



Co-op Academy
Failsworth

Head of History



Achieving Excellence Together



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Failsworth

Achieving Excellence Together



Welcome from the Headteacher



Dear Applicant

Thank you for considering the post of Head of History Teacher at Co-op Academy Failsworth.

Making the decision to apply for a “new” post is always challenging on a number of levels. It is with this in mind, that I hope that we have given you the appropriate level of detail and information that supports you in making your application.

Our mission statement is “Achieving Excellence Together”. Our priority is to recruit the very best staff for our Academy who have ambition for our students and who show dedication and resilience.

I do hope you find this pack useful and choose to apply for the post. I am sure when you read the contextual information on our website and when you visit our Academy you will find a positive, calm and vibrant community committed to improvement and progress.

Should you decide to apply for this post, please pay particular attention to both the Person Specification and Job Description, demonstrating how you meet the requirements, as this will be used to draw up shortlisted candidates. Electronic applications are preferred.

Good luck with your application.

The closing date is:
Shortlisting will take place:
Interviews will be held on:

Monday 27 November 2017 10.00 am
Tuesday 28 November 2017
Friday 08 December 2017

Phill Quirk
Headteacher

About the Academy

Co-op Academy Failsworth, an Academy that has traditional values but which is at the cutting edge of technology. We are part of the Co-operative Academy Trust (CAT) and this brings many benefits.

We are a fully inclusive, popular and over-subscribed 11-16 comprehensive Academy with almost 1500 students on roll. The Academy became a Cooperative Trust School in April 2010 and in 2017 we seamlessly moved to become Co-op Academy Failsworth.

We offer and seek the following:

- We seek to provide a high quality education and pride ourselves on being an Academy that isn't afraid to take risks in order to develop both students and staff.
- We are committed to the support, nurture and development of our staff and place great importance on the provision of high quality professional developmental experiences and opportunities for all of our colleagues.
- We believe that our Academy is a stimulating and enjoyable place to teach and learn. We achieve our goals by a strong team working together in order to raise attainment and to improve our students' learning experiences.
- We want colleagues who want to teach, who demand high standards and who have a wide variety of experiences.
- Who knows what challenges will face us over the coming years? For those staff who are talented, ambitious, hardworking and enthusiastic there will be plenty of career opportunities which will offer you excellent developmental potential.
- In February 2008, we opened our brand new, £30 million state-of-the-art building. The building was specially designed around the students and teachers to maximise space and comfort, making it a safe and enjoyable place to be.
- We are extremely proud of being part of the Cooperative Academies Trust and the ethos that this has afforded our Academy. The last year has seen vast developments for the Academy, with our facilities and our role in the local community.
- We are not just an Academy - we are part of the community and are always looking to widen our participation and work more closely with the local people.
- We will offer you a superb and comprehensive range of CPD activities to further develop your career. Our CPD offer includes visits, whole Academy training, weekly dedicated time for Academy, faculty and individual CPD and collaborative planning. Your career matters to us and we will give you every chance to grow and develop, which ultimately supports our drive to be outstanding and further improve student progress. Every Thursday students finish at 2.00pm. Staff then have two hours dedicated CPD time.

If you believe you have what it takes to build upon our success story then we look forward to meeting with you.

About the Local Area

Failsworth is well placed for employees to live in either the vibrant city centre of Manchester as it is only 3 miles away. Alternatively, Oldham offers attractive and well priced housing in city and rural localities.

Exams/Curriculum

The Academy has a condensed two year Key Stage 3 curriculum. In Year 9 students start GCSEs which lead to external accreditation at the end of Key Stage 4. The academy day is currently split into 5 x 60 minutes sessions. On Thursday each week the length of each lesson is reduced to 5 x 50 minutes to allow all our staff to undertake continuing professional development activities at the end of the academy day. We encourage and expect our students to become independent learners hence the staff are sensitive to different learning styles and are encouraged to share new ideas. With class sizes for KS3 between 20-30 and a KS4 average of 20, we give the students the attention they deserve and reward them for good, independent, active learning.

GCSE – Including English and Mathematics

	2014	2015	2016	2017	
A*-C	45%	42%	52%	53%	(Now 2 Grade 4s)

These results will improve in the future.

