



Curriculum Leader for History: TLR2B Job Description & Person Specification

The Latin motto of the Marden High School community is **Carpe Diem!**

Which means: “Rejoice...seize the day; live life to the fullest; make the most of what you have.”

So we will:

- Put the learning and progress of students first
- Inspire them to be happy, healthy, confident, unique and tolerant individuals who flourish and achieve
- Guide all of them to fulfil their potential academically, socially and spiritually
- Promote their responsibility and resilience, diligence and determination, independence and enterprise
- Encourage their originality and creativity
- Care for them in a safe and equal environment

We expect all professionals at Marden to:

- Be committed to raising standards and continuous improvement
- Relate well to our students
- Put student needs first
- Be self starters and aim for the best in what they do
- Have confidence and competence in the use of ICT
- Be team players
- Communicate well
- Be positive and cooperative, especially in times of change
- Review what they do regularly
- Be punctual

...and always to support, implement and develop engaging learning experiences for our students.

What the curriculum leader for History will do

Your roles and responsibilities:

- Promote the highest possible standards of achievement in history
- Ensure that students achieve or exceed their targets in history
- Raise the quality of curriculum and teaching by defining and implementing appropriate improvement targets in history
- Lead, manage and develop staff and visitors who contribute to teaching history

At Marden we believe that an effective curriculum leader:

- Makes decisions for one reason: LEARNING improving outcomes for students
- Takes responsibility for what happens in the subject
- Knows what is happening in the subject
- Knows what needs improving
- Creates a culture where teaching and learning come first
- Leads staff through a combination of support and challenge
- Sets a professional example

As curriculum leader for history, your department must have:

- clear, written aims, plans and objectives
- an agreed raising achievement plan
- agreed schemes of work which include all students
- an agreed SEF evaluating strengths and weaknesses
- high quality assessment and feedback
- clear, simple records on pupils' progress
- analysis of standards and how well different groups are doing
- regular, minuted meetings
- planned professional development
- well deployed resources, including support staff
- plentiful, accessible and high quality resources, often available on the learning platform
-

Key Criteria	Essential	Desirable	Evidence
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status • Relevant university degree • Substantial recent training in relevant areas 	<ul style="list-style-type: none"> • Good honours degree in history • Training in leadership • Frequent training in teaching and learning 	Application
Experience	<ul style="list-style-type: none"> • Objective data based evidence of leading or co-leading a significant improvement in final outcomes at GCSE at subject level • Objective evidence of the use of high quality data analysis in impacting on and improving learning and progress • Participation in a successful initiative to improve teaching and learning • Excellent track record as a highly effective teacher 	<ul style="list-style-type: none"> • Objective data based evidence of achieving a significant improvement in final outcomes at GCSE at subject level over a period of at least 3 years 	Application/ references
Competence	<ul style="list-style-type: none"> • Clear understanding of the impact good history teaching has on personal and academic development • Consistently good/outstanding standard of classroom practice, evidenced by lesson observations and pupil data • Potential to bring out the best in a team • Effective monitoring and evaluation • Ability to lead strategic planning at subject level • High level of understanding of teaching and learning and AFL • Very effective time management and organisational skills • High level of skill in behaviour management • Good level of ICT literacy • Very effective communication in speech and writing • Good understanding of safeguarding 	<ul style="list-style-type: none"> • Ability to participate in strategic planning at subject and whole school level • Delivery of high quality staff training • Consistently outstanding standard of classroom practice, evidenced by lesson observations, OFSTED and pupil data • Evidence of highly effective team leadership • Ability to help create simple, effective systems which aid consistency 	Application/ lesson observation/ presentation/ interview
Personal qualities	<ul style="list-style-type: none"> • Core values are consistent with those of Marden High School • Passionate about history • Positive attitude, even at times of change and challenge • Flexibility • Team player • Insightful • Reflective 	<ul style="list-style-type: none"> • Prepared to “go the extra mile” 	Interview/ presentation/ references
Other requirements	<ul style="list-style-type: none"> • Good record of attendance and punctuality • Smart appearance • Satisfactory DBS 		Interview/ references/ satisfactory completion of our safeguarding procedures, including a DBS check

