

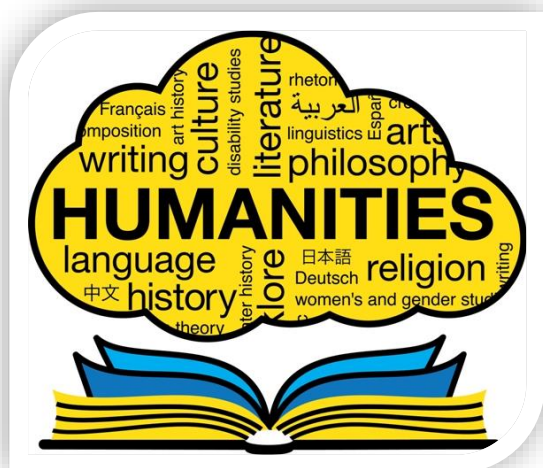


Alameda Middle School

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“Staff feel valued and respected by senior leaders and are very positive about working in the school” Ofsted 2023

Vacancy Humanities – Head of Department



MPS/UPS +TLR 2c
Start date: ASAP

Ofsted: Good School October 2023



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Dear Applicant,

Thank you for your interest in the position of Humanities – Head of Department. We hope that the information you receive will help and inform your application.

We seek an inspirational leader with superb communication skills who is committed to excellence and improving the social and academic outcomes of pupils.

Alameda is a popular, oversubscribed middle school that serves the community of Ampthill and the surrounding areas. Set in picturesque surroundings, the school has excellent facilities which offer an inspiring learning environment.

The school was inspected by Ofsted in October 2023 and Alameda continues to be a good school.

“Senior Leaders combine a strong drive for improvement with a caring and compassionate approach. Staff, trustees and most parents agree that the school is improving rapidly”

“Pupils at Alameda Middle School know that their teachers want them to do well. They understand that expectations of them are higher than previously. They work hard and do their best”.

“Behaviour in lessons and around the school is calm and orderly”

“Pupils are friendly, tolerant, and respectful towards each other”

“Provision for personal development is a significant strength”.

Teaching and learning are at the heart of what we do. We want our children to enjoy coming to school, secure in the knowledge that they will be safe, happy, well-taught, and inspired to achieve. We have four main aims:

1. To achieve our best in everything that we do.
2. To engage with the school's values.
3. To establish collaboration and community.
4. To prepare young people for the future.

This translates into a school with high academic expectations, where each individual student is encouraged and supported to excel. We want our students to develop into well-rounded individuals, who embrace new opportunities and are prepared and ready to take on the challenge of upper school.

Along with this letter, please find:

- Background Information about the school.
- Personnel Specification and Job Description.

I hope this information will encourage you to apply. Applications can be submitted via our website, www.alamedamiddleschool.org.uk If you would like any further information about this post or to arrange a visit to the school, please contact Catherine Tilley in the first instance, ctilley@alamedamiddleschool.org.uk

Yours sincerely

Mrs J Ross
Headteacher



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Contextual Information

History

Alameda is a large and oversubscribed Middle School Academy. Pupils are aged between 9 and 13 (years 5-8). Most pupils who attend come from the immediate local area of Ampthill and Maulden, although some come from further away in Bedfordshire. We have three main feeder lower schools and most pupils go on to Redborne Upper School.

Alameda is part of the Redborne Schools Partnership, with Redborne Upper, Woodland Middle, The Firs, Russell, Maulden, Flitwick, Kingsmoor and Templefield Lower Schools. We are lucky to have strong relationships with the schools in our area. We also have strong links with the local teaching schools.

Pupils and Admissions

At present, the school roll is over 740. Admissions have increased over the past two years and we now exceed 180 pupils (6 form groups) in each year group.

The school has a much smaller than average proportion of pupils entitled to free school meals. Pupil attendance is good; well above the national average.

Site

Set on a large site close to Ampthill park, Alameda is bordered by a site of special scientific interest and the Alameda walkway. Classrooms are spread around the main block, with an additional block of six classrooms. There are two well equipped ICT rooms and all classrooms have internet access and interactive whiteboards linked to a PC. There is a well-stocked library, a sports hall and a large music suite.

Staffing

The school has a leadership team consisting of a Headteacher, two Deputy Heads, two Assistant Headteachers and a Business Manager. As Middle leaders we have Heads of Year and Heads of Department. There are over 50 teaching staff and teaching assistants, 2 learning mentors, 3 cover supervisors, a librarian, an IT technician, 13 assistants in finance/admin/science/tech, a site agent and assistant site agent. We are firmly committed to developing the skills of all our staff.





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JOB DESCRIPTION

JOB TITLE: Head of Department - Humanities

Salary: MPS/UPS TLR2c

RESPONSIBLE TO: Headteacher

MAIN RESPONSIBILITIES:

To ensure the highest standards of learning, progress and outcomes for all students working within Humanities. This will be achieved through clear and effective leadership of subject staff.

Five Key Competencies

- a) High level classroom practitioner with a wide range of teaching skills.
- b) High level inter-personal skills enabling effective team leadership.
- c) Ability to evaluate the work of others and enable their development through consultation, coaching and support.
- d) Ability to analyse data and information, identify patterns and trends.
- e) Ability to formulate strategies for improved learning as a result of the above.

