



# Director of Learning: Humanities

Application Pack



# Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

**Headteacher**

# Work with Us

When you come and work at Hodge Hill College you will get better at what you do. We are a Big Team with one focus; excellence in everything we do.

## Teaching and Learning

- No need to write lesson plans of any kind
- All planning is shared across subjects
- Time is given over in the timetable for lesson preparation in subject teams every week
- A maximum of 20 out of 25 periods of teaching every week
- We want lessons to be excellent; there are no lesson gradings just a culture of typicality
- Well-resourced faculties with digital technologies in every classroom and access to ICT
- Culture of sharing best practice at all levels in school and dedicated time given to every week

## Assessment and Feedback

- Minimal data entries – we collect whole school effort and attainment data three times a year, that's it!
- No written reporting to parents
- Marking is to enable pupils to progress, not for anyone else. Marking points are planned for, and the information gained is talked about in teams to inform future planning.
- Our Raising Attainment Plans are at the heart of what we do and are live, handwritten documents
- Teacher's don't deal with parental emails; we have a large pastoral team which means teachers focus on teaching

## Professional Learning

- Professional learning is what we do and everyone has something to learn from somebody else
- Everyone is a reflective practitioner who strives to do better
- Professional learning is driven by staff needs and feedback
- Professional learning sessions run after school and finish at 4pm
- We don't just plan lessons, we prepare for them to hone our craft and timetabled time is given in the week to work in subject teams
- Tailored programme focused on teaching and learning for early career stage teachers
- Opportunities for career progression, we aim to develop leadership at all levels
- A culture of no initiatives; we do what we do well and we keep what works and stop things that have no impact

## Behaviour

- All staff have high expectations of pupil behaviour and all staff reinforce these
- A visible Senior Leadership Team who do lunch and break duties
- A visible non-teaching pastoral team who lead their year groups
- A clear system of sanctions consistently applied
- A supportive environment; teams are there for each other and behaviour is everyone's responsibility
- Team Hodge Hill
- Open door policy, we're all here for each other
- Approachable Senior Leadership Team, no problem is too small
- Huge variety of enrichment opportunities to get involved in; Duke of Edinburgh, outward bound expeditions, World Book Day, Christmas pantomime
- We don't do things for the sake of it, everything must impact pupil progress
- No expectation of emails outside of working hours
- Work around what works for you, no expectation for staff to come in early or stay late

We do what we do well, and we make a difference for our pupils.

# Director of Learning: Humanities

## Job Description

### Safeguarding Statement

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

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

<b>Post Title:</b>	<b>Director of Learning: Humanities</b>
<b>Responsible to:</b>	<b>Deputy Head Teacher</b>
<b>Liaising With:</b>	<b>Head Teacher, Leadership Team, Other DoL's, Pastoral Team, External Agencies, Parents and External Agencies</b>
<b>Salary:</b>	<b>L8 – L12</b>
<b>Contract:</b>	<b>Permanent</b>

### 1. Job Purpose

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD).
- To be responsible for the leadership of the Humanities subjects: Geography, RE and History.
- To be accountable for student attainment, achievement and progress in these Subjects. Creating a spirit of adventure which secures high attainment.
- To guide the planning of all schemes of work throughout the faculty to ensure consistency of practice and resources, provide enjoyment of learning and provide dynamism for teaching.
- To be responsible for the development of applied, vocational and academic courses in years 7 -11.
- To make strategic evaluations of teaching, learning, resources and personnel issues as a member of the Extended Leadership Team.
- To support the school and the Headteacher in securing quality of education for all learners.
- To teach and effectively deliver the curriculum to range of classes throughout Key Stages 3 & 4.
- To be accountable for student attainment, achievement and progress within the faculty.

**In addition, you are required to undertake the following responsibilities, which may or may not be included above:**

### 2. General Responsibilities

- To support and promote the school's vision & values
- To ensure a duty of care at all times to safeguard and promote the welfare of all students.
- To work within the school's Health and Safety policy to ensure a safe working environment for all students, staff and visitors.
- To work within the school's Equal Opportunities policies to promote equality of opportunities for all students and staff.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and courteous
- To actively support and promote positive professional relations with students and visitors
- To actively support and promote positive professional and curriculum links across the campus.
- To actively engage with the performance management process and continue with personal and professional development.
- To adhere to school policies and procedures as set out in the staff handbook and other documentation available.
- To adhere to and support as appropriate school and departmental procedures regarding assessment including preparation and entry for public examinations as specified by the boards.

### 3. Shaping the Future

- To support the Head teacher in providing a clear direction for the development of the school
- To provide effective strategic leadership for all subjects across the designated area.
- To ensure that work across the designated area fully reflects the school's vision and values.
- To contribute to establishing the core values of the Extended Leadership Team and their practical expression.
- To contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan.
- To support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives.

### 4. Leading Learning and Teaching

- To work with colleagues to formulate the aims, objectives and strategic plans of the school.
- To work with colleagues to formulate the aims, objectives and strategic plans for the designated area which have coherence and relevance to the needs of students and support the aims, objectives and strategic plans of the school.
- To ensure short, medium and long-term planning is effectively carried out and students' individual needs are met.
- To support subject leaders in the development and implementation of curricular initiatives.
- To lead by example as a teacher, achieving high standards of student attainment, behaviour and motivation through effective teaching.
- To uphold the school's behaviour code and uniform regulations.

