

## **The Winsford Academy**



## **Appointment of HEAD OF HUMANTIES**

**for January 2018**

**Teachers Main Scale/UPS  
with  
TLR 2a £6,385**

**INFORMATION FOR POTENTIAL APPLICANTS**



Grange Lane  
Winsford  
Cheshire  
CW7 2BT

Tel: 01606 592300  
Fax: 01606 863562  
Email: [admin@winsfordacademy.org.uk](mailto:admin@winsfordacademy.org.uk)  
[www.winsfordacademy.net](http://www.winsfordacademy.net)



Principal: Mrs A Harrison

September 2017

Dear Candidate

### Head of Humanities

Thank you for your interest in the post of Head of Humanities at the Winsford Academy.

I am delighted to present the Academy and the Fallibroome Trust scenario as a rare opportunity to progress your career and make a real difference to a community with huge potential.

The Winsford Academy is ripe for development. Following several years of transition the governors, staff and the Fallibroome Trust have created a stable school with much improved outcomes. We have many advantages, including an impressive new building and an ambition to become a hub for Fallibroome's National Teaching School agenda. The Academy will become a focal point for the economic and cultural regeneration of Winsford and you will find a deeply committed community that will respond enthusiastically to the opportunities your leadership will bring.

Our students are keen to learn and proud of their school and have an impressive commitment to community and extra-curricular projects. In addition you will have the opportunity to play a key role in developing relationships and transition projects with our partner primary schools.

The Fallibroome Trust and Teaching School has a national reputation for excellence and will provide you with first-class business support and unique professional development opportunities. My role as Executive Principal is to support each Academy and create opportunities for best practice to be shared so our students and staff can reach their potential.

We are very well connected, for instance we are a pathfinder school for the Whole Education network and a lead school in the global TEDx network. Such partnerships bring opportunities to achieve our aim of becoming 'world-class' and bring an exciting international dimension to our work.

We would welcome applications from candidates who are keen to develop their career in a Multi-Academy Trust context.

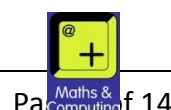
With kind regards.

Yours sincerely

P W Rubery  
Executive Principal  
For and on behalf of The Fallibroome Trust



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and Academies Trust  
EXCELLENCE AND DIVERSITY





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Principal: Mrs A Harrison

September 2017

Dear Candidate

### **Head of Humanities**

Thank you for your interest in the Winsford Academy and the position of Head of Humanities.

There has never been a better time to seek employment at the Winsford Academy, as we begin our journey to 'outstanding' following our recent Ofsted judgment in May 2016, which awarded the Academy 'good' in all four standards.

In May 2016 the Academy was judged, by Ofsted, to be Good for 'overall effectiveness' and commended for 'rapid and sustained improvement' since incorporation into the Fallibroome Trust in September 2014. Inspectors were impressed with pupils' behavior and pride in their school and commended a 'culture of improving learning' which meant that pupils made 'good progress in their subjects and very good progress in English'. Teachers were commended for their high expectations and for challenging able-pupils to achieve high standards and for the quality of care provided for all pupils.

Our Academy is an 11-16 mixed comprehensive school and from September we will have over 900 students on roll. Our intake is non-selective and varied, including children from a wide range of homes and backgrounds. We pride ourselves in our inclusive approach but we never compromise on high expectations.

We are very proud of our Academy and the achievements of our students who demonstrate a diverse range of talents and positive attitudes to learning. Our highly committed staff put the child at the centre of everything they do. Consequently, the Academy has seen impressive improvements in academic achievement. Our attainment and progress rates are above national average, the gap between pupil premium and non-pupil premium students is significantly lower than the national average and we have seen major improvements in our attendance figures, moving from 89% in 2010 to 94.6% in 2016. Students enjoy coming to the academy!

We expect the very highest standards from our students and our strong school systems ensure that students are provided with a safe and friendly environment where teachers teach and learners learn. Outstanding levels of pastoral care, delivered through our unique House system, and a diverse curriculum offer, ensure equality and opportunity for all.



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We are looking for a Head of Humanities with the drive and experience to ensure that our students make even further progress over the coming years and to improve Progress 8 outcomes of all students. We want candidates who are ambitious and in return we will ensure that we provide excellent CPD opportunities to develop your skills in leadership and management. We are particularly interested in candidates with the ability to teach RE to GCSE level.

We would strongly urge you to visit our Academy to experience the atmosphere for yourself. We feel confident that you'll be impressed.

For an informal discussion about the role, please contact the Amanda Harrison, Principal - e-mail: [jane.fox@winsfordacademy.org.uk](mailto:jane.fox@winsfordacademy.org.uk) or tel: 01606 592300.

