

JARROW SCHOOL



Excellence in
Education



History Curriculum Leader



Jarrow School, Field Terrace, Jarrow, NE32 5PR
Tel: 0191 4283200
www.jarrowschool.com

01. Jarrow School

Jarrow School is a forward-looking school which opened in September 2003 after secondary re-organisation in the town. Stemming from values blending tradition within a culture of innovation, Jarrow School offers an education characterised by breadth and depth, embracing the culture of change.

One of the real strengths of the school is its size. It is large enough to ensure a rich and diverse curriculum, yet small enough so that every student is well known.

We encourage everyone in the organisation to do their best and to realise their potential. We believe that an open mind, independence of thought and wide opportunity will together enable our students, the citizens of tomorrow, to make well-informed judgements throughout life.

Our curriculum is exciting and challenging. We aim for the highest standards in all subject areas and the range of extra curricular opportunities is wide.

We also encourage visits to places of educational interest and in recent times students have enjoyed trips to London, France, Austria and Italy.

Jarrow School is a safe and caring place to be. Our teaching and support staff ensure that teaching and the day to day care of our students is first class.

We maintained our 'Good' judgement in our most recent inspection (March 2017).

Inspectors from Ofsted commented that: 'Pupils are extremely positive about their school and they feel safe and are happy.'

'Pupils behave extremely well. They are smart, polite, extremely supportive and interested in their school and keen to do well.'



Situated close to the northern city of Newcastle Upon Tyne and the coastal resort town, South Shields there is easy access to the UK's motorway and rail networks and Newcastle airport is 14 miles away.

Lying adjacent to green fields, the school was entirely rebuilt as part of the BSF scheme in 2009 with first class facilities in all areas including a community swimming pool.



02. Job Description

POST TITLE: Curriculum Leader: History (TLR 2b)
RESPONSIBLE TO: Faculty Leader: Communications
RESPONSIBLE FOR: Teaching and Learning, Leadership

Overall Objectives of the Post:

Leadership and management of the History curriculum area.

Leadership

The History Curriculum Leader holds a key post of major responsibility in the leadership and management of the school. The Head sees the Curriculum Leader as the expert in her/his area of the curriculum and is dependent upon the Curriculum Leader for advice and leadership of the subject team and the further development of the History area.

It is crucial to the development of the school that she/he makes a major input into the formulation of policy of the school at all levels, specifically through meetings, planning teams, working groups, etc.

The History Curriculum Leader shares responsibility for the implementation of whole school policies and is responsible for their application in the curriculum area.

Communication

The Head recognises that the History Curriculum Leader is at the centre of a complex network of relationships. She/he is expected to meet the area regularly to debate major issues, develop policy and promote a sense of unity in the work of the area. She/he will provide a framework for communication and consultation to ensure that every teacher enjoys the esteem of having an input into the work and running of the area. The work of the area must be related to that of other areas and to that of the whole school. It should also be promoted to students, parents, Governors, etc.

More specifically the Curriculum Leader's responsibilities are as follows:

1] Curriculum

- a) To liaise with the School Leadership Team and then specify the policy and aims of the courses in the area, planning for the whole range of students' learning experiences in the context of the school's aims, objectives and policies, including the development of Literacy, Numeracy and Careers across the curriculum.
- b) To embody this in a detailed paper published to everyone who teaches the subject. This will include specific learning objectives in the schemes of work, stating knowledge and understanding, skills, attitudes/values, concepts; lists of available resources and clear directions as to the teaching and learning methodologies and strategies for realising objectives.
- c) This area handbook will include specific directions on how the following are to be dealt with - marking, homework, differentiated approaches, display, identification of students with special needs, presentation, standards of work, assessment and recording student performance etc.
- d) Delegate and co-ordinate the production and delivery of lesson plans according to school policy.
- e) A draft of all proposed schemes of work to be agreed with the School Leadership. Review and revision will be ongoing.

03.

Job Description Continued

- f) Self Evaluation: To oversee and monitor the work of the area in its delivery of the curriculum. To evaluate the success of the area and establish priorities. To ensure that high standards are set and maintained across the age and ability range including the quality of marking, homework, reporting, etc.
- g) Review: To review the work of the History area. To prepare area reports for the Senior Team and Governors in order to consider the progress, needs and targets to be set in the area. To embody these in an area development plan. Attend regular review meetings.
- h) To consider the role of the curriculum area in inter-disciplinary, cross-curricular work.
- i) Liaise with the school's Examinations Officer concerning public examinations.
- j) To develop effective liaison with institutions outside school, where appropriate, including: contributory primaries; further education; industry; parents; careers service; et al.
- k) Health and safety in the subject area.

2] Resources

- a) To deploy and safeguard the area and other resources in the most effective way to maximise the effectiveness of the area's teaching.
- b) To apply stock control systems, maintain inventories, cataloguing and distribution systems, etc.
- c) To manage and safeguard the furniture and fabric of rooms, which are entirely, or largely, within the control of the area with due regard for the health and safety of staff and students. To liaise with the Premises Manager when/where necessary.
- d) To prepare bids for capitation and to order stock within the financial allocation of the area. To justify the provision of resources, apparatus, equipment, furniture, etc. and to advise on accommodation and timetabling needs.
- e) To produce, evaluate and select appropriate learning materials, give guidance on their effective utilisation and ensure ease of access to coded differentiated resources.
- f) To create a stimulating, attractive working environment in the area and its environs.