Leadership Structure

Our Senior Leadership Team from September 2016 consists of the Headteacher, two Deputy Headteachers, and a Senior Director of Business and Human Resources.

Our Senior Leadership Group consists of the above four staff plus three Assistant Headteachers, the School Finance & HR Manager and the IT Network Manager. In addition the Academy has a number of Associate Assistant Headteachers.

Staff

There are approximately 190 teaching and support staff across the Academy, all on hand to give help and support and all with the opportunity to participate in high quality professional development opportunities.

We are committed to offering continuing professional development activities for all staff to enable them to develop their career. We also have a number of long established staff who have embraced the internal opportunities - together this has created a friendly, approachable atmosphere.

Wellbeing for staff

One of the 4 aims in our Academy Plan is staff wellbeing. We are a responsible, caring employer who want to support staff to create a high performing team.

Pastoral

The Academy currently operates traditional year group system, with tutors all focused on raising achievement. We call each form a Family, with groups of different ages to reflect normal life both at home and in the workplace. There are 12 Family Groups within each of the year groups.

Students who at times require extra support may be given this additional help in our Gateway Centre which is housed in the adjoining Sports Centre. The Academy has a very successful “Study Zone” and “Gold area” (for SEND students) who may need additional support to access their curriculum entitlement.

Subjects are currently grouped into departments – The core of Maths, English, EBacc subjects, Science, Humanities, MFL and foundation subjects Expressive Arts, IT, Citizenship, PE and Technology.

Extra-Curricular Activities

We have an extra-curricular programme second to none. This not only involves a wide range of trips, visits, musical, sporting, artistic and subject based activities but also a bespoke revision programme five nights of the week for our Year 11 students. Staff at the Academy go the extra mile(s) to support learning and to provide a wide range of opportunities.

Community Engagement

Co-op Academy Failsworth is a focal point for community activity. This takes many forms such as community use of the sports facilities, a wide range of partners using the Academy in the evenings, hosting 'parties' for local OAP homes, supporting local charities.

Facilities

Our facilities are second to none. We have the latest and top of the range equipment benefiting everyone. To name a few:

- Secure access control throughout the Academy
- Secure private parking
- Interactive Whiteboards in every classroom
- Every subject area in the Academy has a work base office
- Every subject has its own wing within a larger faculty
- At least 28 PCs per subject area
- Every classroom is connected to the internet
- 2 Synthetic Astro turf pitches, 1 full size 4G astro turf pitch, 3 MUGA surface areas
- 3 Floodlit Tennis Courts
- Access to swimming pool and gym at the adjacent Leisure Centre
- Recording Studio
- Drama Studio
- Dance Studio
- Excellent facilities in and fully equipped rooms for: Science, Art and Technology
- Soccer Centre – available for community use during evening and weekend

Times of the School Day (Staff do one later finish on either Monday, Tuesday or Wednesday)

Year 7-10		Year 11	
Monday, Tuesday, Wednesday		Monday, Tuesday, Wednesday	
Family Time	8.35 - 8.55	Family Time	8.35 - 8.55
Period 1	8.55 - 9.55	Period 1	8.55 - 9.55
Period 2	9.55 - 10.55	Period 2	9.55 - 10.55
Break	10.55 - 11.15	Break	10.55 - 11.15
Period 3	11.15 - 12.15	Period 3	11.15 - 12.15
Period 4	12.15 - 13.15	Period 4	12.15 - 13.15
Lunch	13.15 - 13.50	Lunch	13.15 - 13.50
Period 5	13.50 - 14.50	Period 5	13.50 - 14.50
		Period 6	14.55 - 15.45
Thursday		Thursday	
Family Time	8.35 - 8.55	Family Time	8.35 - 8.55
Period 1	8.55 - 9.45	Period 1	8.55 - 9.45
Period 2	9.45 - 10.35	Period 2	9.45 - 10.35
Break	10.35 - 10.55	Break	10.35 - 10.55
Period 3	10.55 - 11.45	Period 3	10.55 - 11.45
Period 4	11.45 - 12.35	Period 4	11.45 - 12.35
Lunch	12.35 - 13.10	Lunch	12.35 - 13.10
Period 5	13.10 - 14.00	Period 5	13.10 - 14.00
Friday		Friday	
Family Time	8.35 - 8.40	Family Time	8.35 - 8.40
Period 1	8.40 - 9.40	Period 1	8.40 - 9.40
Period 2	9.40 - 10.40	Period 2	9.40 - 10.40
Break	10.40 - 11.00	Break	10.40 - 11.00
Period 3	11.00 - 12.00	Period 3	11.00 - 12.00
Period 4	12.00 - 13.00	Period 4	12.00 - 13.00
Lunch	13.00 - 13.30	Lunch	13.00 - 13.30
Period 5	13.30 - 14.30	Period 5	13.30 - 14.30

