



A student centred learning community

Everyone a leader, everyone a learner.



Head of RE and Social Sciences

**Full Time and Permanent
MPS/UPS + TLR 2b (£4,528)**

Required from January 2020

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roydsschool



@roydsschool

Dear potential candidate,

Are you a leader and a learner? Do you thrive working as part of a team to achieve a common goal? Are you hardworking, passionate and committed to ensuring all our students maximise their potential? Are you curious and excited by our #LiveLoveLearn philosophy? If so, then we would love to hear from you!

It is both an honour and a privilege to be the Headteacher at Royds. When I first applied for the position of Deputy Headteacher, in 2016, I was attracted by the notion of a 'student centred learning community'. At the time, I wasn't quite aware of what a special and unique place Royds is. I certainly am now. As our wonderful students and staff often remind me, Royds is like a family.

We will always put students at the centre of everything we do. We are proud of our reputation as a student centred learning community. At Royds, every learner is an individual with a distinctive personality and characteristics. Our day to day ethos is symbolised by our hashtag #LiveLoveLearn@RoydsSchool. We focus on the whole person, a sense of togetherness and empowering everyone as a leader and learner. We place great value on preparing our students to thrive in 21st century Britain; together we need to ensure our learners are equipped emotionally, socially and academically to excel through their journey at Royds and beyond. It seems simple and obvious, but there is nothing more important than the quality of teaching and learning in our classrooms – every minute, every lesson, every day. Staff are learners too. We place significant emphasis on staff development and collaborative partnerships to ensure what goes on in our classrooms is as good as it can be.

Staff well-being is very important to us. Happy contented staff leads to a happy and productive school. As part of our #LiveLoveLearn ethos we strive to create a climate where staff are trained well enough so they can leave, but valued and treated well enough so they don't want to leave. Royds is a happy and vibrant place to work; 'staff morale is high'. (Ofsted 2018)

This post presents a rare opportunity to work in a truly distinctive school. I am confident there has never been a better time to join Royds. In August 2018:

- The number of students achieving both English and Maths (basic measure) improved by 9%.
- 64% attained a standard pass (9-4) and 39% a strong pass (9-5); this is very close to national averages with a cohort below national on entry at KS2.
- The number of disadvantaged students attaining the basics measure at four and five plus increased by 22% and 11% respectively.

Applications are welcome from candidates who:

- Are passionate about teaching and learning.
- Have an interest in developing the 'whole' child.
- Are highly effective practitioners.
- Have energy, enthusiasm and enjoy working both independently and collaboratively.
- Are committed to their own professional development and that of others.

In return, we can offer you:

- A committed and supportive leadership team.
- High quality in-house bespoke CPD and collaboration with our external partners: Red Kite, PIXL, SISRA and the Leeds Learning Partnership.
- A dedicated and friendly staff body.
- The opportunity to work with our amazing students.

We are currently redesigning our curriculum therefore this is a fantastic time to join our team. Our middle leaders will play a pivotal role. You will be listened to - this is a real opportunity to make a difference. The skills and confidence they gain from extra-curricular opportunities are invaluable and an integral feature of #LiveLoveLearn philosophy. Ultimately we are seeking a passionate and committed practitioner who has a real love of RE and Social Sciences whose ethos matches ours. This position would therefore suit either an experienced Head of Department seeking a new challenge, or a teacher ready for their first step into middle leadership.

Thank you for your expression of interest thus far. I would encourage you to read our recruitment information and visit the school to see us in 'action', with confidence that you will receive a warm welcome from our staff and students. If you are as excited about this opportunity and our journey ahead as we are, then we look forward to hearing from you.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Claire Robbins', with a large, stylized loop at the end.

Claire Robbins

Headteacher

Headteacher's Welcome

Our staff team is our greatest asset and I am incredibly proud of them and the impact that they have on our students. Everyone at Royds is a leader and a learner and we value everyone equally, regardless of the role

I would like to thank you for taking the time to read our application pack, we appreciate that applying for jobs is a time consuming process. Please get in touch if you have any questions.



Recruitment Timeline

Closing Date:

10th June 2019

Interviews:

24th October 2019



Staff Voice

Our students are amazing and they make me want to learn to be the best teacher I can be. Weekly training means I always have new and exciting ideas to try.



Head of RE and Social Sciences

Job Description

Post Title:	Head of RE and Social Sciences
Grade:	MPS / UPS plus TLR £4,528
Conditions:	Full time and permanent
Accountable to:	Responsible to the Headteacher and a nominated member of the Senior Leadership Team.
Accountable for:	N/A

Introductory Statement

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Purpose of the Job

- Teach and lead the development of the Languages curriculum at Royds School.
- Support the development of the school ethos to underpin all that we strive to achieve.
- Further raise the performance and expectation of both colleagues and students.

