



Application Pack & Job Description Faculty Leader – Humanities



Brookvale Groby Learning Campus



Welcome from the Headteacher

Dear Prospective Applicant,

Thank you for your interest in the role of Faculty Leader for the Humanities faculty at the Brookvale Groby Learning Campus. This is an exciting time to join our campus and we look forward to working with a new member of staff who will share our ambitious vision, “Valuing Everyone, Achieving Excellence”.

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019. Our founding schools were Brookvale High School, an ‘outstanding’ 11-14 high school, and Groby Community College, a 14-19 upper school graded as ‘good with outstanding features’. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

We have a strong ethos of valuing everyone and achieving excellence for all. We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence the motto we use on a daily basis with our young people is to work hard, be kind which we feel symbolises the culture we aim to create on campus.

We have a spacious semi-rural campus location and most of our students live in the surrounding villages with some travelling from Leicester and its western suburbs.

We hope the information provided within this pack will help you to gain a feel for the school but please also visit our website - www.brookvalegroby.com. Please click here to view our [360 Virtual Tour](#) which is also available on our website.

If you would like any further information or to visit our campus please contact Tracey Malsbury, PA to Headteacher/SLT on tmalsbury@brookvalegroby.com.

I would like to thank you again for your interest in the post and I look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'W. Teece', written in a cursive style.

Will Teece
Headteacher



Visions, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

Our Vision

Valuing Everyone, Achieving Excellence

Our Motto

Work Hard, Be Kind

Our Core Values

Community, Aspiration, Resilience, Excellence



Testimonials

Emails from parent during Covid pandemic (Jan 2021):

*I just wanted to acknowledge and thank you for all the ongoing engagement with students and communication with us as parents during this very difficult time. I can only imagine how much additional work this has generated for all the staff at BGLC, and it is greatly appreciated - we have felt very well informed throughout. As parents who both work full time we are not able to very closely supervise our sons during their home schooling, but we have seen how much engagement there has already been from their teachers, and I think/hope this will keep them on the right track!
Many thanks again to all of the staff at BGLC.*

I just wanted to send a quick "well done" and "thank you" to all your staff. I have 2 children at BGLC and I am very impressed with the lockdown learning that they have received this week. Thank you to your teaching staff for keeping them engaged in learning. In these challenging times, keep up the good work all.

Extract taken from email correspondence, following a tour of the school by a prospective parent:

'I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave.'

Written comments from parents following Year 8 Progress Evening (2019):

'My child goes in happy and comes home happy and enjoys his day to day school life.'

'It has the caring element of a small school. Children are pushed to achieve targets in a positive way.'

'The staff at this parents' evening have blown me away with their friendly, enthusiastic and knowledgeable manner.'

Written comments from parents following Year 11 Progress Evening (2019):

'All the teachers I have met tonight know my son very well. I think all of them are interested and care about his progress.'

'All 3 of our children have thrived through the support that the school has given them, so happy with their education.'

'The school is excellent, helping my child progress and I would recommend it.'

Year 10 student (June 2019):

'In my opinion, the teachers that teach me are very patient in the sense that if I don't understand something, they will try their best to ensure that I grasp that piece of knowledge whether it be by a diagram or an acronym etc. Another great thing about the school is that we have so many facilities so that we can excel in whatever we may want to do.'

Year 7 student (June 2019):

'I think the best thing about Brookvale Groby Learning Campus is the facilities in every department and the opportunities that are given such as trips and extracurricular sports activities. I have also felt that I've been welcomed to this school with so much support from my form tutor and teachers.'

Extract of letter from staff member:

'I have thoroughly enjoyed my time on campus. It has been a real pleasure working with staff who are always friendly, extremely supportive and willing to share ideas and knowledge. I have really appreciated having a senior leadership team which is so warm towards its staff and open to their comments and new ideas.'

The children I have taught have made me smile, laugh and cry! I will miss my relationship with them and that buzz you get from seeing them progress. It does, however, give me great satisfaction to think that I have put into place schemes of work for pupils and created learning opportunities for them which should continue even after I have left.

I am sad to leave a post which I still love. Once more, thank you for all of your support and kindness.'



Why work at BGLC?