Subject Information

History

The History department is an improving subject area which has made steady progress in recent years. Departmental priorities include working towards the academy improvement plan:

- raising the attainment and progress of all students, but with a particular focus on boys and pupil premium children
- improving literacy skills that will enable students to raise their attainment and improve progress
- developing teaching and learning strategies to embed challenge for all learners to make rapid progress

At Key Stage 3 the schemes of work provide the students with the foundations of knowledge, skills and understanding required for further study at GCSE. At the same time the imaginative pedagogy fosters a good degree of enjoyment, making the subject a very popular option choice at Key Stage 4.

Key Stage 4 begins in Year 9 and we currently offer the examination course offered by the AQA examination board. The options studied are:

- America 1920 – 1973 (opportunity and equality)
- Conflict and tension 1918 – 1939
- Britain: health and the people
- Norman England

The history team is made up of 1 lead practitioner, 3 full and 1 part-time members of staff. The school timetable operates on a weekly cycle of 5 one hour periods on a Monday, Tuesday, Wednesday and Friday. On a Thursday the periods are 50 minutes and this enables a focussed CPD session to take place in the afternoon. In Year 7 and 8 students receive one lesson each week. This increases to three lessons each week in Years 9, 10 and 11

Classrooms on the wing are well equipped with a desktop computer, internet access, a Promethean interactive whiteboard, a dry wipe whiteboard and storage cupboards. The team has also access to an ICT suite and two laptop trolleys.

Job Description & Person Spec

Post Title : Head of History Grade: MPS/UPS + TLR Directly Responsible to: Specified member of the Senior Leadership Group Hours of Duty: Ref: Teacher's Pay & Conditions		
	P/D	
Post Purpose <ul style="list-style-type: none"> To explore, develop and facilitate the links between the subjects held within the Subject/curriculum area. 	a) a) b) b) c) d)	<ul style="list-style-type: none"> To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress. To be accountable for student progress and development within the subject area. To develop and enhance the teaching practice of others. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Subject/curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school. To be accountable for leading, managing and developing the subject/curriculum area. To effectively manage and deploy teaching, support staff, financial and physical resources within the Subject/curriculum area to support the development Plan.
Responsible for		Subject Leaders i/c Key stage 3 and 4, teaching staff and other relevant personnel within the Subject/curriculum area. To develop links at all levels across the Subject/curriculum area.
Liaising with		Headteacher, Senior Leadership Group, teachers and support staff, LA representatives, external agencies and parents.
Working time		Full time
Disclosure Level		Full Enhanced Criminal Records Bureau check, and DBS certificate
MAIN (CORE) DUTIES		
Operational/ Strategic Planning	a, b, c, d	<ul style="list-style-type: none"> To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the Subject/curriculum area. To day-to-day management, control and operation of course provision with the Subject/curriculum area, including effective deployment of staff and physical resources. To actively monitor and follow up student progress. To implement school policies and procedures, e.g. Health and Safety, Behaviour etc. To work with colleagues to formulate aims, objectives and strategic plans for the Subject/curriculum area which have coherence and relevance to the needs of students and to the aims, objectives and