Leadership Responsibilities

Teaching Standard 1	Teachers must set high expectations which inspire, motivate and challenge pupils.
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- Be accountable for the progress of students across the department using data from a variety of sources and liaise with the necessary staff to ensure appropriate interventions are in place.

Teaching Standard 2	Teachers must promote good progress and outcomes by pupils and be accountable for pupils' attainment, progress and outcomes.
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- Monitor student progress, development and academic outcomes within the department.
- Take a lead role in raising standards of student attainment and achievement within the department raising standards of student attainment and achievement within the department.

Teaching Standard 3	Teachers must demonstrate good subject and curriculum knowledge.
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- Deliver the vision, leadership and practical direction for the development and delivery of high quality learning.
- Coordinate the maintenance and development of schemes of work to ensure that the needs of students are met.

Teaching Standard 4	Teachers must plan and teach well-structured lessons.
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- Assist and support further developing the teaching practice and learning outcomes achieved by team members with their students across the department.

Teaching Standard 5	Teachers must adapt teaching to respond to the strengths and needs of all pupils
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- Ensure that, in line with the school Inclusion Policy, there is equality of opportunity for all students, in order that they achieve their fullest potential.

Teaching Standard 6	Teachers must make accurate and productive use of assessment.
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- Ensure excellent and consistent teaching across the department that meets the needs of learners through the use of regular learning walks and work scrutiny.
- Produce reports within the self-review and quality assurance cycle including the production of documents such as department reviews, action plans, examination analysis etc.
- Coordinate the preparation of internal exams, tests and assessments.

Teaching Standard 7	Teachers must manage behaviour effectively to ensure a good and safe learning environment.
<ul style="list-style-type: none"> ▪ Actively identify and removing barriers to learning in the Department including managing student behaviour within the department. 	
Teaching Standard 8	Teachers must fulfil wider professional responsibilities
<ul style="list-style-type: none"> ▪ Ensure the department has an extracurricular and educational visits programme that excites, engages and motivates students. ▪ Attend Senior Leadership Team meetings when required. ▪ Lead on and improve teaching of literacy and numeracy across the department's curriculum. ▪ Coordinating the production of departmental handbooks and schemes of work ▪ Consolidate links with feeder primaries ▪ Participate in appraisals in line with the school performance management policy 	

General Teaching Responsibilities

Teaching Standard 1	Teachers must set high expectations which inspire, motivate and challenge pupils.
<ul style="list-style-type: none"> ▪ Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. ▪ Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. ▪ Set appropriate and demanding expectations for students' learning and motivation. ▪ Set effective homework and extension work to encourage and enliven student learning. 	
Teaching Standard 2	Teachers must promote good progress and outcomes by pupils and be accountable for pupils' attainment, progress and outcomes.
<ul style="list-style-type: none"> ▪ Provide and contribute to student assessments, reports and references. Monitor and evaluate the progress and achievement of students. ▪ Be accountable for student progression for allocated classes. ▪ Work to student targets and ensure that progress is tracked through a range of strategies. 	

Teaching Standard 3	Teachers must demonstrate good subject and curriculum knowledge.
<ul style="list-style-type: none"> ▪ Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. ▪ When applicable, understand the demands expected of students in relation to the National Curriculum, KS3/4 and Post 16 courses ▪ Provide opportunities to develop students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context. ▪ Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. ▪ Contribute to the development of others by sharing professional learning, expertise and skills. 	
Teaching Standard 4	Teachers must plan and teach well-structured lessons.
<ul style="list-style-type: none"> ▪ Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met. ▪ Evaluate their own teaching critically and use this to improve their effectiveness. ▪ Contributing to the preparation and development of work schemes, resources, programmes of study, methods of teaching and assessment and pastoral arrangements. ▪ Promoting the achievement of high standards through effecting teaching and learning within subject area(s), preparation, evaluation and planning. ▪ Evaluate lessons, incorporating students' views and responses in order to reflect and act on strengths and areas for development. 	
Teaching Standard 5	Teachers must adapt teaching to respond to the strengths and needs of all pupils.
<ul style="list-style-type: none"> ▪ Set clear targets for students' learning, building on prior attainment and ensure the personalisation of learning for all students. . ▪ Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. ▪ Provide effective differentiation within lessons and provide a variety of teaching and learning styles within the classroom. ▪ Take account and review school contextual factors and prior attainment when planning and teaching lessons. ▪ Reflect on the success of teaching strategies, individual lessons and scheme of work in meeting the needs of students. ▪ Adapt lessons and identify next steps in response to evaluation of student progress. 	

