Applicant Pack

Subject Co-ordinator – History

1. A welcome from the Principal
2. Introduction to Trinity Academy St Edward's
3. Job Description
4. Person Specification



ACADEMIC EXCELLENCE, AMAZING EXPERIENCE.

Part of the Trinity family of academies and schools

A welcome from the Principal

I am delighted that you are interested in working at our inimitable academy. Trinity Academy St Edward's opened our doors in September 2021 to our founding cohort of students. This is an exciting and truly unique opportunity to be a key part of shaping the academy's journey from the early conception. The academy is part of Trinity Multi Academy Trust; we are very fortunate to benefit from outstanding support, guidance and resource from our highly successful trust. While benefitting from being part of this family we continue to embed our culture and ethos that is unique to St Edward's, ensuring every child achieves academic excellence and has an amazing experience.

The academy serves communities from across Barnsley and no matter the starting point of our children we are raising their aspirations and changing their futures by achieving outstanding outcomes and creating lifelong memories. Our broad and balanced curriculum, with a STEM focus, opens our students' eyes to what the world can offer, and genuinely wide ranging extra-curricular experiences dovetail this.

This is a very exciting opportunity to join a growing, successful, and forward-thinking team. You will have the chance to continually shape and evaluate your curriculum in history, overseeing the delivery and CPD of history to the team. The curriculum in Key Stage 3 at St Edward's is the driving force of learning, being aspirational, challenging and aiming to deliver the core knowledge and more in history. This role will allow you to replicate this throughout Key Stage 4 and ensure that the strength in curriculum transpires into exceptional outcomes for our children in history. Our Humanities team is a group of expert professionals who are committed to their subjects and the area. You will benefit from working closely with the Curriculum Leader for Humanities who will work alongside you and empower you to be an exceptional leader.

We are looking for a dedicated, passionate, and strong leader who may be an existing or aspiring leader. You will have a thorough understanding of how the curriculum and pedagogy contribute to an outstanding offer. You will have an unwavering passion for history and be driven by an internal desire to change the lives of children through education; couple this with the excitement of moving into our new £25million building in September 2024 and establishing your subject as a leading area in the school.

I am delighted and privileged to lead the academy and serve the communities of Barnsley. I am passionate about the future of the academy, its staff and students, and the change that we can make to the lives of the people of Barnsley. Our values of respect, honesty, empathy and responsibility embody all we do by creating a happy, successful and ambitious culture at TASE.

Mark Allen



Principal



Trinity Academy St Edward's

Due to an increase in population in Barnsley, particularly in young people of school age, the need for a new secondary school is prevalent. In 2019, Trinity Multi Academy Trust was selected by the Department for Education as the sponsor for a brand-new school.

Trinity MAT is proud to have transformed the life chances of thousands of students across its existing academies, and we are equipped and eager to do the same for those in Barnsley. Our MAT core values of Empathy, Honesty, Respect and Responsibility run through all aspects of academy life. We welcome students of all faiths and none, these values relate to everyone regardless of faith or background.

Drawing from the success and expertise of organisations across our high performing MAT, we will ensure that children are supported both academically and pastorally to secure the brightest of futures.

Our secondary schools consistently achieve academic results which place them in the top 10% of highest performing schools in the country and receive national and international recognition for the quality of their provision. This success will be replicated at Trinity Academy St Edward's where every young person will benefit from outstanding teaching and an inspirational curriculum.

For more information about Trinity Academy St Edward's please visit stedwards.trinitymat.org

For more information about Trinity Multi Academy Trust please visit www.trinitymat.org



'An academy where ALL are respected and valued.'

We are a courageous, resilient and positive community rooted in hope, aspiration and excellence. Together, we enable each other to be the best we can be.

'"The one who gets wisdom loves life; the one who cherishes understanding will soon prosper." Proverbs 19:8

CORE VALUES



EMPATHY

If we are to truly be an inclusive community where we care for one another, we must understand the challenges we face. We show an understanding of emotions and why certain emotions may be shown, we then work together to help our community overcome any barriers they face.



HONESTY

We are honest about our actions and aspirational for ourselves and others. We are not perfect, and we will make mistakes from time to time. We own up to these; we are honest about our actions and then we learn from them. If we are to be trusted and given responsibility, then we must be honest in our actions and behaviours.

Trinity Academy St Edward's



RESPECT

We respect each other's views and ways of life; we respect the differences we have, but also our individuality. We respect the adults in the academy. Rules are made to keep us safe, to help everyone to learn, and to keep our academy a purposeful and enjoyable place to be. Respect is paramount in the classroom, in our building and our community.



RESPONSIBILITY

We are all responsible for the way we act, how we learn and the way we try to be the best we can be. A responsible student will succeed, and a responsible member of the community will be well respected. A responsible member of our community will stand up for one another and speak out against prejudiced views and challenge unacceptable behaviour towards one another.



Trinity Academy St Edward's





Our brand-new school designs. Opening September 2024. Located on Keresforth Close, off Broadway.