✓	✗
<ul style="list-style-type: none">● Fully resourced curriculum for KS3-5● Clear / Evidence informed approach to teaching through our “Model of Expert Teaching”● Clear CPD pathways to support every career aspiration● Simple QA process through our Developmental Drop Ins● Simple approach to home learning - 20/20/20● Centralised behaviour system with● Friendly supportive community● A commitment to staff well being - evidenced by our workload charter● Professional learning community - looking at the most impactful pedagogy● Strong SLT presence● Amazing campus	<ul style="list-style-type: none">● No disruption to lessons permitted● No fads - We have a plan and we stick to it● No individual lessons plans● No high stakes observations● No gimmicks● No hours of marking - simple and effective whole class feedback prioritised● No excess data analysis or data inputs● No lengthy written reports● No stagnancy or complacency● No excessive after school meeting





Faculty Information

The Team

The Humanities Faculty comprises 12 teaching staff. We are a very hard working, friendly, welcoming, close knit and supportive team. All staff have either an office space or workroom but we also have an open work area where staff can work. All of the staff are generous with their time in assisting students and fellow colleagues alike.

Courses

The Faculty is responsible for the delivery of the following KS3 and KS4 subjects:

- Geography (Eduqas B)
- KS3 and GCSE RE (AQA)
- History (AQA)
- KS3 Citizenship
- BTEC Level 1/2 Tech Award in Health and Social Care

There are six KS5 subjects:

- Geography (Eduqas)
- History (OCR)
- Psychology (Eduqas)
- Extended Project (Edexcel)
- Sociology (AQA)
- BTEC Level 3 National Certificate Health and Social Care

Accommodation

The Humanities Faculty is housed in 11 classrooms, one of which contain 30 computers. All classrooms have a digital projector. This allows a significant proportion of learning to take place using ICT. We take great pride in our learning environment, with evidence of student work displayed in corridors and in classrooms.

Resources

Each department within the faculty shares resources from card sorts, sets of textbooks to Powerpoint Presentations. Each unit should have a detailed Scheme of Learning and we are in the process of writing Year 11 GCSE History after recently changing the exam board. The Faculty continually reviews and improves learning materials and schemes of learning to incorporate new pedagogy. We are a team of people excited by technology, and many of the teaching team are Google Champions for the campus, encouraging the use of Google Classroom within and outside of lessons.

Results and Developments

Results in the faculty are generally good and better than National Averages but Outstanding in BTEC Health and Social Care and Geography.





Faculty Leader – Humanities

Salary: MPS/UPS + TLR1b - Full time from January 2022

Due to internal promotion we are looking to appoint a Faculty Leader for Humanities. This is a pivotal middle leadership role, integral in embedding our 11-19 vision across this large and highly successful team of professionals. The successful candidate will have the opportunity to lead other TLR holders and the teaching staff into a new era, shaping and ensuring the future success of the department.

This post will be excellent training for future senior leadership with the opportunity to work with SLT. There will be opportunities to lead strategically, demonstrate clear management and have a visible impact on outcomes. The selection process will allow the successful candidate to articulate their vision for how this role can develop the use of digital technologies to support learning on the campus.

We are looking to appoint a dynamic Humanities Faculty Leader who is driven by the moral purpose that we are here to secure:

- excellent levels of progress and achievement for every student across the key stages;
- a dynamic and modern curriculum in collaboration with the team;
- outstanding teaching and learning across the campus;
- a strong team ethos across the campus.

We are seeking to appoint an outstanding professional who:

- is an experienced and highly effective classroom practitioner;
- has the ability to think strategically and nurture a team ethos capable of raising standards;
- is prepared to take up the challenge of making a significant impact on campus life;
- is self-motivated, organised and committed to ensuring the students get the very best learning experiences;
- is inspirational and has the ability to train and lead others;
- is an excellent team player;
- can communicate well with staff, students, parents and governors;
- embraces hard work and loves a challenge.

In return we can offer:

- the scope to make a significant contribution towards the next stage of our development;
- professional learning experiences that will enable further development within the profession, for example through collaboration with and support for other schools and recognised qualifications.

For further details or to arrange a visit to our campus please contact Tracey Malsbury on 0116 2879921 or tmalsbury@brookvalegroby.com.

Closing date: 9.00am, Monday 27th September 2021
Interviews will take place within two weeks of closing date

The Brookvale Groby Learning Campus is committed to Safeguarding Children and Young People and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and an enhanced DBS with a Barred list check.



How to apply

Complete application should be returned to tmalsbury@brookvalegroby.com

Or by post to

F.A.O. Tracey Malsbury
Brookvale Groby Learning Campus
Ratby Road
Groby
Leicester LE6 0FP

Queries

If you have any queries on any aspect of the application or need additional information please contact Tracey Malsbury, PA to Headteacher on the above email address.