### 5. Developing Self and Working with Others

- To oversee the day-to-day management of the designated area's staff and to act as a positive role model.
- To ensure that the designated area's staff development needs are identified and that appropriate programs are designed to meet such needs.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with School procedures.
- To lead the professional development of staff through example, coaching, peer- support and target setting
- To plan, chair and organise meetings as appropriate.
- To support the school's ITT programme as required.
- To liaise with support staff, parents, governors and outside agencies.
- To attend and participate in Options, Open and Parents' evenings.
- To participate in whole staff training and Continuing Professional Development.
- To attend team and whole staff meetings.
- To work collaboratively with all colleagues
- To encourage moral and spiritual growth and civic and social responsibilities amongst students

### 6. Managing the Organisation

- To make appropriate arrangements for classes in the designated area when subject leaders are absent, ensuring appropriate cover within the designated area in liaison with the Cover Supervisor.
- To manage the available resources of space and staff efficiently within the limits, guidelines and procedures laid down; including deployment, rooming and the organisation of classes.
- To manage the available finance and equipment resources efficiently within the limits, guidelines and procedures laid down; including deploying the budget, acting as a cost centre holder, requisitioning organising and maintaining equipment and stock, and keeping appropriate records.
- To ensure the highest standard of behaviour within the designated area in liaison with subject staff, Pupil Progress Leaders and the Senior Leadership Team.

### 7. Securing Accountability

- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the designated area.

- To oversee the target setting process for own department and across the designated area.
- To contribute to the school procedures for lesson observation/review of Learning and Teaching.
- To implement School quality procedures and to ensure adherence to those within the department.
- To monitor and evaluate systems and practice in line with agreed School procedures including evaluation against quality standards and performance criteria.
- To ensure that quality procedures meet the requirements of Self Evaluation and the Strategic Plan.
- To ensure the maintenance of accurate and up-to-date information on the management information system for own subject and the designated area.
- To analyse 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 update the Headteacher, Senior Leadership group and Governing Body on the effectiveness of provision for students in own subject and throughout the designated area.
- To attend and report to Senior Leadership Team and Governor Meetings as required.
- To report to and engage with external agencies as appropriate.

### 8. Strengthening Community

- To ensure that all staff across the designated area are aware of their role and responsibilities within their individual subjects, as part of the designated area and of the Campus and wider community.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, Higher Education, Industry, Examination Boards, Awarding Bodies, External Agencies, and other relevant external bodies, as appropriate.
- To contribute to the school liaison and marketing activities regarding the designated area.
- To contribute to the setting up of effective links with identified partner schools and the community including the school sponsors and the business community.
- To play a full part in the life of the school community and to encourage and ensure staff and students follow this example
- Work with senior colleagues to deploy staff effectively in order to improve the quality of education provided;
- Work with senior colleagues to manage, monitor and review the range, quality, quantity and use all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

### 9. Other Specific

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- To comply and adhere to school policies including the school's Health and Safety policy and assist with assessments as appropriate.
- 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.

### 10. General

- Undertake training;
- Be familiar and comply with all relevant health and safety, management of risk, operational, personnel, data protection and financial regulations, policies and procedures;
- Identify risks within personal objectives, using resources effectively and efficiently and safeguarding assets;
- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour;
- Undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.
- Additional responsibilities:  
\*See SLT structure

# Director of Learning: Humanities

## Person Specification

All offers of appointment are subject to:

	ESSENTIAL	DESIRABLE
<b>Initial Qualifications</b>	<ul style="list-style-type: none"> <li>Recent, relevant in-service training in current educational practice, including management</li> </ul>	
<b>Further Qualifications &amp; Professional Development</b>	<ul style="list-style-type: none"> <li>Considerable management experience</li> <li>Successful and varied teaching experience in appropriate phases(s)</li> <li>Leadership within the area of school improvement</li> <li>A clear understanding and experience of school improvement planning</li> <li>Experience of managing a budget</li> <li>Experience of supporting teachers in managing pupil behaviour and learning and of using and promoting positive behaviour management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Degree/Post Graduate study</li> <li>NPQH</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>The ability to plan, monitor, evaluate, review and lead by example</li> <li>Ability to analyse and summarise complex data, draw out key issues &amp; provide recommendations</li> <li>Ability to lead and manage effectively in a pressurised environment and to prioritise actions</li> <li>Experience of managing the implementation of change sensitively and effectively</li> <li>Ability to lead and work as part of effective teams</li> <li>To be able to provide evidence of having influenced the quality of teaching and learning in present school</li> <li>Good reasoning powers and good judgement in a variety of situations</li> <li>High level of written and oral communication skills</li> <li>A willingness to take responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with</li> <li>No contra-indications for working with children (as part of the safeguarding process).</li> <li>You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline(as part of the safeguarding process).</li> </ul>	<ul style="list-style-type: none"> <li>Considerable teaching experience across the secondary age range</li> <li>Experience in more than one school</li> <li>Recent experience of the OFSTED process</li> <li>Experience of working with a leadership team</li> </ul>
<b>Skill &amp; Abilities</b>	<ul style="list-style-type: none"> <li>A commitment to involve parents, Governors and the community in the work of the school</li> <li>An awareness and understanding of, and a commitment to, equal opportunities</li> <li>A passion for enabling every child to achieve their best.</li> <li>A conviction that pupils are central to everything we do.</li> <li>Well-developed emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and use of computerised management systems</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Recent, relevant in-service training in current educational practice, including management</li> </ul>	

**All offers of appointment are subject to:**

- a) **Satisfactory medical clearance.** All successful candidates complete a medical questionnaire and maybe required to pass a medical examination.
- b) **Satisfactory references.** One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
- c) **Confirmation of correct National Insurance number** through checks with the relevant government agencies
- d) **Criminal records clearance at the enhanced level**
- e) **Eligibility to work in the UK** by providing a relevant document as specified by the Asylum and Immigration Act 1996
- f) **Evidence of qualifications** outlined on your application form