For an informal visit to the school please contact Lorraine Bogue on 01606595916 or email [lorraine.bogue@winsfordacademy.org.uk](mailto:lorraine.bogue@winsfordacademy.org.uk)

Yours sincerely

Mrs Amanda Harrison  
**Principal**



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## **THE POST: HEAD OF HUMANITIES**

The Governors wish to appoint an exceptional candidate who has the motivation, skills and personal qualities necessary to join the team of this very successful Academy and make a major contribution to its future development as a world-class Multi-Academy Trust.

The successful candidate will be an innovative teacher with excellent subject knowledge and the desire and commitment to raise achievement of students at all levels. The requirement will be to teach to GCSE, with the potential to teach to A Level in the future. We are looking for passionate and inspirational professionals who would enjoy working in an exciting and rewarding environment and are prepared to contribute fully to school life. The post holder will be responsible for the strategic leadership and management of the department including the development and implementation of plans, policies, targets and practices. They will also be entrusted with the challenge to accelerate progress and improve Progress 8 outcomes of all students.

SALARY: Teachers Main Scale/UPS  
TLR £6,385

ACCOUNTABLE TO: Vice Principal, Teaching & Learning

## **THE WINSFORD ACADEMY**

### **JOB DESCRIPTION – HEAD OF HUMANITIES**

#### **Line of responsibility**

The head of department is directly responsible to the designated member of the SLT.

#### **Line management**

The head of department is responsible for the performance of all staff within the department, including acting as team leader within the academy's performance management scheme.

#### **Job content**

##### **Strategic purpose**

The head of department will play a major role, under the direction of the leadership team, in establishing the aims and objectives of the department to reflect the overall aims and objectives of the academy and in implementing appropriate policies and procedures to ensure the achievement of these objectives. S/he shall lead the staff performance management arrangements within her/his department and set challenging targets to ensure that staff are motivated to deliver education to the highest possible standard in accordance with the objectives included within the academy's development plan.

##### **Core responsibilities**

1. S/he shall have overall responsibility for all teaching and learning within the department.
2. S/he shall ensure, through the effective operation of assessment, recording and reporting systems that all pupils within the department meet agreed targets, both individually and across the department, and shall ensure that schemes of work include provision for personalised learning.
3. S/he shall ensure that all members of the department are performing as effectively and efficiently as possible and ensure to the best of her/his ability, that the department is adequately resourced to fulfil its function within the academy.
4. S/he shall keep abreast of national strategy and developments impacting on her/his subject area/s and ensure information is communicated to the department and whole-academy staff, and the department is responsive to such developments.
5. S/he shall contribute to curriculum development and timetabling as required.
6. S/he shall oversee the preparation of schemes of work and lead, develop and enhance the teaching of other teachers within the department.
7. S/he shall work within the academy's professional development programme to ensure that s/he and the members of the department keep their knowledge and expertise up to-date.
8. S/he shall play a key role in the appointment of staff within the department, and shall put in place arrangements for the mentoring of newly qualified and trainee teachers within her/his subject area/s as required.

9. S/he shall represent the interests of the department within the wider management of the academy, and participate in any collaborative arrangements with other schools which may benefit the development of the department.
10. S/he shall agree appropriate professional targets annually with the appropriate senior leader, who will monitor and review her/his performance in accordance with the academy's performance management policy.
11. S/he shall manage the departmental budget and ensure value for money in resourcing the department.
12. S/he shall contribute as appropriate to whole-academy initiatives such as induction days and shall encourage extra-curricular activities and educational visits within the academy guidelines.
13. S/he shall be responsible for all aspects of health and safety within her/his department.
14. S/he shall attend heads of department meetings.

### **Conditions of employment**

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- The post holder is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the academy's policy in respect of child protection and safeguarding matters.
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent Academy Teachers' Pay and Conditions Document.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- All members of staff are required to participate in the academy's performance management scheme.