3] Staff

- a) To set an impeccable example in punctuality, energy and effectiveness as a teacher and to consult colleagues in the decision making of the area.
- b) To promote a sense of unity within the subject area ensuring that teachers are well informed and working to a common purpose.
- c) To keep abreast of current thinking and new developments in the curriculum area and provide the means for these to filter into the department.
- d) To assist with the appointment and induction of new staff, not only full-time teachers, but also occasional and part-time staff and newly qualified teachers. To advise, guide and monitor their progress as necessary.
- e) To consider and facilitate career development with staff in the curriculum area and promote in-service training according to the identified needs of staff.
- f) To implement school, LA and national policies on Appraisal. The subject area's training needs therefore have a clear and specific focus: they are explicitly linked to area and school objectives in respective plans.
- g) To establish clear lines of delegation of the area's responsibilities according to the responsibility allowances, experience and strengths of each teacher. To submit these as part of annual review procedures.
- h) In consultation with School Leadership, to allocate teachers to classes in accordance with school policy on staff deployment.

04.

Job Description Continued

- i) To hold department and other meetings, where appropriate, with agendas and minutes and provide copies for the area and School Leadership.
- j) To represent the department at relevant meetings and to input into school policy - both in this forum and elsewhere.
- k) To ensure that quality lesson plans are readily available for supply/cover staff in the event of an unforeseen absence.

4] Students

- a) To oversee, monitor and take responsibility for everything taught to every student in the curriculum area.
- b) To ensure that the highest attainable standards are set, that students give of their best, that difficulties are discussed amongst area staff and with tutors and pastoral staff.
- c) To be the initial point of teacher referral in matters of student guidance, discipline and welfare in association with colleagues who have special responsibilities in these fields.
- d) To ensure that reports, assessments, examinations - both internal and external - are conducted punctiliously and results communicated to parents.
- e) To maintain effective student records, which reflect the demands of the National Curriculum and ensure that students with special needs are provided for.
- f) To monitor student progress by observing students at work and considering the standards of written work, etc. in the subject area.
- g) To ensure that Students in years 9 and 11 make an informed choice of subject and receive the benefit of subject area guidance about careers, further and higher education.
- h) To foster the development and organisation of out-of-classroom activities associated with the departments work e.g. fieldwork, extra-curricular activities, visits, etc. when appropriate.
- i) Monitoring of student progress and achievement and delivering the system for student target setting.
- j) Responsibility for standards - Assessment and Assessment for Learning.
- k) Monitoring and evaluating the quality of teaching and learning across the department.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

5] NB

This is a job description only and not necessarily a comprehensive definition of the post. As such, it is subject to review.

05. Person Specification

	Essential	Desirable	Method of Assessment
Educational Attainment	<ul style="list-style-type: none"> ▪ Relevant degree (or equivalent) ▪ Qualified Teacher Status 	<ul style="list-style-type: none"> ▪ Higher qualification (or working towards higher qualification) in education and/or leadership and management 	<ul style="list-style-type: none"> ▪ Application form ▪ Certificates
Work Experience	<ul style="list-style-type: none"> ▪ Proven track record of raising educational standards ▪ Experience of teaching at KS3 and KS4 	<ul style="list-style-type: none"> ▪ Experience of delivering whole school INSET ▪ Leadership/management experience 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ References
Knowledge/ Skills/ Aptitudes	<ul style="list-style-type: none"> ▪ Ability to lead and manage a team of teachers and support staff ▪ Relevant subject knowledge ▪ Excellent communication skills: oral, written and presentational ▪ Ability to use ICT effectively for classroom teaching and in the production of teaching and learning resources ▪ Excellent organisational skills ▪ Ability to work to deadlines ▪ Knowledge of teaching and learning strategies to raise achievement ▪ Excellent classroom management skills ▪ Skill in motivating a team 	<ul style="list-style-type: none"> ▪ Ability to manage and analyse data ▪ Ability to establish and maintain links with external partners/agencies ▪ Experience in liaison between primary and secondary schools 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ References ▪ Lesson observation

06.

Person Specification Continued

	Essential	Desirable	Method of Assessment
Disposition	<ul style="list-style-type: none"> ▪ Calm and able to work in busy environments and to short deadlines ▪ Reliable, resilient, motivated ▪ Able to prioritise ▪ Innovative ▪ Ability to support other staff ▪ Disposed to undertake professional development 		<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ References ▪ Lesson observation
Special Requirements	<ul style="list-style-type: none"> ▪ A well informed vision of the development of history across the school ▪ Enhanced check from Disclosure and Barring Service 	<ul style="list-style-type: none"> ▪ Ability and willingness to contribute to extra-curricular activities 	<ul style="list-style-type: none"> ▪ Application form ▪ Interview ▪ Letter ▪ DBS Check

07. How to Apply

How to Apply

Please submit the application form accompanied by a letter of application in which you should explain why you are applying for the job. Please indicate in this letter how you feel your experience, training and personal qualities match the requirements of the post.

Please do not hesitate to contact the school if you require any further information relating to the post.

Applications to be returned to Miss J. Gillies by either email to: headspa@jarrowschool.com (please do not use any of the other email addresses that appear in our literature) or by hard copy to the address below:

Miss J. Gillies
Head Teacher
Jarrow School
Field Terrace
Tyne and Wear
NE32 5PR

Closing date for receipt of applications for this post:

12 noon on Friday 8 July 2022.

Jarrow School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to obtain an Enhanced Certificate of Disclosure from the Disclosure and Barring Service (D.B.S.) along with any other relevant pre-employment checks.