

# The **Marsden Heights** Way



Information for Applicants

Head of History





# WELCOME



Welcome to Marsden Heights Community College.

I am delighted that you have expressed an interest in applying to our college and we look forward to receiving your letter and application. I feel proud and privileged to be the Headteacher of this wonderful college serving the young people and the communities of Brierfield and Nelson.

Our college has the second lowest average points score on entry in the whole of Lancashire and we take many children who arrive mid-term from countries such as France, Germany, Spain, Italy, Syria and Romania. All of

this could affect our children's progress but we are very close to 0 for Progress 8 showing our commitment to every child and every subject.

Life does not naturally give our children a silver spoon and so education must and this is our challenge. We look forward to receiving your application and letter.

**Alyson Littlewood**

Headteacher

# INFORMATION ABOUT THE SUBJECT ...

The History department at Marsden Heights is a well-established department and the courses offered are very popular at both key stages. The outcomes for 2017 were not where they had been previously, but current progress measures suggest a value added of -0.126 whereas in Summer 2017, the progress measure was at -0.45.

There are 4 full-time members of staff, including the Head of Subject. The post has arisen due to the retirement of a long-standing Head of Subject. Our college QA system ensures support for leadership with an SLT line manager who has weekly meetings with the Head of Subject using fixed item agendas.

The department follows the OCR School History Project 9-1 GCSE specification and visits Quarry Bank Mill as part of the History Around Us topic. The exam units that are covered are Crime across the Ages, Elizabeth I, The Making of America and Life in Nazi Germany.

The department has a well-established KS3 curriculum that builds the skills and knowledge required to ensure students are GCSE ready.

Students study History for 1 hour a week in Year 7 and investigate Medieval Realms and pre-1066 Britain. In Year 8 students have 1.5 hours week and look at the Tudors and Stuarts up to Cromwell, The Industrial Revolution and Change and the Church. In Year 9 students have 2 hours a week and look at the USA (Civil War Era), World War 1 and 2, the Holocaust and extremism.

History is a popular choice at key stage 4 with an average of 70 students each year split over three groups.

The team are all history specialists and work with local schools through the History network. The department has a strong record of working with trainee teachers through the Pennine Lancashire SCITT and other providers and hosts potential trainees through the School Experience Programme. All members of the team also teach outside of their specialism including Citizenship, Psychology, Geography and RE.

The department have good links with local feeder schools and host transition visits throughout the year organised by our Transition Co-ordinator, Alison Pickering.

# PERSON & JOB SPECIFICATION

We are looking for a passionate, talented, rigorous and experienced practitioner to join our dedicated team in leading the college on its journey to becoming an established outstanding community college. The successful candidate will have the exciting and unique opportunity to shape a KS3 and KS4 curriculum which is bespoke, challenging and fit for the needs of 21st century life.

We are looking for an inspirational leader with a proven track record of leading both students and staff to achieve outstanding results, who embraces creativity, innovation and is always looking for the very best practice in teaching. They will share the college's vision and the belief that all young people can achieve at high levels.

## **CORE RESPONSIBILITIES (IN ADDITION TO TEACHERS' STANDARDS)**

### **Teaching and Learning**

To teach History at any level within the college (within the age range 11-16)

To design the curriculum to ensure it is exciting, relevant, challenging and personalised

To ensure that all students are making good or outstanding progress and that teaching and learning is of a high standard

To contribute to CPD across the college and share best practice via coaching, sharing planning and resources and following an 'open door' teaching policy

To ensure History has a high profile across the college through offering vibrant and exciting learning opportunities

To ensure that resources are organised and available to promote a purposeful environment for teaching and learning to take place, through a mix of traditional teaching techniques, integrating and developing ICT where appropriate

To ensure that classrooms within the department present a stimulating environment through the display of students' work and other exemplar materials

To extend the curriculum via relevant trips, organising exciting visits from relevant speakers and visitors and leading enrichment programmes

To promote high participation levels of oracy and numeracy outside of the curriculum and to contribute to the extra-curricular enrichment activities of the college, running at least one additional activity per week

