



IDSALL SCHOOL

IDSALL SCHOOL HEAD OF RE



www.idsallschool.org

About Idsall School

Idsall is a large, successful 11-18 mixed comprehensive school with about 1,300 students. The school occupies extensive and attractive grounds on the edge of the market town of Shifnal, bordering on open countryside.

Lying close to the boundary with neighbouring authorities, Idsall attracts students from outside its designated admissions area – some from Telford and others from Staffordshire.

Our school buildings are well-maintained and provide large, airy work spaces which are well-equipped to support delivery of exciting lessons. We have completed extensive redevelopment over the last few years adding state of the art learning environments in art, science, technology and ICT. New canteen facilities and upgraded toilet facilities have transformed our school. Classrooms are fitted with electronic whiteboards and multi-media projectors and have full access to broadband internet resources and a school-wide computer network. All our teaching staff are equipped with laptop computers to facilitate delivery of high-quality lessons.

An attractive feature of the school is our large, modern Library and Resource Centre which is a focus for many learning activities and private study, both during and after the normal school day.

Our facilities for sports and physical education are outstanding. We have a very large, multi-purpose sports hall as well as a separate gymnasium which was recently refurbished. Our Sports Centre has a large, state-of-the-art fitness suite with new fitness-training machines. Outside, we have a floodlit, all weather sports area and floodlit tennis courts. There are extensive playing fields for football, rugby, cricket, athletics, hockey and rounders.



'IDSALL - AN EXCITING PLACE TO LEARN'

We have a well-deserved reputation for our high standards in teaching and academic achievement. At Idsall School, we aim to provide a great variety of opportunities; academic, social and cultural, in order to challenge students to develop and achieve their personal best.

We ensure that every student gets the best possible opportunities and education, allowing them to succeed and flourish. Learning is at the heart of all we do. Through high quality teaching, we ensure all students' talents and abilities are catered for, allowing them to not only excel academically but also to allow them to become independent in their learning and prepare them for the next stages of their life.

We value and strive to develop both the academic learning skills and personal skills of our students so that they can be a positive member of the local and global community. Our teachers and support staff are highly skilled in understanding the needs of every child, and are committed to providing each of them with the very best learning experience, in an environment where they feel secure and happy.

Our academic results speak for themselves. In 2019, at GCSE, 82% of students gained at least 9-4 (A*-C) in English, and 81% of all students gained at least 9-4 (A*-C) in Maths. Overall, nearly 21% of all grades were 9-7 (A*-A); while at A Level, 50% of grades were A*/B. In 2020, we are very pleased with the Centre Assessed Grades awarded to both GCSE and A Level students. They reflected the hard work shown by our students in a difficult period.

More importantly, we are a very happy school. The relationship between staff and students is exceptional. Although very busy, and, at times pressurised, it is a pleasure to work and study in such a friendly environment. Expectations of teachers and students are high, but this serves both to stimulate achievement and provide reward.



Learning



In Years 7 to 9, Idsall School offers a curriculum that is structured with clear objectives of what we want students to know and do by the end of each course. This curriculum is aimed at developing our students' personal learning and thinking skills as well as encouraging their resourcefulness, resilience and

teamwork. English, mathematics and science are complemented by physical education, the arts and humanities, modern foreign languages, design and technology and ICT.

Teaching at Idsall School is constantly developing to ensure that all students are supported to achieve their personal best. We have consistently high expectations of both ourselves as teachers and our students. We maintain high levels of student engagement through the use of stimulating and imaginative learning strategies that develop resilience, confidence, collaboration and curiosity.

Regular checks are made to track each student's progress against their own personal learning targets. Students receive regular feedback on their work and progress. This feedback is designed to support the student to recognise what they have done well, and what they could improve on to achieve the next steps in their learning. Progress is discussed with students by tutors, and the results are reported termly to parents in a clear format, showing strengths and identifying areas for improvement. Additionally, when work is marked, teachers will identify how well a student has done and importantly, how that work can be improved. We thus constantly strive to ensure that a student reaches his or her full potential.

Students are placed in groups or bands for most subjects based on prior attainment levels and grades achieved in progress tests completed during the year.



In Key Stage 4 (Years 10 and 11), the range of subjects and courses available to students opens up to allow each student to make choices which they find interesting and relevant to their future careers. An options booklet provided during year 9 sets out details of all the courses on offer, and students make a guided choice to construct their personal programme of study in full consultation with parents and staff.

