**Information for candidates about the school, the role and Humanities**

Simon Balle All through School is a highly oversubscribed truly comprehensive and inclusive school, located in the heart of Hertford. The school is well known for its academic standards and the emphasis we place upon excellent teaching and learning informed by research practice. Our vision is clear- to create tomorrow’s citizens today, based upon a number of aims. We will educate our young people with the knowledge, skills and wisdom to be successful, expecting and promoting the very highest aspirations and expectations. We expect all members of the community to understand and show respect and dignity to all, and it is our job as adults to teach how to live well together in community.

The advent of the all-through school (back in 2015), led to leaders re-thinking vision and ethos, and this resulted in a deliberate and explicit approach to emphasising and delivering a values education, throughout the school. We are clear that this is not about learning habits or personal traits or virtues (a different thread of character education) but more about personal values- hope, courage, respect, kindness. As a school that educates young people from the age of 4+ - 18+, this needs to be age related and specific.

Our school could not be called “traditional” and indeed, its history only goes back to 1957. Anyone who works here, particularly in leadership, needs to understand that it is student focused, and we have never seen a tension between the highest educational standards and the best pastoral care and wellbeing programmes, to ensure that all children grow and flourish. We have extremely high expectations for all students but within a deeply caring context, and a behavioural approach which acknowledges that students often need to be taught how to respond.  Perhaps this is why the school is truly inclusive, with over 28 EHCPs and a number of LAC. In contrast, this year three of our sixth form are holding offers from Cambridge University.

Our thinking of curriculum and the balance between key knowledge and skills is strong. History, RE and geography are taught as discrete subjects in KS3 and most students study one of these at GCSE. In addition, core RE is taught to years 10 and 11 and is a blend of RE, Citizenship, Ethics and Philosophy. Most years, a small group of students choose PRE at A level.

Geography and History GCSE have larger numbers, with larger numbers option for Geography at A level. Politics is popular with sixth formers.

For many years now we have been at the forefront of digital education and this approach of “come into its own” during the pandemic. Our older students were part of an ipad programme but this has been superseded by a chrome book scheme.

This vacancy has arisen as the full time teacher of RE is leaving. The previous lead in Humanities has been internally promoted and thus we have made the decision to re-shape the Head of Faculty role.

This is a great school to work in and be part of the vibrant community. There is a deep sense of commitment to the school, its ethos and members. Sport and music are incredibly strong, as are other enrichment activities, such as trips, events and competitions.

Staff development is at the heart of our school improvement. Equally there are many opportunities for staff to take on additional projects and follow their interests. The culture is one of hard work, care and enjoyment. Many staff send their own children to the school and this sense of belonging and identity is strong.

**Job description**

 **Head of Faculty – Humanities (History, Geography, PRE and Politics)**

In addition to carrying out the duties of a class teacher as outlined in the current School Teachers’ Pay and Conditions Document the post-holder will receive a TLR 1a for the following:

**Role and Responsibilities as both the RE lead as well as leading and managing the Humanities faculty and ensuring both support and challenge to those leaders and teachers who are within the faculty, regardless of their subject specialism**

Make judgements about standards of student’s achievement, rate of progress and personal development

 · Analyse and interpret data on student’ achievement in history, geography, politics and PRE ensuring student performance data is used effectively and is in line with departmental targets

 · Review with teachers their assessments of progress for classes

· Sample students’ work

 · Moderate and review judgements about standards

 · Discuss work, progress and attitudes with sample groups of students

 Evaluate teaching and learning

 · Be accountable for the quality of the teaching of the subject

· Systematically observe colleagues teaching and review teaching and learning methods within the department to ensure they meet the needs of all students.

 · Provide feedback on observations to colleagues

· Keep abreast of current initiatives by regular review.

 · Create, develop and review schemes of work annually and amend where necessary to ensure they focus on effective teaching and learning, meet Government guidelines. Where appropriate schemes of work should also incorporate cross-curricular themes including PSHEE

· Arrange, conduct and keep records of departmental meetings and lead the department in discussion about best practice and priorities for the subjects

 · Lead the construction, resourcing and review of the curriculum

 · Set targets for raising student attainment

· Work with colleagues to organise appropriate intervention to address underperformance

 · Develop and communicate a strategy for the improvement of the subject

Other

Actively promote the ethos and culture of the school and demonstrate the school’s values through daily practice

Promoting humanities across the school; looking to create passion and excitement within the curriculum, trips and activities, alongside a real academic rigour

Have the highest expectations of self, other teachers and all students

Be committed to continuous improvement

 · Create the capacity for change and inspire and enthuse colleagues by personal example (i.e. acting as a role model by maintaining a positive outlook and demonstrating sympathetic and focused support)

 · Contribute to the creation, implementation, monitoring and evaluation of the School Improvement Plan as it affects the Faculty

Be grounded in research and committed to professional development

Work with the School Leadership on developing moral and spiritual education, including the organisation of assemblies across the all through school

Developing an ethos and vision of all through in terms of curriculum, enrichment, enhancement and lifetime opportunities.

**Person specification**

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|  | **Essential** | **Desirable** |
| **Qualifications & training** | ·       Educated to degree level·       Right to work in the UK·       QTS·       Evidence of recent CPD | ·       Qualifications/interests relevant to subject/extra curricular activities |
| **Knowledge & experience** | ·       Experience of successfully leading and managing teams·       Experience of the collection, analysis and use of data to inform the planning and delivery of teaching and learning·       Outstanding PRE subject knowledge up to A level and curriculum requirements·       Knowledge and application of Assessment for Learning·       Experience of embedding innovative strategies for improving teaching and learning | ·       Experience of a variety of school environments |
| **Personal qualities** | ·       A commitment to safeguarding·       A flexible approach·       A commitment to high standards and expectations·       A desire to succeed in all aspects of the role·       An enthusiastic and positive outlook·       Commitment to the school’s ethos and values |  |

Simon Balle is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. We are also committed to the equality of opportunity for all. We fully support the principles of Equality and Diversity in employment and oppose all forms of unlawful or unfair discrimination. Applicants for this post must be willing to undergo child protection screening, including reference checks with previous employers and the Disclosure and Barring Service.