



# APPLICATION PACK

**ROLE:** Subject Leader History  
**START DATE:** September 2019  
**SALARY:** MPS/UPS + TLR2 £4642  
**HOURS:** F/T

**Moor End Academy**  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

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Principal: Mr Kash Rafiq

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## ***'A word from the Principal'***



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you are impressed by our work, understand our vision and want to be a part of our journey to world class, then we are keen to hear from you.

Moor End are partners in the highly regarded South Pennine Academies family, and we firmly believe in educating young people to be successful through strong leadership, high performing staff and through engaging communities. Our vision is to become a world class centre of educational excellence; an academy that provides the very best learning experiences as well as fostering a culture of aspiration, so that every student makes good progress and reaches their full potential regardless of their starting points. We passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and become the leaders of tomorrow.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents-are excited to be here! This attitude enables us to meet our goal of becoming a world class center of educational excellence in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will impact positively on the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at [szashraf@edu.moorend.org](mailto:szashraf@edu.moorend.org) or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,



Mr Kash Rafiq  
**Principal**



# Moor End Academy

Every Day: Respect | Ambition | Responsibility

Moor End is a converter academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with visual impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled teachers, technicians and educational teaching assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including - amongst others - mobility, braille and touch-typing.

We have a number of experienced and skilled educational teaching assistants who support students and classes that require enhanced input to access the curriculum. English and maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk).

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "we gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow.

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave us, over two thirds make better than national average progress. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with eight primary and secondary schools that have a shared vision of:

- *Strong and effective leadership;*
- *High performing staff;*
- *Successful students;*
- *Engaged community.*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

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## Dryclough Campus

Campus development at our Dryclough site continues to be exciting for staff, students and the local community, with Moor End Academy just one part of a vibrant campus, which includes;

**Woodside Pre School** - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

**Beaumont Primary Academy** - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building opened its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

**Huddersfield Horizon School Centred Initial Teacher Training (SCITT)** - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>

## JOINING MOOR END ACADEMY

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses School Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!



## LOCAL INFORMATION



**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breathtaking Beaumont Park, which was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C.- founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield

New College Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

### Banks and shopping

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... finally shopping! The town hosts a range of shopping experiences including a haven for independent shopping, the Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and is home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. We also have the Kingsgate Centre, an undercover shopping facility with all the expected high street brands. The full range of supermarkets and a market are also available in the town.

## THE SELECTION PROCESS

### How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Subject Leader History** at Moor End Academy, then you should:

- Follow the link to complete the online application form;
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs;
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End;
- Submit your application by **9am Tuesday 14<sup>th</sup> May 2019**. *Late applications will not be considered.*

### Time table for the selection process

- Closing date for applications: 9am Tuesday 14<sup>th</sup> May 2019
- References requested: Following successful shortlisting
- Interview Date: Week commencing 20<sup>th</sup> May 2019

#### **Please note: Visiting the Academy**

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc. will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## WHY JOIN THE HISTORY DEPARTMENT?

The History Faculty at Moor End Academy is a fantastic place to work with fully embedded long, medium, and short-term plans, along with resources for Year 7 to Year 11. We have popular enrichment opportunities and students thoroughly enjoy their History lessons at Moor End.

Within KS3 our chosen topics are in line with the National Curriculum, and follow a chronological order from the Ancient Period to the Modern Period. Our topics allow students to explore changes throughout British History, but also encourage exploration of cultures across the World. Within our chosen topics, different groups of people E.G Women, African-Americans, Working-Class, are focused on across different time periods, allowing for our students to gain a broad insight into the lives and experiences of various sections of society.

Our lessons are driven by curiosity; we believe that students learn best when they enjoy their lessons. All students' study History as part of our broad curriculum diet in Year 7, 8 and 9, although in order to ensure time for valuable revision periods, the History department study their first GCSE topic within Year 9. At the end of KS3, students choose either History or Geography as part of our English Baccalaureate entitlement.

In the History department, we begin the GCSE content in **February of Year 9**, to provide a realistic insight into the demands of GCSE History for all our students, and ensure our young learners are making good progress prior to starting the official qualification. This early start also ensures ample time for revision over the students' 'journey', as educational research suggests that recall of contextual knowledge promotes the best chance of success.

Our chosen GCSE topics complement the topics undertaken by students within KS3, to build on the foundation of knowledge they acquire within Year 7-9. Our chosen topics ensure depth of knowledge within Britain and throughout other countries, within sub-topics such as 'Norman England', and 'Germany 1890-1945'. Moreover, our topics ensure a breadth of knowledge and an ability to think thematically, which prepare students for the demands of History beyond KS4.

As subject leader for History, a wealth of opportunities for personal and professional development will be open to you. You will be responsible for leading on key areas of change such as the development of Key Stage 3 Schemes of Work in light of recent changes, embedding a new assessment policy within KS3 and promoting more enrichment opportunities for students. You will drive high standards and will provide opportunities for students to extend their enjoyment for History beyond the classroom.

Moor End Academy is a fantastic place to work and the History department plays an important part of this. We have a clear 5-year vision, and are firmly on track to achieve this vision. We are adaptable to the needs of our students and new policies which are implemented at senior and departmental level. If you are an innovative, hardworking, successful individual who aspires to achieve the best for all our pupils, we'd love to hear from you!