Thank you.





JOB DESCRIPTION

Post title & grade	Faculty Leader - Humanities (TLR1b)
Job purpose	<ul style="list-style-type: none"> ● To lead a Faculty Area in the development of teaching, learning and educational outcomes for young people. ● To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. ● To enable each student to develop personally in line with the campus vision of Valuing Everyone Achieving Excellence
To whom the postholder reports	<p>The postholder is responsible to the:</p> <ul style="list-style-type: none"> ● Headteacher in all matters ● Line Manager (a member of the Senior Leadership Team) ● Relevant member of the school leadership group in respect of curriculum and pastoral matters <p>The postholder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/campus.</p>
The persons line managed by the postholder	<p>The postholder is responsible for:</p> <ul style="list-style-type: none"> ● The line management and supervision of all teaching staff within the Faculty Area / Subject ● Where appropriate the supervision of support staff (technical) within the Faculty Area ● The coaching, mentoring and development of all staff within the Faculty Area
Duties and responsibilities specific to the post	<p>Responsibilities: Standard Teacher</p> <ul style="list-style-type: none"> ● To undertake teaching commitments in the Faculty Area in accordance with curriculum and timetable requirements across all years in the campus. ● To teach other subjects as and when required by the needs of the timetable and as directed by the Headteacher. This will be negotiated in accordance with the skills of the teacher. ● Prepare students effectively for qualifications and external examinations. ● To fulfil the roles and responsibilities of tutor to a vertical group of students and supporting students on an individual basis through academic or personal difficulties. To act as a mentor to specific members of the tutor group in order to raise achievement. ● To take responsibility for personal Professional Learning and to participate in campus and external CPD activities by negotiation. ● To undertake all of the requirements laid down by the campus Performance Management Policy. ● To participate in curriculum area/department and pastoral meetings. ● To participate in parental consultation/student progress afternoons and evenings ● To participate in the duty rota ● To fulfil the “Professional Standards 2012” as laid down by the DFE: <ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge students 2. Promote progress and outcomes by students 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well-structured and engaging lessons 5. Adapt teaching to respond to the strengths and needs of all students 6. Make accurate and productive use of assessment 7. Manage behaviour effectively 8. Fulfil wider professional responsibilities



Specific Responsibilities and Duties

KNOWLEDGE AND EXPERTISE:

- Have an excellent subject knowledge 11-19
- Be an excellent teacher who can act as a leading professional within the Faculty Area
- Have an excellent knowledge of and enthusiasm for teaching pedagogy and practice, including assessment.
- Have excellent knowledge of coaching and mentoring in order to develop others
- Be an expert communicator who is able to hold staff to account for their teaching standards

DEVELOPING A VISION AND SHAPING THE FUTURE:

- Develop a vision of how the faculty area will raise aspiration and achievement across the subject areas
- Develop and lead improvement plans in order to realise the vision
- Lead the development of an outstanding faculty area in terms of teaching and learning, assessment and outcomes for young people
- Promote the opportunities the area brings to the campus, including developing and enriching the curriculum
- Develop a whole school digital learning strategy and shape the way we use innovative technology on our campus.
- Develop our work with the Enterprise Advisor Network.

LEADING AND DEVELOP A HIGH PERFORMING TEAM:

- Lead and develop a high performing team of teaching and support staff within the area that raises aspiration and achievement
- Model and encourage effective team behaviours to support the above
- Identify professional development needs for both the team and individuals and seek opportunities to address these needs

LEADING LEARNING WITHIN THE FACULTY AREA:

- Lead the development of learning in a subject area through the production of schemes of learning and resources
- Evaluate the quality of learning and teaching across the Faculty Area
- Identify areas for development for teaching staff within the area and support the development of learning through use of departmental meetings, coaching and individual staff development plans as well as through Performance Management
- Manage teaching staff absences and cover to ensure that students still experience high quality learning

ENSURING ACCOUNTABILITY:

- Have accountability for the progression and achievement of students / classes within the Faculty Area.
- Develop a culture of accountability within the team to ensure that teachers have ownership of progress, achievement and attainment of the students in their classes
- Lead accountability for student engagement and behaviour within the area, including the use of rewards and sanctions according to campus policy

TRACKING AND INTERVENTION:

- Ensure that effective assessment of learning is taking place within the area
- Maintain tracking systems for all aspects of the faculty area
- Track and monitor student performance within aspects of the curriculum area, including analyses at examination results
- Lead the identification of causes for concern and put in place appropriate intervention to raise achievement

COMMUNICATIONS:

- Develop and maintain appropriate routes of communication with students, staff and parents



	<ul style="list-style-type: none"> ● Ensure that high quality, stimulating learning focused display is maintained in classrooms and corridors within the curriculum area ● Maintain current curriculum information on the campus website, VLE and promotional material for the subjects within the curriculum area. <p>DAY-TO-DAY MANAGEMENT OF THE FACULTY AREA:</p> <ul style="list-style-type: none"> ● Develop and maintain a Quality Assurance programme for the area ● Maintain the smooth day-to-day running of the area, including oversight of staff absence and cover The expectation is that colleagues at the Upper Pay Spine (UPS) level should be consistently demonstrating a quality of teaching over time (progress of learners / standards of teaching, learning and assessment) which is at least consistently good in order to be a leading professional on the campus. ● UPS holders should contribute to the professional development of colleagues through coaching, mentoring, demonstrating effective practice, providing advice and feedback and whole campus INSET. ● Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities.
<p>UPS Responsibility (if applicable)</p>	<ul style="list-style-type: none"> ● Ensure own standards of teaching and learning are excellent in order to be a leading professional on the campus. ● Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. ● Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities.
<p>Generic duties and responsibilities</p>	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:</p> <ul style="list-style-type: none"> ● School policies and guidelines on the curriculum and school organisation ● LA policies adopted by the campus ● The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment ● Common core of skills and knowledge for the children’s workforce. ● All teachers have a responsibility for safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.</p>

August 2021



PERSON SPECIFICATION

ESSENTIAL	DESIRABLE	ASSESSED BY
<p>Qualifications</p> <ul style="list-style-type: none"> ● Degree or equivalent in a relevant subject ● Qualified teacher status (QTS) ● Post Graduate Certificate of Education 		<p>App App App</p>
<p>Teaching</p> <ul style="list-style-type: none"> ● Willingness to teach across the 11-19 age range ● A good or outstanding teacher with a record of successful and effective teaching in Humanities subject(s) ● A clear understanding of different teaching styles and pedagogy ● A proven track record of delivering good outcomes and raising achievement 		<p>App/Int/Ref App/Int/Ref App/Int App/Int/Ref</p>
<p>Training & Experience</p> <ul style="list-style-type: none"> ● Experience of teaching across at least one key stage within the 11-19 age range ● Experience of leading and developing a subject area within a Humanities Department <p>or</p> <ul style="list-style-type: none"> ● experience as an Assistant Curriculum Leader within Humanities <p>or</p> <ul style="list-style-type: none"> ● experience of leading and managing a significant development within a Humanities Department ● Proven commitment to own professional development. Evidence of recent relevant CPD 	<p>Experience of teaching in more than one key stage</p>	<p>App/Ref App/Int/Ref App</p>
<p>Knowledge of:</p> <ul style="list-style-type: none"> ● current curriculum development/content at either KS3, GCSE, or A Level in Humanities subject(s) ● strategies for raising achievement and attainment ● quality assurance process, self-evaluation and improvement planning ● meeting the needs of all students ● assessment, data analysis and target setting ● recent inspection evidence and classroom research and its use to inform and improve teaching and learning ● current health and safety requirements in design technology workshops 	<ul style="list-style-type: none"> ● progression and employment routes beyond each Key Stage ● working with partners and the local community 	<p>Int/Ref App/Int App/Int App/Int App/Int Int App/Int</p>



<p><u>Skills, attitudes and qualities:</u></p> <ul style="list-style-type: none"> ● Ability to develop an understanding of unfamiliar key stages in a secure and speedy way ● Outstanding interpersonal skills and the ability to develop good working relationships with colleagues across the campus ● The ability to lead teams and individuals effectively ● Excellent verbal and written communication skills ● The ability to relate well to students, parents and governors ● Ability to motivate and enthuse students of all abilities and backgrounds ● Willing to work in an inclusive way to support all students to achieve their potential ● Willing to contribute actively to the extended support and extra-curricular programme be that through lunchtime, after school or holiday provision ● A high level of professional credibility ● Self-confidence, personal impact and presence ● High levels of commitment, enthusiasm and motivation ● Positive, resilient, reliable and a good sense of humour 		<p>Int/Ref</p>
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App = Application Form
 Int = Interview
 Ref = Reference

August 2021