## HEAD OF DEPARTMENT: PERSON SPECIFICATION

Essential	Desirable
<ul style="list-style-type: none"> <li>• First degree.</li> <li>• Qualified teacher status.</li> <li>• A continued commitment to own professional development.</li> <li>• Teaching experience within the designated age range.</li> <li>• Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.</li> <li>• Excellent knowledge of current legislation, guidance and policy in the subject area.</li> <li>• Management experience in subject area or a key stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant professional studies.</li> <li>• Experience of more than one school/academy.</li> <li>• Experience of more than one key stage.</li> <li>• Second in department or similar management experience.</li> </ul>
<ul style="list-style-type: none"> <li>• Establishing a safe and stimulating environment for students, rooted in mutual respect.</li> <li>• Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.</li> <li>• Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.</li> </ul>	
<ul style="list-style-type: none"> <li>• Being accountable for students' attainment, progress and outcomes.</li> <li>• Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.</li> <li>• Guiding students to reflect on the progress they have made and their emerging needs.</li> <li>• Encouraging students to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating knowledge and understanding of how students learn and how this impacts on teaching.</li> </ul>
<ul style="list-style-type: none"> <li>• Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.</li> <li>• Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, articulacy and the correct use of standard English.</li> </ul>
<ul style="list-style-type: none"> <li>• Imparting knowledge and developing understanding through effective use of lesson time.</li> <li>• Promoting a love of learning and student's intellectual curiosity.</li> <li>• Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.</li> <li>• Reflecting systematically on the effectiveness of lessons and approaches to teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>



Essential	Desirable
<ul style="list-style-type: none"> <li>Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.</li> <li>Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.</li> <li>Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.</li> </ul>
<ul style="list-style-type: none"> <li>Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.</li> <li>Making use of formative and summative assessment to secure students' progress.</li> <li>Using relevant data to monitor progress, set targets, and plan subsequent lessons.</li> <li>Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.</li> </ul>	
<ul style="list-style-type: none"> <li>Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy.</li> <li>Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.</li> <li>Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</li> </ul>
<ul style="list-style-type: none"> <li>Making a positive contribution to the wider life and ethos of the academy.</li> <li>Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>Communicating effectively with parents with regard to students' achievements and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Deploying support staff effectively.</li> <li>Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</li> </ul>

## The Winsford Academy

Based in Winsford, Cheshire, the Winsford Academy is a co-educational comprehensive, non-selective secondary school recruiting from a number of local primary schools. It was established in September 2010 when two predecessor schools, Verdin High School and Woodford Lodge High School were amalgamated.

In September 2013, the Academy moved into a new £20 million purpose built school which includes 60 classrooms with flexible learning spaces; a 400-seat theatre in the Performing Arts Centre; Learning Resource Centre; sports facilities; science labs; drama and dance studios; music rehearsal rooms; media suites; art studios and technology workshops.

After four years of transition with a significant programme of rightsizing and budget rebalancing, the Governors, staff and sponsor have created a stable school with much improved outcomes. The challenge now is to continue to develop the school to the level of academic achievement and attainment that its pupils deserve. The school is currently rated as GOOD by Ofsted following a recent inspection in May 2016, and is in an era when the organisation is rapidly growing and has secured the confidence of the community.

The Academy aspires to become a focal point for the economic and cultural regeneration of Winsford and has a deeply committed community and parents.

## Curriculum

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Subjects include syllabuses for Key Stage 3 and Key Stage 4:

- English
- Mathematics
- Science (Science, Biology, Physics, and Chemistry)
- Performing Arts (Drama, Music, and Dance)
- ICT & Business (ICT, Computing, and Business Studies)
- Humanities (Geography, History, Leisure & Tourism, and Religious Education (RE))

- Physical Education (PE)
- Modern Foreign Languages (Spanish)
- Health Studies (Child Development, Food & Nutrition, Food Studies, Health & Social Care, Hospitality & Catering, Children's Play, Learning & Development)
- Design & Technology (D&T) (Art, Construction, Engineering, Photography, Product Design, Media Studies, and Textiles)

## School Leadership

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A comprehensive restructure and rightsizing of the teaching and support staff was completed in August 2015 and a new organisation model was introduced to simplify the school structure and increase accountability for subject leadership. The Leadership Team has been further restructured to build capacity and strengthen the strategic direction of the school.

The leadership group comprises a Principal; two Vice Principals (Curriculum & Standards and T&L and KS3 Standards) and four Assistant Principals (Closing the Gap at KS4, Raising Aspiration, Building Foundations at KS3 and Care, Support and Guidance).

There are 65 teaching staff, including the leadership team.

## Sponsor

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The Fallibroome Multi Academy Trust was established in September 2014 and consists of six schools: The Fallibroome Academy, The Winsford Academy, Broken Cross Primary Academy & Nursery, Nether Alderley Primary Academy, Adlington Primary School, Whirley Primary School, Gawsworth Primary School and Upton Priory School

The Trust evolved from the success of the Fallibroome Academy, an outstanding single Academy Trust with a national reputation for excellence. The Trust's aims are simple, to create the conditions for:

- All students to leave school with the combination of skills and qualities that will enable them to progress to the job, apprenticeship or University/College place of their choice;
- Each student to achieve the highest possible examination results and realise their potential;
- Each school to become the school of choice for the local community;
- Each school to become 'A Place for Excellence'.