To lead aspects of project-led learning as required which link to the world of work, further and higher education, primary school liaison or the local community

To lead intervention programmes during the holidays, before / after college or as required

To deploy other adults effectively within the classroom, involving them, where appropriate, in the planning and management of student learning

### **Progress and Attainment**

To ensure assessment, feedback and monitoring is SMART, accurate and clearly moves students' learning on across all teachers within the department

To standardise marking with colleagues both within the college and with partner schools

To rigorously analyse student data to inform planning and intervention programmes

To lead and attend internal and external meetings as required

To feedback to students and parents / carers in line with college policy

### **Behaviour and Safety**

To collaborate closely with parents to ensure that they are aware of their child's progress, engaged in their development and in supporting them in their vision for the future

To ensure the absolute safety of all students on and off site

To model and enforce excellent expectations of learning within and beyond the department

To monitor students' achievement, attendance, uniform, punctuality and behaviour and to respond promptly to issues in line with the college's policies

To participate in the college's pastoral system as required

### **Leadership and Management**

To develop the strategic leadership of the department ensuring that it reflects the college's priorities.

To enthuse, motivate, challenge and support the staff to be the best that they can be through developing coaching, sharing practice and valuing the learning process.

To model the standards that the department are to follow in all aspects of your work.

### **College Improvement**

To support the college's marketing and recruitment plan through attending events, contributing to marketing materials and via frequent high quality interactions with feeder primary schools

To embody the college's values both on and off site

To coach and mentor colleagues as appropriate

Any other duties as reasonably required by the Strategic Leadership Team

As the college develops and grows so will job roles. The job specification is not exhaustive and may be subject to amendment in due course in discussion with the headteacher.

Essential	Assessment Criteria
<b>Qualifications &amp; Competencies</b>	
A bachelor's degree in the relevant discipline	Application Form
Qualified teacher status through a PGCE, GTP or other international equivalent	Application Form
History at A-level standard or equivalent	Application Form
<b>Experience</b>	
Excellent subject knowledge in relevant disciplines	Application Form Interview
Experience of designing and delivering exciting, challenging and personalised lessons	Application Form Interview Reference
Evidence of holding high aspirations for young people	Application Form Interview
Evidence of delivering excellent outcomes for students	Application Form Interview Reference
Experience of giving high quality formative and summative feedback	Application Form Interview Reference
<b>Skills and Attributes</b>	
Alignment with the college's relational graces:	
<b>Respect</b> – respect for self, others and for the community	Application Form Interview Reference
<b>Forgiveness</b> – repairing and rebuilding relationships	Application Form Interview Reference
<b>Patience</b> – to think before acting, taking time with others	Application Form Interview Reference
<b>Courtesy</b> – modelling the calm behaviours and attitudes of others in terms of consideration, professionalism, trust and respect	Application Form Interview Reference
<b>Encouragement</b> – a positive attitude towards life, passion, curiosity and a lifelong love of learning	Application Form Interview Reference
<b>Kindness</b> – supporting others	Application Form Interview Reference
<b>Honesty</b> – taking responsibility - this is a high trust college where all share views openly	Application Form Interview Reference
<b>Humility</b> – modelling that mistakes are a natural part of learning	Application Form Interview Reference
<b>Graciousness</b> – treating others as you would wish to be treated with professionalism and openness	Application Form Interview Reference
<b>Courage</b> – to take risks in learning	Application Form Interview Reference
<b>Compassion</b> – to seek to understand others first	Application Form Interview Reference

Excellent organisation skills with the ability to multi-task and effectively prioritise	Application Form Interview Reference
Strong attention to detail – only the best is good enough for our children	Application Form Interview Reference
Excellent interpersonal skills with strong levels of numeracy, literacy and oral communication	Application Form Interview Reference
Able to adapt to find practical solutions to problems	Application Form Interview
Able to remain calm, good-humoured and strategic in challenging contexts	Application Form Interview
Good level of fitness	Interview Reference
Commitment to the ethos of the college	Application Form Interview
Safeguarding	
2 satisfactory written references including current/most recent employer	Application Form Reference
A satisfactory enhanced DBS check	