



Ark Greenwich Free School

Head of History

Reporting to:	Deputy Headteacher
Location:	Ark Greenwich
Contract:	Permanent
Working Pattern:	Full Time
Start date:	April or September 2020
Salary:	Ark MPS/UPS+ TLR

This is a rare and exciting opportunity to work at one of the highest performing schools in the country (Evening Standard). If you are passionate about the importance of History and want to work in a seriously ambitious and high performing school, this is the job for you.

Ark Greenwich

Ark Greenwich is a new, ambitious school model based on what we know excellent schools do. We have created a highly respectful and disciplined environment where our staff and students can fulfil their potential. Our aim is to consistently be one of the highest performing schools in the country.

Joining the school team is a superb opportunity for an ambitious and motivated teacher who wants to make a lasting difference to the communities they serve.

Ark Greenwich exists to empower young people, regardless of socio-economic background, to grow and be successful. This is an ambitious and forward-thinking school that encourages innovation and values its staff. We are proud of our highly respectful and disciplined community and of the outstanding academic outcomes achieved by our pupils. Expectations for all members of our community are unashamedly sky high. We work tirelessly to impact the lives of the young people we serve. Students at our school are passionate about History and achieve exceptional outcomes.

How is Ark Greenwich different?

- We are part of the Ark family of schools and benefit accordingly from outstanding networking and career opportunities and first-class CPD.
- Staff wellbeing is one of our main priorities. We provide breakfast for staff each morning and have a 6pm/weekend work-related communication curfew to ensure our staff can maintain a work/life balance. We don't do knee jerk reactions, fads or last-minute deadlines. Our systems and processes for communication, marking and

feedback and assessment are streamlined and the approaches we take are research led and based on the needs of our local context.

- This is a small school model (600 students aged 11-16) because we believe that our close-knit community provides the optimum conditions for success.
- Behaviour for learning is exceptional so our teachers can focus their time on the things that matter – planning and delivering brilliant lessons and providing incisive feedback.
- This is a strict no excuses, no mobile phone school.
- Our curriculum is traditional and academic, and we do not take shortcuts – we do not offer vocational courses or equivalencies such as Btecs or Vcerts.
- We put high-quality teaching at the heart of what we do. We are committed to providing staff with at least 1 hour of high-quality research based CPD every week. We run coaching for staff who want to see rapid progress in their discipline. Live coaching and current best practice in the field of education is central to our approach.
- We don't grade individual lessons or ask for lesson plans.
- Our students enjoy a compulsory co-curricular program on a Wednesday which includes a strong focus on community volunteering and we facilitate 12 drop-down days per academic year ensuring our pupils benefit from a range of life-enriching experiences.

Alignment with the school's vision, values and approach to education is essential.

The Role and the Department

As Head of the History department, you will lead, develop and manage the effective delivery of an outstanding curriculum, which enables the highest level of student progress and attainment. You will be part of the professional community of Middle Leadership and promote outstanding teaching and learning and a strong school culture within a nurturing and academically rigorous environment.

History is highly valued and taught throughout the curriculum each week from Year 7-9. In Year 9 pupils will select their GCSE option subjects and History is a popular choice for many students. Our first-class History classrooms which afford beautiful views across London offer the ideal environment for our GCSE History students to thrive and fulfil their potential.

The History department specific Progress 8 score has been +0.5 with approximately 40% of students going on to achieve the top grade 7-9 category.

About Ark Schools

Ark is a network of high-achieving, non-selective schools and one of the country's top-performing academy groups. We run 38 academies in London, Birmingham, Hastings, London and Portsmouth educating more than 26,000 pupils. 83% of Ark schools are now rated as good or outstanding by Ofsted.

Our aim is to create outstanding schools that give every pupil, regardless of their background, the opportunity to go to university or pursue the career of their choice.

To find out more about Ark Greenwich, please visit our website via www.arkgreenwichfreeschool.org

Closing date: 09:00 Monday 16th December. Interview to take place on Wednesday 18th December.

The school reserves the right to close this advert early should the right candidate be found. Interviews may take place before the advertised closing date. Applicants are strongly encouraged to apply early for this role.

Ark value diversity and are committed to safeguarding and promoting child welfare. The successful candidate will be subject to DBS and any other relevant employment checks.