The opportunity to progress to 'A' level studies in our own successful Sixth Form is a tremendous advantage for Idsall students, and is a stimulus for them to aim for the highest grades at GCSE. Sixth Form students make a valuable contribution to the life of the school, helping to run clubs and organise charity events, and supporting the younger children in our school community.



“Great oaks from little acorns grow”

"Our school comprises a community of students, staff, trustees and parents. Our motto reflects our belief that we want everyone within our school to reach their full potential".

As a school community we **value**:

- Each other, ourselves and our differences
- Kindness, honesty and respect
- Hard work and determination to be the best we can be
- Independent learning, organisation and self-reliance
- Courtesy and good manners

As a school we **aim** to:

- Be a school where everybody feels safe and happy
- Be a school where students work hard to achieve their maximum potential
- Deliver high quality teaching and learning that is valued and enjoyed
- Monitor and assess progress regularly to improve performance and produce a positive culture of high achievement and celebration
- Offer students activities and opportunities that develop a sense of self-worth, healthy well-being, enjoyment and belonging

We will not accept:

- Bullying in any form
- Behaviour that hinders the learning of others



JOB DESCRIPTION AND PARTICULARS OF APPOINTMENT

Head of Department

Name:

Job Title: **Head of Department**

Accountable to: **Line Manager / SLT Lead**

Post overview

- To support the Headteacher and SLT in meeting whole school priorities and realising the Academy's shared vision.
- To take responsibility for the quality of teaching and learning in the subject area.
- To provide the strategic direction for the subject area to raise standards and secure continuous improvement across the whole department.
- To provide leadership and management for the delivery of the subject.
- To ensure the efficient and effective use of staff and resources for the subject area.
- Support and promote strong positive working relationships, deploying staff appropriately.
- To promote safeguarding across the school.

The awarding of a TLR at any level must satisfy the requirement that the responsibility is beyond that which would be expected of all classroom teachers.

Accountabilities	Roles and responsibilities
Leadership	<ol style="list-style-type: none"> 1. To provide clear leadership, guidance, challenge and support to all staff in the team. Provide a positive role model for 2. Establish clear expectations and constructive working relationships among staff involved with the subject, including devolving responsibilities and delegating tasks, evaluating practice, and developing an acceptance of accountability. 3. Establish high expectation and embed ambition among all staff through the appraisal process by ensuring that objectives: <ul style="list-style-type: none"> ➤ Relate directly to the Academy's Improvement Plan priorities – ensuring that each member of staff contributes to the departments and Academy's overall improvement/targets/priorities. ➤ Provide the challenge necessary to raise standards of achievement and the quality of teaching and learning.

	<p>➤ Develop the personal and professional effectiveness of each member of the team.</p> <ol style="list-style-type: none"> 4. To build a strong team spirit among the department staff and a shared commitment to work collectively and collaboratively to achieve the subject area's targets and priorities. 5. Monitor and review the setting and assessments to ensure that they are purposeful, informative and maximise opportunities for students to excel, preparing them for the demands of the GCSE and where appropriate A Level examinations. 6. Monitor and review the setting and marking of homework to ensure that staff are complying with the Academy's policy. 7. Ensure that trainee and newly qualified teachers are appropriately supported, monitored and assessed. 8. Establish resource needs (human and physical) for the subject and advise the senior leaders of likely priorities for expenditure through improvement planning. Organise the deployment of staff involved in the subject to ensure the best use of staff and other expertise. 9. Encourage staff to use accommodation to create an effective and stimulating environment for the teaching and learning. 10. To ensure that the quality of learning is maintained during staff absence so that supply teachers and cover supervisors are clear about the work for their classes and provide the necessary support to help them work effectively.
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Accountabilities	Roles and responsibilities
Leading Learning	<ol style="list-style-type: none"> 1. Accountable for the standards of achievement across the subject area in terms of achieving or exceeding the Academy's targets. 2. Provide the strategic leadership for learning and teaching, setting clear direction in order to move teaching to outstanding and meeting or exceeding the Academy's targets for teaching and learning. 3. To ensure all students in your classes and within the department make at least good progress. 4. To lead and monitor effective marking strategies to ensure consistency within and between classes with closing the gap activities, target setting, diagnostic testing and assessment marking in line with the Academy's marking policy. 5. Establish creative and innovative approaches to learning, pedagogy and the use of new technologies, working alongside and delegating to other post holders in accordance with their strengths. 6. Ensure a positive culture of personalised learning and provide the strategic in everyday classroom practice. Also, ensure effective development of students' literacy and ICT skills where appropriate. 7. Ensure that the department rigorously monitors the progress of every student against their individual targets – establishing a culture whereby teachers take direct responsibility for each student in each class and are held to account for the progress of students and attainment. 8. Ensure that information about students' prior attainment is effectively used for planning in order to secure good progress in the future. 9. Ensuring that intervention strategies are employed where underachievement is identified through monitoring processes.