The Board is responsible for the strategic direction of the Trust and accountable for the outcomes of the four schools. The Board meets termly to receive reports from the Executive Principal and the Chairs of

Governors of the six schools. Operational accountability is delegated to the Governing Bodies of the four schools, meeting termly to receive reports from statutory sub-committees.

The Trust is accountable to the Secretary of State for Education and receives a Master Funding Agreement from the Education Funding Agency. Funds are delegated to the schools according to nationally agreed formulas. The Trusts' accounts are subject to audit and published annually at Company House.

## Care, Guidance and Support

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The Pastoral system comprises of five Year Heads and two Progress Managers. Through the Heads of Year team, our students experience high levels of pastoral care and support with services such as child welfare, attendance support, mentoring and counselling all being available every hour of the academy day. Students also have access to their Coach, Head of Year and Progress Manager. Our Progress Managers are responsible for progress tracking, engagement and enrichment, and competition of the House System.

The Academy is organised into four Houses: Britten, Elgar, Purcell and Sullivan. The choice of these great English composers reflects our commitment to the Performing Arts. The House system runs a competitive series of events across the academic year. There are over 40 events spread over the year, including enterprise activity, sport, science challenges, music events and debates.

## SEN

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We serve a diverse range of student needs. High ability students need to be stretched and challenged to achieve their very best. Other more vulnerable students need support to access the curriculum and help to remove some barriers to learning which may be affecting progress and/or wellbeing. We offer a range of services to support all students in ensuring every child has the opportunity to fulfil their unique potential whilst at our Academy.

We believe that all children should be valued as individuals. We have an inclusive ethos with high expectations and targets, a broad and balanced curriculum differentiated to meet individual needs and systems for early identification of barriers to learning and participation. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background

Teaching Assistants and High Level Teaching Assistants work with students to ensure equal access to the curriculum for students who need additional support. We also have a core teaching group in KS3 for students who need greater continuity, less movement and a more intensive learning support package.

## Governing Body

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The revitalised Governing Body and its Committees are effective and forward looking, committed to providing high quality education in an aspirational learning environment. The LGB and its committees meet three times per half-term and convene as ad hoc Committees dealing with a wide range of Academy Business, and are a regular presence in the Academy.

## Facilities

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The Winsford Academy is committed to creating a space which serves the whole community, before and after the traditional school day and at weekends.

The interior comprises a large and spacious central corridor with glass-fronted classrooms on either side. Open spaces, balconies and a 'cafe culture' canteen have been created. The Academy's approach to outdoor learning will eventually see a garden, orchard, allotment and natural habitat zones. The school space includes: - a 400-seat studio theatre with open stage, raked, retractable seating and full audio visual capability; dance studio with wooden sprung floor; gymnasium; five-court sports hall including basketball court, five badminton courts, cricket nets, and a five-a-side football court; a large field with 5 football pitches, 6 tennis courts, a rugby pitch and a running track and a 3G all-weather pitch.

## Partnerships

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- Winsford Education Partnership
- University of Chester
- England Rugby
- Rugby Football Foundation (with Prince Harry as its Patron)
- Microsoft IT Academy (ITA)
- Vale Royal School Sport Partnership
- The Hive
- Camps International
- Weaver Vale Housing Trust
- National Teacher Enquiry Network (NTEN)

## **THE POST: HEAD OF HUMANITIES**

### **PROCEDURE FOR APPLICATION**

If you wish to be considered for this vacancy you should complete the application form, giving the names and addresses of two referees, and submit a **concise** letter of application of no longer than two pages (11 pt text). This should be word-processed and should include the following information:

- A description of the key contributions that you have made in your career to date
- Key evidence that demonstrates the impact you have had in your current and previous roles
- The particular strengths that you could bring to Winsford if your application is successful.

Candidates are kindly requested not to submit a CV instead of the application form. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to Mrs A Harrison, Principal, to arrive **no later than 5 pm on Wednesday 4 October.**

Please note that we will only consider applications submitted on the school's application form.

Interviews will take place on Monday 9 October; shortlisting will take place on Wednesday 4 October. If you have not heard from us during by Thursday 5 October, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

Please note that we can arrange an informal visit for prospective candidates before short-listing has taken place. If you wish to have an informal visit or discussion about the post in advance of your application, or if you require any further details, please contact Amanda Harrison, Principal:

**Tel: 01606 592300**

**E-mail: [jane.fox@winsfordacademy.org.uk](mailto:jane.fox@winsfordacademy.org.uk)**

We welcome applications regardless of age, gender, ethnicity or religion. We are also committed to safeguarding and promoting the welfare of children and young people and appointments are made subject to enhanced DBS disclosure.

*Dream Learn Trust Succeed*