		<p>strategic plans of the school. (SIP)</p> <ul style="list-style-type: none"> • To ensure that Health and Safety Policies and practices, including Risk Assessments, throughout the Subject/curriculum area are in line with national requirements and are updated where necessary, therefore liaising with the school's Resources Manager. • To delegate tasks appropriately to other members within the Subject/curriculum area e.g. Subject Leaders
Curriculum Provision	c) a) b) c) d)	<ul style="list-style-type: none"> • To liaise with the Deputy Headteacher i/c Teaching and Learning to ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the School Improvement Plan/Self Evaluation. • To be accountable for the development and delivery of Subject/curriculum area subjects at Key Stage 3 and 4. • To work with all postholders and staff, to ensure that the Subject/curriculum area provides a range of teaching which compliments the school's strategic objectives.
Curriculum Development	a, b	<ul style="list-style-type: none"> • To lead curriculum development for the whole Subject/curriculum area combining all elements of the Subject/curriculum area. • To keep up to date with national developments in the subject area and teaching practice and methodology, including at accredited levels. • To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. • To liaise with the Deputy Headteacher i/c Teaching and Learning to meet Ofqual/Board requirements. • To ensure that the development of subjects in the Subject/curriculum area are in line with national developments. • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Strategic Objectives.
STAFFING Staff Development Recruitment/ Deployment of Staff	b) d) c) d) d) d) b) d)	<ul style="list-style-type: none"> • To work with the Senior Leadership Group to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. • To be responsible for the efficient and effective deployment of the Subject/curriculum area's technicians/support staff • To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated Subject/curriculum area. • To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the Subject/curriculum area liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the Subject/curriculum area. • To participate in the interview process for teaching and non-teaching posts where appropriate and when required and to ensure effective induction of new staff in line with school procedures. • To promote teamwork and to motivate staff to ensure effective working relations. • To participate in the school's ITT programme.

		<ul style="list-style-type: none"> • To be responsible for the day to day management and leadership of staff within the designated Subject/curriculum area and act as a positive role model.
Quality Assurance	a, b, c, d	<ul style="list-style-type: none"> • To ensure the effective operation of quality control systems, e.g. Monitoring, Evaluation and Reviewing • To establish the process of the setting of targets within the Subject/curriculum area and to work towards their achievement. • To establish common standards of practice within the Subject/curriculum area and develop the effectiveness of teaching and learning styles in all subject areas within the Subject/curriculum area. • To contribute to the school procedures for lesson observation. • To implement school quality procedures and to ensure adherence to those within the Subject/curriculum area. • To monitor and evaluate the Subject/curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria. • To seek/implement modification and improvement where required.
Management Information	a, b	<ul style="list-style-type: none"> • To be responsible for subject level decisions on exam entries. • To oversee all subject area exam/Controlled Assessment decisions. • To make use of analysis and evaluate performance data provided. • To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken. • To produce reports within the quality assurance cycle for the Subject/curriculum area as and when requested. • To produce reports on examination performance, including the use of value added data. • In conjunction with the relevant Deputy, to manage the Subject/curriculum area's collection of data. • To provide the Governing Body with relevant information relating to the Subject/curriculum area performance and development.
Communications	a, b, c, d	<ul style="list-style-type: none"> • To ensure that all members of the Subject/curriculum area are familiar with its aims and objectives. • To ensure effective communication/consultation as appropriate with the parents of students. • To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies. • To represent the Subject/curriculum area's views and interests.
Marketing and Liaison	c) c) c)	<ul style="list-style-type: none"> • To contribute to the school liaison and marketing activities, e.g. the collection of material for press releases. • To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

		<ul style="list-style-type: none"> • To actively promote the development of effective subject links with external Agencies.
Management of Resources	c) d) a) c) d)	<ul style="list-style-type: none"> • To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Subject/curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records. • To work with the Leadership group in order to ensure that the Subject/curriculum area's teaching commitments are effectively and efficiently timetabled and roomed.
Pastoral System/ Inclusion	a) c) a) c) c) a) c) a) c) d)	<ul style="list-style-type: none"> • To monitor and support the overall progress and development of students within the Subject/curriculum area. • To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring the follow-up procedures are adhered to and that appropriate action is taken where necessary. • To act as a family tutor and to carry out the duties associated with that role as outlined in the generic job description. • To contribute to PSHE, Citizenship and Enterprise according to school policy. • To ensure the Behaviour Policy is implemented in the Subject/curriculum area so that effective learning can take place. • To ensure that all safeguarding procedures are followed.
Teaching		<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
School Ethos and Other		<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To ensure that appropriate safeguarding procedures are in place • To participate in the school extra-curricular programme. • To support the school in meeting its legal requirements for collective worship. • To promote actively the school's corporate policies. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. • To undertake any reasonable additional duties as directed by the Headteacher. • To maintain the highest professional standards at all times.
Other Specific Duties : To continue personal development as agreed. To engage actively in the performance review process.		