	<p>10. Aim to ensure curriculum coverage, continuity and progression in the subject for students of all ability levels through effective schemes of work and lesson planning. Ensure that the curriculum meets both Academy priorities and student needs.</p> <p>11. Ensure that the subject follows the Academy’s Behaviour Policy in order to reward students who do well and also that inappropriate and disruptive behaviour is dealt with consistently and effectively.</p> <p>12. Work with the SENCO to ensure that students with SEND are set work matched effectively to students’ specific needs.</p> <p>13. Work with any support staff to ensure they are deployed effectively to maximise student outcomes.</p>
<p>Self-Review and Self-Evaluation</p>	<p>1. Establish a positive culture of self-evaluation and improvement among all staff in the subject area – leading to transformation of learning and teaching.</p> <p>2. Identify effective practice and areas for improvement and take action to improve the quality of teaching where necessary. This will:</p> <ul style="list-style-type: none"> ➤ Identify strengths and areas for improvement. ➤ Inform improvement planning and the setting of subject priorities. ➤ Hold staff to account for the attainment of students in their classes. ➤ Inform the Performance Management process. <p>3. Ensure that effective standardisation and moderation processes are embedded so that teacher assessment is rigorous and accurate.</p>

This job description should be read alongside the requirements of the DfE’s School Teachers’ Pay and Conditions Document 2019 (section 2, part 5, paragraphs 5.1 to 5.3) and is based on the “National Standards of Excellence for Headteachers” published by the Department for Education in January 2015 which sets out in greater detail the general requirements for headteachers and the standard terms of their employment.

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and in addition, as a term of your employment, you may be required to undertake various other reasonable duties, and whatever is deemed a reasonable request and/or necessary to the effective running of the school requested by the Headteacher.

Signed: _____

Dated: _____

Signed by Line Manager: _____

Dated: _____

Next review date: _____

Person Specification

Knowledge	Job Requirements
<i>Teaching Experience</i>	<ul style="list-style-type: none"> • At least three years' successful teaching experience • Leadership experience would be an advantage but is not essential • Teaching experience in Key Stages 3, 4 and preferably 5
<i>Leadership and Management</i>	<ul style="list-style-type: none"> • Evidence of consistently good/outstanding teaching and learning • Evidence of excellent classroom management skills • Evidence of using data to challenge underperformance and raise standards • Excellent knowledge of good pedagogy in teaching • Good knowledge of current curriculum development in your subject area • The ability to use ICT effectively to engage students • An excellent understanding of the principles of Assessment for Learning • The ability to differentiate materials to meet the needs of learners • Experience of supporting the pedagogy of other teachers
<i>Education and Qualifications</i>	<ul style="list-style-type: none"> • Degree • Evidence of CPD as a teacher is essential • Evidence of CPD as a leader would be an advantage but is not essential • Qualified teacher status
<i>Personal Qualities</i>	<ul style="list-style-type: none"> • The ability to inspire and enthuse colleagues • The ability to evaluate standards of teaching and learning within your department • A willingness to learn and develop new skills • The ambition to continue to progress in your career • A desire to make a difference to the lives of young people • An Enhanced DBS Disclosure (criminal record check) will be requested in the event of a successful applicant • The ability to offer extra-curricular activity

Signed: _____

Dated: _____

Signed by Line Manager: _____ Dated: _____

Next review date: _____

The Process

To apply for the role, please write a letter of application to support a fully completed application form and names of two referees to:

**The Head
Idsall School
Coppice Green Lane
Shifnal
Shropshire
TF11 8PD**

Please mark the envelope 'FAO: Mrs Seona Davies' in the top left hand corner.
Applications are also accepted via e-mail to jobs@idsall.shropshire.sch.uk
Closing date for applications is **12 Noon on 21st March 2022**.
Interviews will be held **from 28th March 2022**.