Teaching Standard 6	Teachers must make accurate and productive use of assessment.
<ul style="list-style-type: none"> ▪ Assess how well learning objectives have been achieved and use this assessment for future teaching. ▪ Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. ▪ Use student data to plan effective lessons. ▪ Provide good quality assessment using formative and summative methods in conjunction with the school's policies. 	
Teaching Standard 7	Teachers must manage behaviour effectively to ensure a good and safe learning environment.
<ul style="list-style-type: none"> ▪ Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. ▪ Take an appropriate role in the pastoral structure of the school 	
Teaching Standard 8	Teachers must fulfil wider professional responsibilities.
<ul style="list-style-type: none"> ▪ Prepare and present informative reports to parents. ▪ Establish effective working relationships with professional colleagues including, where applicable, associate staff. ▪ Liaise effectively with students, staff, parents and other interested parties. ▪ To participate fully in the school's performance management process. 	

Personal and professional conduct	
<ul style="list-style-type: none"> ▪ Share corporate responsibility for the implementation of school policies and practices. ▪ Be a role model for students through personal presentation and professional conduct. To contribute to the ethos of the school, in all areas of contact and responsibility, in relationships with staff and students. ▪ To attend and participate in regular meetings, and in training and other activities as required. ▪ To attend meetings with line managers as required. ▪ To demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate. ▪ To ensure promotion and support of Equal Opportunities and Health and Safety. ▪ Maintain confidentiality inside and outside the school. 	

Safeguarding

- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to safeguarding procedures.
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- Perform particular duties in accordance with directions by the Headteacher to ensure student safety.
- Liaise with agencies responsible for students' welfare.

Relationships

The post-holder will be required to work flexibly to deliver an efficient service. There will be regular contact with students, colleagues, other members of staff, line managers and internal and external customers.

Physical Conditions

The post is currently based at Royds School which has access by stairs and is accessible by disabled persons to the ground floor by a portable ramp on request.

The school operates a non-smoking policy.

Economic Conditions

Grade:	MPS / UPS plus TLR 2b £4,528
Conditions:	Teachers Terms and Conditions apply.

Safeguarding

Royds School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced Disclose and Barring Service check and Prohibition List check.

Prospects

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

The school encourages training both "in-house" and external to meet the needs of the individual and of the school.

Conclusion

The job description is current but recognises that while every effort has been made to explain the main duties and responsibilities, each individual task may not be identified. It is recognised that educational change make it impossible Therefore, in consultation with the post holder, it may be amended to reflect or anticipate the changes in the role.

Job description prepared by:	Kate Davison	18/09/19
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Job description reviewed by:	Claire Robbins	18/09/19
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Head of RE and Social Sciences

Employee Specification

Post Title:	Head of RE and Social Sciences
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In order to effectively undertake the responsibilities required for the above role (see job description), the attributes below have been identified as important for the post holder. These attributes will be identified by means of the application, interview and references as appropriate.

Mode of Assessment	A = Application, I = Interview, C = Certificate, O = Observation, T = Task		Essential	Desirable
Qualifications				
A C	Good honours degree.		X	
A C	Qualified Teacher Status.		X	
A C	Other relevant diplomas or qualifications.			X
Experience				
A	Experience of teaching a RE and / or Social Sciences to all key stages and abilities.		X	
I	A good understanding of curriculum developments within the subject area.		X	
O	Ability to teach RE and Sociology			X
I	Experience of leading initiatives which have had an impact on student attainment.			X

Mode of Assessment		A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Skills				
O	Excellent classroom management and organisational skills.		X	
O I	Good or outstanding teaching ability.		X	
I	Ability to offer another language.			X
I	Ability to motivate and engage both staff and students.		X	
Knowledge				
I	Broad knowledge of the specifications and qualifications available within the subject area.			X
I	Understanding of current developments in education.			X
I	Clear understanding of how to track student achievement using data and of intervention strategies to raise achievement.			X
Personal Attributes				
A I O	Outstanding communication and interpersonal skills.		X	
A I	A commitment to challenging students to reach the highest possible standards.		X	
I	Share and develop a commitment to the school ethos and values.		X	
O I	Ability to engage constructively with and relate to a wide range of children and families / carers from different social backgrounds.		X	
A I	Commitment to continuing professional development		X	
A I	Potential and ambition for further professional progression.			X

Mode of Assessment		A = Application, I = Interview, C = Certificate, O = Observation, T = Task	Essential	Desirable
Safeguarding Children				
A	I	Ability to maintain appropriate relationships and personal boundaries with children and young people.	X	
A	I	Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances	X	
A	I	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.	X	

Royds School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a Prohibition List check.

Job description prepared by:	Kate Davison	18/09/19
Job description reviewed by:	Claire Robbins	18/09/19



Staff Voice

I am proud to be part of a school that lives its values, and develops its students' love of learning.

Royds