Wellbeing Charter

As a Trust, we recognise the value of promoting wellbeing across all of our academies and so have developed our own Trinity Employee Wellbeing Charter. This document evidences our commitment to the wellbeing of all and provides examples of how being part of Trinity MAT not only improves your skills and experiences as a professional but will also boost your wellbeing.

Click to read our Wellbeing Charter



Trinity Academy St Edward's

Job Description

Job Title: Subject Co-ordinator

Job Scale: MPR / UPR + TLR 2a[a]

BASIC JOB PURPOSE

- To strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of the academy.
- To **raise standards** of student attainment and achievement within the curriculum area by:
  - ensuring the provision of an appropriately relevant and differentiated curriculum for all students.
  - developing and enhancing the teaching practice of others.
- To **effectively evaluate** the impact of (b) and strategically **plan for improvement** by managing and deploying all financial and physical resources within the area.

Reporting to: Curriculum Leader Humanities

Responsible for: Line management responsibility for identified teachers and/or support staff.

MAIN RESPONSIBILITIES

1	To provide the strategic leadership across the area in accordance with the aims and objectives of the academy.
2	To lead in the distribution of resources to ensure that the aims and objectives can be achieved.
3	To monitor and evaluate the progress of students towards meeting the overall aims and objectives.
4	To be responsible for student attainment in the area.
5	To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
6	To lead the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area.

7	To maintain accreditation with the relevant examination bodies.
8	To establish common standards of practice within the academy and develop the effectiveness of teaching and learning styles.
9	To keep up to date with national developments in teaching practice.
10	To lead QA activities in line with academy policy.
11	To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
12	To be responsible for the efficient and effective deployment of any relevant associate, peripatetic and freelance staff.
13	To participate in the academy's ITT programme where appropriate.
14	To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
15	To produce reports on exam results both in terms of attainment & progress
16	To ensure that all members of the academy are familiar with its aims and objectives.
17	To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
18	To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
19	To represent the academy's views and interests in a professional manner.
20	To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
21	To ensure that the academy's teaching commitments are effectively and efficiently timetabled.
22	To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
23	To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
24	To ensure the Behaviour Management System is implemented in the academy so that effective learning can take place.
25	To contribute to academy liaison and marketing activities, e.g., the collection of material for press releases.
26	To support the development of effective subject links with partner the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings/other events.
27	To promote teamwork and to motivate staff to ensure effective working relations.
28	To lead in the day-to-day line management of staff within the academy, ensuring that they follow academy policies and meet all requirements.
29	To make appropriate arrangements for classes when staff are absent, liaising with the Cover staff where appropriate.

Other Specific Duties:

- All teachers are expected to meet the Teachers Standards and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

- To uphold and promote the academy's Christian vision.

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.

- This job description is current at the date shown. In consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Job Title: Subject Co-ordinator		
KEY CRITERIA	**ESSENTIAL**	**DESIRABLE**
Qualifications & Experience	• Education to degree level or equivalent • QTS and GTC registered • An excellent track record of recent, relevant professional development • Accountability for the performance of a cohort of young people • Taking accountability for the success of an initiative • Evidence of good/outstanding classroom practice • Leadership of a community project or an area of school development • Experience of effective teaching and performance within the curriculum area	• Innovative use of resources • Working with young people and disadvantaged communities
Knowledge & Understanding	• The principles and characteristics of effective academies • Innovative approaches to working with students, parents, staff and the local community • The principles and practices of strategic and operational planning and delivery • Effective review and evaluation procedures • The application of ICT to effective management	• Different methods of consulting with stakeholders • Community/voluntary/parent/ partner agency links • Strategies for ensuring equal opportunities for staff, students and other stakeholders
Leadership & Management	• Work effectively both as a leader and as a member of a team • Initiate, lead and manage change • Prioritise, plan and organise • Direct and co-ordinate the work of others • Set high standards and provide a role model for students and staff • Deal sensitively with people and resolve conflicts • Seek advice and support when necessary • Prioritise and manage own time effectively • A commitment to an open and collaborative style of management	• Motivate all those involved in the delivery team • Liaise effectively with other organisations and agencies

Communication Skills	• Communicate the vision of the academy in relation to the development of the local community • Negotiate and consult fairly and effectively • Build relationships with key stakeholders • Ability to communicate to a range of audiences • Chair meetings effectively • Communicate effectively orally and in writing to a range of audiences	• Develop, maintain and use an effective network of contacts
Decision Making Skills	• Make decisions based on analysis, interpretation and understanding of relevant data and information • Demonstrate good judgement	• Think creatively and imaginatively to anticipate, identify and solve problems
Personal Qualities	• A commitment to inclusive education • Evident enjoyment in working with young people and their families • Empathy in relation to the needs of the academy and the local community • Ability to inspire confidence in staff, students, parents and others • Adaptability to changing circumstances/new ideas • Reliability, integrity and stamina • Personal impact and presence • Work under pressure and to deadlines	• Vision, imagination and creativity • A commitment to professional development