Head of History - Job description

Job Title: Head of History

Reports to: Deputy Headteacher

Responsible for: Providing outstanding leadership and management of the History Department

Line management of: Teaching and support staff in the Department

Start date: April or September 2020

Salary: Ark inner London MPS/UPS+ TLR

Disclosure level: Enhanced

Roles included: Classroom teacher, Head of Department, Form tutor.

Experience required: Suitable for either a current HoD wanting to work in an innovative and high performing environment or an ambitious teacher keen to take a step into middle leadership.

Job purpose:

To add further value to this exceptional department by developing a rigorous and challenging History curriculum, teaching high-quality lessons, working within a high-performing team of middle leaders, and maintaining and further promoting exceptional levels of academic and personal development, attainment and wellbeing for AGFS pupils.

Objectives:

- To take a lead role in the maintenance of a transformational school community by developing and leading a rigorous and evidence-based curriculum which enables the highest level of pupil progress and attainment at KS3 and within GCSE History.
- To ensure the History curriculum is 'future-proof' and remain abreast of the significant changes in the National Curriculum and GCSE and A-Level Examinations and aligning History at AGFS with these new curriculum requirements, developing a coherent KS3-5 curriculum pathway that is an example of best practice for others.
- To model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders.
- To demonstrate the highest standards of professionalism at all times.
- Lead and manage a professional community of subject teachers to ensure the highest student attainment and progress.
- Monitoring and accountability for the progress and attainment of pupils in History
- To establish procedures for inducting and mentoring NQTs, Teach Firsts, GTPs etc into the department where applicable.
- Contribute to the delivery of a high quality training program for teaching and learning, focusing on your areas of particular expertise.
- To act as a coach or mentor for other teachers as required.
- Modelling for all staff exemplary practice and establishing a culture of high expectations within your department.
- Uphold all school policies and procedures.

Leadership of History

- Design a broad, engaging and challenging curriculum that enables all pupils to enjoy and achieve at the highest level, supported by detailed schemes of work, to ensure consistency and coherence across all History lessons.
- Establish a clear department development plan and monitor and evaluate its delivery and effectiveness.
- Analyse ongoing pupil progress data and act accordingly to refine learning plans to close any gaps and address misconceptions.
- Make accurate end of course predictions based on rigorous assessment, other performance measures and drawing upon experience to ensure students receive appropriate support and intervention where required
- Facilitate rigorous and ongoing assessment as set out in the school assessment policy and provide QLA/PLC level information for students who will be expected to supplement in class learning with independent study.
- Meet with the Headteacher and line manager regularly for termly department reviews.
- Welcome stakeholders into your lessons and be prepared to discuss current and best practice in your areas of responsibility.
- Promote an open door policy.
- Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment in line with the 4-part lesson model.
- Monitor the effectiveness of teaching and learning and planning processes within your department.
- Support the professional development of teachers and their training where appropriate.
- Follow the school structure for mentoring, coaching and monitoring staff (including supervision of NQT's and beginner teachers).
- Manage the deployment of department resources effectively and efficiently.
- Monitor the progress of all pupils and sub-groups of pupils with staff and plan appropriate support / interventions to remedy slow progress.
- Produce, in line with the school self-evaluation cycle, Department Improvement Plans and Data Analyses to the highest possible standard, and ensure all members of your department engage with these where applicable.
- Liaise with all appropriate personnel regarding support for student progress.

Curriculum and assessment design

As a teacher:

- Implement the school approach to marking and feedback to inform planning, develop learning and evaluate pupils' progress.
- Provide developmental oral and written feedback to help pupils reflect upon and improve their work.
- Make effective and regular use of the school's assessment criteria and reporting procedures to inform learning.
- Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
- Maintain regular records of pupils' attainment and progress.

- Prepare and present informative written and verbal reports on pupils' progress to parents in line with AGFS policies.
- Attend parents' evenings, Open Evenings and school events as required.
- Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
- Liaise with external agencies about individual pupils as required.