To undertake any other duty as specified by STPRB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Colleagues will be expected to comply with any reasonable request from the Headteacher or his representative to undertake work of a similar level that is not specified in this job description.

Signatures :

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

Signed (Teacher)
(Headteacher)

Signed

Dated (Teacher)
(Headteacher)

Dated

Failsworth School Head of Department Person Specification

Note to applicants:

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the job.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **Source** column shows how the school will obtain the necessary information about you.

If the **Source** column says the **Application Form** next to an **Essential Criteria** or a **Desirable Criteria**, you **must** include in your application enough information to show how you meet this criteria. You should include examples from your paid or voluntary work.

A = Application

I = Interview

R = References

TRAINING AND QUALIFICATIONS	Essential	Desirable	Source
Qualified Teacher Status	✓		A
Degree	✓		A
Evidence of further training in preparation for a leadership role e.g. NPQH, LFTM, Leadership Pathway or other accredited courses	✓		A R
At least 2 years of relevant middle level leader experience	✓		A
Experience of more than one school		✓	A

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Essential	Desirable	Source
Applicants should be able to demonstrate a good knowledge and understanding of the following areas:			
Has an understanding of current educational issues	✓		I
Strategies for raising standards	✓		A I R
Effective learning and teaching strategies	✓		A I R
Knowledge of the Secondary Curriculum and National initiatives	✓		A I
Led initiatives across the school	✓		A I R
Experience of school improvement planning	✓		A I R
Use data effectively	✓		A I
Effective user of ICT. Able to use range of management software	✓		A I R
Successfully led a team	✓		AI
Experience of Performance Management	✓		I
Show awareness of whole school issues	✓		I R
The ability to translate vision into practice		✓	A I
Developed partnerships with stakeholders		✓	I
Excellent subject knowledge and awareness of the latest initiatives in that subject	✓		A I R

EXPERIENCE AND CURRENT PRACTICES Applicants should be able to demonstrate from their experience and current practice the ability to	Essential	Desirable	Source
Create and secure commitment to a clear strategic vision for an effective subject/curriculum area	✓		A I
Successful experience of initiating, leading and managing change at a middle level within a school	✓		A I
Prioritise, plan and organise	✓		A I R
Direct and co-ordinate the work of others	✓		A I
Lead, support and work as part of a high-performing team	✓		A I
Delegate tasks, monitor and evaluate outcomes	✓		I R
Act as a role model for pupils and staff by setting high personal and professional standards	✓		A I R
Motivate and inspire pupils, staff, parents, governors and the wider community	✓		A I R
Deal sensitively with people and resolve conflicts	✓		I R
Use appropriate leadership styles in different situations and understand their likely effects.	✓		I R
Develop a coaching role		✓	A I
Manage a Subject/curriculum area's financial and human resources effectively to achieve the school's educational goals and priorities		✓	A I
Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation	✓		A I R
Experience of successfully leading groups of students to achieve targeted accredited levels	✓		A I R

SKILLS AND PERSONAL QUALITIES/CHARACTERISTICS Applicants should be able to demonstrate from their experience and current practice the ability to	Essential	Desirable	Source
Be an excellent classroom practitioner able to secure pupil engagement in learning	✓		A I R
Demonstrate the ability to identify tasks, and move projects forward to successful completion	✓		A I
Possess excellent communication skills. Able to engage a variety of audiences	✓		A I R
Ability to analyse issues and to think both creatively and strategically	✓		A I
Be a problem solver	✓		A I
Ability to apply and adapt national initiatives in a local context	✓		A I
A commitment to comprehensive and inclusive education	✓		A I
Personable, approachable, whilst still inspiring respect and personal and professional credibility	✓		A I
Ability to work under pressure whilst maintaining a positive and creative attitude	✓		A I R
To be able to lead a team to success	✓		A I R
To maintain the highest professional standards as set out in the 2012 Teacher Standards document	✓		A I R

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