff, from the dinner ladies to senior management I have made friends for life. The students are also brilliant, they'll keep you on your toes but will also run through brick walls for you if you show them you care.



Lisa Derbyshire, Teacher of English

I started Park High School in September 2016 as my first teaching post after qualifying as a Teacher of English. Throughout my time here, there have been numerous opportunities for development, with a comprehensive NQT training programme and an RQT university accredited course training us in leadership. I am currently studying for the NPQML course, delivered by the Pennine Alliance and the Star Institute. I have aspirations to use the passion for my subject to become a Lead Practitioner for English, and eventually Head of English, and the opportunities for training and development at Park are helping me to get closer to those goals.





Leadership of KS3 and KS4 RE

- To develop a vision for the curriculum area(s) incorporating high expectations in teaching, learning and behaviour and to lead the faculty members to achieve that vision.
- To motivate, challenge and inspire staff within the faculty to develop the very best teaching practice to raise pupil attainment.
- To support the Head of Faculty in leading the faculty to create an excellent climate for learning which supports the development of personal, learning and thinking skills.
- To lead in the setting of challenging faculty / subject / class performance targets based on prior attainment and benchmarks of contextual value added.
- To lead the faculty in developing and implementing strategies for raising attainment in line with school strategies and in line with clearly identified subject(s) needs.
- To contribute to the leadership of the school by participating in and initiating whole school developments.

Quality Assurance of KS3 and KS4 RE

- To establish common standards of practice and develop the effectiveness of teaching and learning throughout the faculty in line with school policy, in order to ensure all pupils can achieve.
- To ensure that appropriate homework is set in accordance with school policy and homework timetables.
- To regularly monitor and evaluate the effectiveness of teaching and learning through analysis of assessment and examination data, lesson observation, pupil focus groups and sampling the planning and assessment of class work and homework, in order to encourage continuous improvement in line with school policy.
- To monitor and evaluate the attainment of all groups of pupils (based on teaching group, gender, ability, ethnicity, relative deprivation and looked after), in order to ensure equality of opportunity for achievement for all pupils.
- To monitor and evaluate the accuracy and quality of assessment data and written comments entered by faculty staff into the whole school assessment and reporting system, in order to ensure the pupils, faculty and school can accurately assess progress and attainment and high quality information is communicated to parents.
- To monitor and evaluate the effectiveness of short, medium and long term curriculum planning, teaching resources and faculty procedures and policies.
- To participate in an annual evaluation of all aspects of the faculty's performance and produce an action plan to address any new areas for improvement identified.
- To actively seek and evaluate the views of pupils, parents and stakeholders and act on recommendations where appropriate.
- To assist the Head of Faculty to update at least annually each section the 'Faculty SEF' and 'Faculty Improvement Plan' in line with school policy.

Teaching of RE

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher and obtain results commensurate with those expected of a curriculum leader.
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure Assessment for Learning is embedded in the teaching practice of all faculty staff.
- To oversee the use of ICT and the school's independent learning virtual area to enhance pupil learning experiences.
- To offer support for colleagues and to encourage the sharing of good practice between colleagues, including peer observation of teaching to improve specific aspects of teaching and learning practice.



Curriculum Provision and Development of RE

- To promote a stimulating learning environment, which encourages pupils to learn.
- To liaise with the Head of Faculty to ensure the development and delivery of an appropriate, comprehensive, high quality and cost effective curriculum commensurate with the school improvement plan.
- To be accountable for the development and delivery of specified programmes of study / subject areas within the faculty.
- To contribute to the provision for personal development, citizenship and enterprise according to school policy.
- To ensure aspects of the school's specialist subjects are used within the faculty's curriculum to support raising pupil achievement.
- To keep up to date with and respond to national, regional and local curriculum developments and initiatives.
- To ensure that the development of programmes of study / subject areas is in line with national developments such as the Secondary National Strategy.
- To oversee the provision of extra-curricular events and activities which promote the school's values.

Management of Information in RE

- To ensure the maintenance of accurate and up-to-date records of every pupil's progress and attainment on marks sheets in the school information system.
- To encourage and oversee the use of performance data to track and monitor pupil progress, including the relevant analysis and interpretation of prior attainment data.
- To identify and take appropriate action on issues arising from data analysis, setting deadlines where necessary and reviewing progress on the action taken.
- To provide accurate information for completion of exam entries, class and set lists, reports, curriculum review, option choice booklet and any other information as requested by the Headteacher or Governors.
- To ensure that tracker sheet data and pupil reports are fully completed to a good standard within the school's assessment and reporting schedule.

Communications and Liaison

- To support the Head of Faculty with communicating effectively to SLT the progress of the faculty using relevant faculty documentation (SEF, Improvement and Intervention Plans, Handbook, Lesson Observations, Student Questionnaire and Panel Results, Work Reviews)
- To ensure that all members of the faculty are familiar with faculty and school vision, strategic goals and improvement plans.
- To attend and actively contribute to faculty and middle leadership team meetings.
- To contribute to the evolution of whole school policies and procedures.
- To communicate the analysis and evaluation of the faculty's performance, targets and improvement plans through annual reports and to make presentations to the Governing Body.
- To liaise with parents, carers and stakeholders in order to facilitate the two way flow of information about pupils' learning.
- To liaise with partner schools, colleges, other education providers, examination bodies, community groups, businesses and other external bodies as appropriate.
- To give presentations to parents, carers and stakeholders.