Principal Accountabilities

1. To lead Humanities, this will involve:
 - 1.1. Ensuring high standards of teaching, addressing any issues where teaching falls below the required standards;
 - 1.2. Ensuring high standards of learning, working with SLT in addressing any issues from self-review, or OFSTED inspection where learning falls below the required standards;
 - 1.3. Ensuring that there are appropriately resourced schemes of work in Humanities. This involves delegating responsibility for creating these where appropriate;



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- 1.4. Ensuring that learning is personalised through good use of assessment data and good assessment practice including focused work for all ability levels including those with Special Educational Needs and those who are identified as More Able and Talented;
- 1.5. Supporting staff within the department in dealing effectively with student behaviour in order to remove barriers to learning.
- 1.6. Ensuring that staff teaching humanities complete recording and reporting requirements to a high standard.
2. To lead, train, support and manage department staff through:
 - 2.1. Supporting the continuing professional development of department staff.
 - 2.2. Keeping up-to-date with relevant issues.
 - 2.3. Facilitating the sharing of good practice through meetings and INSET.
3. To lead the review and improvement planning work in humanities, by:
 - 3.1. Analysing the assessment data, identifying target pupils for interventions
 - 3.2. Observing lessons as appropriate.
 - 3.3. Contributing to the department SEF, development plan and budget requests
 - 3.4. Preparing and reviewing the development plan for humanities
 - 3.5. Carrying out work scrutinies, learning walks



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Person Specification Head of Department - Humanities

Areas of Assessment	Essential	Preferred
1. Qualifications	<ul style="list-style-type: none">▪ First Degree▪ Qualified Teacher Status▪ Evidence of Professional Development	<ul style="list-style-type: none">▪ A good honours degree▪ Higher degree
2. Experience	<ul style="list-style-type: none">▪ Successful teaching in Humanities for KS2 and KS3▪ A form tutor or class teacher role to KS2 or KS3 pupils	<ul style="list-style-type: none">▪ Experience with pupils across a range of abilities in KS2 and KS3
3. Management and Leadership	<ul style="list-style-type: none">▪ A flexible, approachable leadership style▪ An ability to organise a curriculum▪ Ability to listen and act upon advice, willing to learn▪ Ability to express your own ideas and motivate both staff and pupils	<ul style="list-style-type: none">▪ An appreciation of the need to handle staff sensitively



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4. Teaching and Learning	<ul style="list-style-type: none"> ▪ High expectations of pupil performance and behaviour ▪ Maintaining a caring and supportive class environment ▪ Evidence of planning lessons ▪ A working knowledge of assessment procedures 	<ul style="list-style-type: none"> ▪ Understanding of how to monitor pupil performance ▪ Understanding of using data ▪ Experience of observing teaching & learning ▪ Effective use of data to compare pupil performance
5. Philosophy	<ul style="list-style-type: none"> ▪ Self-motivated and self-reliant ▪ Commitment to the post and a commitment to excellence ▪ Understanding of how pupils learn 	<ul style="list-style-type: none"> ▪ To inspire pupils
6. Other factors, skills and knowledge	<ul style="list-style-type: none"> ▪ A well-presented application ▪ Good communication skills ▪ A commitment to the whole-school philosophy ▪ Knowledge and understanding of child protection and safeguarding procedures ▪ Energy, vigour and perseverance ▪ Self-confidence and initiative ▪ Enthusiasm and commitment ▪ Reliability, resilience and integrity. ▪ A positive, enthusiastic approach 	<ul style="list-style-type: none"> ▪ Involvement in the life of schools



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About this Role

The person appointed will be joining a committed, experienced and friendly team of staff within a highly successful humanities department. The successful candidate will be expected to contribute to the extensive range of extra-curricular opportunities we provide at school.

It is very important for the successful applicant to be:

- an enthusiastic teacher and leader of humanities;
- able to lead co-operatively with a team of teachers;
- aware of the importance of the organisation of different teaching strategies which underpin successful learning situations;
- able to devise active learning situations for groups of children
- willing to undertake class teacher responsibilities including the pastoral and welfare oversight of children;
- able to attend and contribute to regular meetings

Conditions of Service

- All appointments will be governed by the current Conditions of Service for School Teachers in England and Wales.

Equal Opportunities

- Alameda Middle School is an equal opportunities employer and therefore operates no restrictive policies in relation to race, gender, disability, age, sexual orientation, religion or belief. It is the wish of the academy's Governors to appoint the most suitable candidate from all the candidates offering themselves for appointment.

Safer Recruitment

- Alameda Middle School is committed to safeguarding and promoting the welfare of children and expects all trustees, staff and volunteers to share this commitment. All successful candidates will be subject to an Enhanced Criminal Record Disclosure from the Disclosure and Barring Service along with other relevant employment checks, including overseas criminal background checks where applicable, and other pre-appointment checks outlined in Keeping Children Safe in Education (September 2022). All new trustees, employees and volunteers will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.



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1. Upper Pay Range Accountabilities (if applicable):

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.