As a Head of Department:

- Review and develop the curriculum on an on-going basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short and medium term plans to deliver highly effective lessons.
- Set regular, measurable and significant assessments for pupils.
- Ensure all pupil data is understood and interpreted by staff and pupils and used to modify lesson planning.
- Analyse and interpret data on pupils' achievement in your subject, ensure pupil performance data is used effectively and is in line with departmental targets.
- Review with teachers their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review.
- Oversee the setting of pupils into appropriate ability groups and review half-termly.
- Ensure procedures for both internal and external exams are carried out according to the School's procedures and the Boards' regulations as appropriate.
- Have a deep understanding of the exam specification and JCQ guidelines.
- Ensure the maintenance of accurate and up-to-date information on the management information system meeting all associated deadlines.
- Disseminate and make use of analysis and evaluate performance data provided.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Oversee the production of reports on pupil progress in line with AGFS policies.
- Produce reports on examination performance, including the use of value-added data.
- Oversee your subject's collection of data.
- Provide the Senior Leadership Team with relevant information relating to the subject areas' performance and development as requested.
- Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level.

Professional Development

As a teacher:

- Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities as a teacher.
- Maintain an up-to-date expert knowledge of your subject area, related teaching pedagogy and relevant aspects of the National Curriculum, exam board requirements and other statutory provisions, including developments and reforms in broader education policy.
- Ensure you understand your professional responsibilities in relation to school policies and practices.
- Evaluate your own teaching critically and use this to improve your effectiveness.
- Engage, positively, with the AGFS performance-management system.
- Support colleagues when working in your teacher learning communities.

Non-Subject Responsibilities

- Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well-being. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
- Develop strong and positive relationships with pupils.
- Implement all school policies, including the school's behaviour policy.
- Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the AGFS enrichment policy.
- Model the ethos and vision of the school at all times.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
- Lead the development of effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the School's Health and Safety policies
- Be responsible for the health & safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere
- Adhere, at all times, to the expectations of teachers at Ark Greenwich Free School, outlined on the final page of this document.
- Any other duties as required by the Headteacher commensurate with the post.

Form Tutor Responsibilities

- Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, attendance, academic attainment and progress
- Develop strong, trusted, relationships with each tutee to act as his or her mentor.
- Implement the school reading approach every morning in your reading group.
- Deliver the school Wellbeing and Philosophy for Children programmes in Tutor time.
- Implement AGFS's attendance, rewards, sanctions, behaviour and monitoring policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees' planners.
- Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
- Monitor the safeguarding and welfare of tutees.
- Engage tutees' teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
- Make specialist staff (SEND/CO, SDO) and senior staff (Heads of Year and SLT) aware of any issues with tutees as required.
- Proactively engage parents of tutees and endeavour to build positive home-school relationships. Act as the primary point of contact for parents of your tutees.
- Model the ethos and vision of the school.
- Keep the form register and monitor patterns of pupil attendance/ absence. Keep in regular contact with parents to ensure any absences are always explained.
- Ensure extension activities and creative ways of supporting higher-attaining pupils are available as part of enrichment e.g. setting up a chess club, Website design or programming club.

- Support the detailed learning needs of pupils not reaching national standards within the enrichment programme if not met through curriculum time.
- Undertake any other various responsibilities as directed by the Headteacher or Senior Manager.
- Undertake the other main professional duties of a teacher as set out in the AGFS pay and conditions of service document.

Notes

- All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/Senior Leadership Team.

Person Specification

Qualification criteria

- Qualified Teacher Status
- Permitted to work in the UK
- Evidence of relevant and substantial CPD

General - experience of:

- Working at a middle leadership level or supporting a Middle Leader implement change or an established classroom practitioner with a track record of success.
- Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
- Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
- Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
- Effective engagement with external partners (e.g. subject associations, exam boards).
- Using QA systems to evaluate the standards within your department and to modify plans accordingly.
- Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.

- Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.
- Delivering the History specification at GCSE and A-Level with a track record of success.

Teacher development (all senior and middle leaders are expected to be able to model great teaching and to develop others) - experience of:

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

Leadership and management – The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.
- Strong organisational skills:
 - the ability to delegate
 - the use of effective time management
 - the ability to prioritise
 - The ability to get tasks done to the required standard in good time
- Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking and alignment with school priorities
- An educational vision aligned with the school's high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex urban school and a commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community.
- Confident and effective presentational skills during public speaking.
- Deliver excellent assemblies and open evenings.
- Skilful management and maintenance of working relationships with parents and other stakeholders.
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.
- **This post is subject to an enhanced DBS disclosure.**

- **The post holder must be committed to safeguarding the welfare of children.**