Management of Staff in RE

- To promote effective working relations through teamwork, mutual support, acceptance of accountability, devolving and delegating responsibilities and distributed leadership.
- To help staff achieve constructive working relationships with pupils.
- To assist the Head of Faculty deploying teaching, support and technical staff efficiently, effectively and equitably.
- To assist the Head of Faculty in making appropriate arrangements for classes when staff are absent and support cover staff to ensure effective learning can take place.
- To assist the Head of Faculty identifying and meeting as appropriate staff development needs, including designing relevant programmes, ensuring an equitable distribution of training.
- To provide support, coaching, mentoring and references as appropriate to ensure their well being, skills are fully utilized and career aspirations are supported.
- To participate in the appointment process for new staff and to ensure effective induction of new staff in line with school policy and procedures.

Management of Resources in RE

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

Strategic and Operational Planning in KS3 and KS4 RE

- To assist the Head of Faculty to formulate and maintain strategic goals for the faculty with colleagues commensurate with the needs of students and the school.
- To lead the development of appropriate long, medium and short term curriculum plans, assessment procedures, teaching strategies and resources within RE
- To monitor and support pupil progress, development and attendance within the faculty.
- To assist the Head of Faculty in overseeing the day-to-day management and operation of the faculty.
- To implement school policies.
- To liaise with the school's Health & Safety Officer in order to ensure that the school and national health and safety and risk assessment requirement are fully implemented within the curriculum area, including on extra-curricular activities and school trips.

Professional

- To be a positive role model for staff and pupils within the curriculum area and school that reflects the professional attributes of an effective school leader.
- To undertake necessary CPD to gain knowledge, understanding and skills of each key area of the *National Standards for School Leadership* and specific curriculum needs to improve the effectiveness of their leadership and management.
- To have up to date subject knowledge and knowledge of pedagogy, behaviour management and research findings of the curriculum area.

Selection Criteria

Selection Criteria	Essential	Desirable
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning • Can accurately judge quality of teaching and learning in lessons and give constructive feedback • High level of competency in analysing and evaluating student progress data • Thorough understanding of strategies required to ensure all student groups make good progress • Monitoring and evaluation • Experience of Inclusion 	<ul style="list-style-type: none"> • Curriculum development • Successful leadership of SMSC
Qualifications	<ul style="list-style-type: none"> • Good honours degree in RE or related subject • Qualified teacher status • Teaching RE up to GCSE Level 	<ul style="list-style-type: none"> • Excellent Teacher or SLE • Evidence of further professional development • Additional post-graduate qualification
Experience	<ul style="list-style-type: none"> • Positive middle leadership experience in a secondary school • Evidence of outstanding teaching & student progress • Evidence of exercising excellent judgement in pressured situations • Experience of managing teaching teams to raise student attainment and demonstrate the impact 	<ul style="list-style-type: none"> • Experience of working successfully in partnership with external agencies • Experience of teaching in at least two secondary schools
Skills	<ul style="list-style-type: none"> • Have teaching skills that lead to excellent outcomes • Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups • Ability to raise aspirations of staff and students and inspire them to work towards shared goals • Ability to appraise, evaluate & advise colleagues on their work and outcomes • Determination and resilience to initiate and drive through new developments to raise student attainment • Ability to think and act strategically • Ability to analyse, problem solve and prioritise • Ability to self-evaluate • Ability to self-organise and multi-task • Ability to learn from experience 	

Selection Criteria

Qualities	<ul style="list-style-type: none">• Ability to collaborate effectively as part of a team• Capacity for and interest in further promotion• Absolute commitment to the safety and welfare of all people• Ambition to learn in post and aspire to become an inspirational leader• Possession of an enthusiastic and “can-do” disposition• Willingness and ability to attend meetings/events outside normal school day	
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Faculty Staff

Miss G King	Head of Geography
Mr S J Thompson	Head of History
Mrs C Bridges	Lead Practitioner (Head of House)
Mrs J Casper-Smith	Director of Student Progress (Geography)
Mr B Heath	History Teacher
Miss E Hollier	RE Teacher (Assistant Head of House)
Mr M Pickard	Teacher of Geography
Miss N Rashid	Teacher of RE
Mrs J Thrupp	Teacher of RE
Mrs A Wade	Teacher of Geography

The Humanities faculty currently delivers KS3 courses in Geography, History, RE and Citizenship. At KS4 all students study a GCSE in either Geography or History or both. GCSE in RE will also be studied by almost all KS4 students. The Humanities faculty regularly achieves excellent outcomes across the full range of ability. The faculty team are fully committed to maintaining high standards of achievement through creative teaching and learning styles that encourage independent thinking as well as enhancing students' knowledge, understanding and skills. Students respond very positively and are encouraged to develop an enquiring and personalised approach to their learning. The Humanities staff often take a leading role in staff training and sharing good practice across the school.

Students are taught in a suite of well-equipped classes, each with interactive whiteboards, audio and visual equipment. In addition there is a bank of laptops that the faculty uses in lessons.

All members of the Humanities faculty have an unequivocal drive to develop each and every student in all aspects of their development. We strive to develop students into young adults who will have the desire to make a lasting impression on the wider school community and beyond.

How to Apply



How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application of not more than two sides of A4 in font size 11/12, noting the closing date of **noon on Wednesday 24 April 2019**.

In your letter of application please include:

- How your skills and experiences have prepared you for this post.
- Concise information about the contribution you have made to your current school/academy to date and an assessment of the impact of your work on raising standards
- What you personally would bring to the RE Faculty.
- How you would contribute to the wider life of the school

Please note we accept electronic applications via **teacherapplications@park-high.co.uk**. An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

We are happy to discuss the role over the telephone and/or organise a visit to the school before you make an application. If you require any further information, please do not hesitate to contact the school at **kdobney@park-high.co.uk** or telephone on 01282 865200.

Park High School is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2015.



Contact Information:

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Colne
Lancashire
BB8 7DP

Headteacher: Dr P Parkin

Telephone: 01282865200
Enquiries: enquiries@park-high.co.uk