# JOB DESCRIPTION

## Job Description

This job description should be read alongside the School Teachers Pay and Conditions Document and the Teachers Professional Standards.

### 1. Strategic Direction and School Development

- a. Responsible as a TLR payment holder for promoting and developing a culture of uncompromising mutual respect between teachers and students.
- b. To promote high expectations and facilitate the highest standards of achievement.
- c. To raise student achievement in the curriculum area by monitoring pupil progress and learning in liaison with the Senior Leadership Team
- d. To contribute towards the aims and objectives of the specialist status of the school.

### 2. Key Tasks

- a) To support the Senior Leadership Team in the management of the whole school curriculum by establishing with the curriculum area, appropriate Curriculum area policies, which are in line with whole school policies.
- b) To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the curriculum area
- c) To manage the business planning function of the curriculum area and to ensure that the planning activities of the area reflect the needs of the students and the aims and objectives of the school.
- d) To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the school's strategic objectives
- e) To lead on curriculum development within the area
- f) To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- g) To monitor the work of the Curriculum area to ensure that all Curriculum area members are consistently applying the policies and procedures of the Curriculum area.
- h) To lead the curriculum area in developments related to local and national requirements.
- i) To be the team leader for the Performance Management of teachers designated by the Principal.
- j) To manage the Ensuring Quality programme as appropriate and seek / implement modification and improvement where required within the curriculum area.
- k) To ensure that ICT is used and promoted effectively within the curriculum area.

- l) To ensure the curriculum area participates in the school's ITT programme
- m) To support and mentor newly qualified teachers as appropriate.
- n) To ensure effective communication as appropriate with the parents of students
- o) To contribute to the curriculum area plans for liaison with feeder primary schools, partner schools, examination boards and FE / HE institutions
- p) To cooperate with other curriculum areas to ensure a sharing and effective usage of resources to the benefit of the school and the students
- q) To track and monitor the progress of students in History and ensure appropriate intervention programmes are put in place for students. To liaise with the SLT line manager on such matters.

**2. Additional / Specific responsibilities agreed with SLT Line manager**

Principal authorisation and agreement .....

**3. Accountability**

- a) To Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above.
- b) To provide information, objective advice and support to the SLT and the Governing Body on Curriculum area matters to enable them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the school's performance to a range of audiences including the LEA, OFSTED, DFE the local community and others.
- c) For assisting the SLT in creating and developing an organisation in which all staff within the Curriculum area recognise that they are accountable for the success of the school.

- d) For assisting the SLT in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.

#### Footnotes

- (i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.
- (ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the school. It will be reviewed annually as a matter of course. Trade union representation will be welcomed in any such consultations.

Signed \_\_\_\_\_ (Postholder)

Date \_\_\_\_\_

Signed \_\_\_\_\_ (Principal)

Date \_\_\_\_\_



# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

## EMPLOYEE SPECIFICATION

<b>POST TITLE: Subject Leader History</b>	<b>GRADE: MPS/UPS + TLR2</b>
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ATTRIBUTES	CRITERIA	HOW IDENTIFIED	Essential/Desirable
Relevant Experience	<ul style="list-style-type: none"> <li>▪ Excellent classroom practitioner.</li> <li>▪ Enthusiastic leader with high standards and a record of proven success in raising achievement of groups of students.</li> <li>▪ Managing a team of staff including teachers and associate staff</li> <li>▪ Managing strategic projects or a subject area</li> </ul>	Application/Interview/References	E
		Reference/Interview	E
		Application/References	E
		Application	E
Education & Training attainments	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Degree or equivalent qualification in History</li> <li>• Leadership or management training</li> <li>• Excellent ICT capability</li> </ul>	Application	E
		Application	E
		Application	D
		Application	D
General & Special Knowledge	<ul style="list-style-type: none"> <li>• Able to innovate and lead on curriculum development within History</li> <li>• Ability to motivate others</li> <li>• Able to demonstrate a thorough knowledge of strategies to maximise student progress and ensure challenging targets are met by students of all abilities</li> </ul>	Interview	E
		Interview	E
		Application/Interview	E

<p>Skills &amp; Abilities</p>	<ul style="list-style-type: none"> <li>▪ Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom environment.</li> <li>▪ Ability to employ a wide range of teaching and learning techniques and styles.</li> <li>▪ Ability to manage a budget efficiently.</li> <li>▪ Ability to observe, monitor and evaluate the capability of teachers, including offering support and giving effective feedback.</li> <li>▪ Ability to identify curriculum priorities, which contribute to the strategic learning and development plan of the academy.</li> <li>▪ Displays commitment to the protection and safeguarding of children and young people.</li> </ul>	<p>Reference/Interview</p> <p>Interview</p> <p>Application</p> <p>Application/Interview/Reference</p> <p>Application/Interview</p> <p>Application/Interview/Reference</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Any additional factors</p>	<ul style="list-style-type: none"> <li>▪ Must be confident, flexible, enthusiastic, approachable and able to inspire others.</li> <li>▪ Willingness to undertake professional leadership development.</li> <li>▪ Willingness to assist in the development of extra curricular &amp; booster activities.</li> <li>▪ Must be determined to raise achievement.</li> <li>▪ Willing to make a positive contribution to the National Support school and Teaching School.</li> <li>▪ Willingness to undertake outreach work</li> </ul>	<p>Interview</p> <p>Application</p> <p>Application</p> <p>Application</p> <p>Interview</p> <p>Interview</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>