



Biddick
Academy

Application Pack
Lead Practitioner
Humanities

Closing Date: Friday 25th September at 9am

Dear Applicant

Thank you for your interest in the post of Lead Practitioner, Humanities at Biddick Academy.

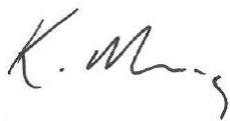
Our aim is to inspire children to learn, unlock their potential and achieve success. We are passionate and determined that every student feels a sense of achievement, enjoys their learning, is happy and cared for, and develops as a well-rounded individual.

At Biddick Academy, we are preparing students not just to excel in examinations but also to have the skills and attributes to be successful in life. Our curriculum is designed with the intention of developing curious, resilient, aspirational young people who leave us, truly ready for their next steps. We recognise the importance of the informal and formal curriculum and actively encourage a wealth of extra-curricular activities.

I am proud to lead a team of exceptional staff who develop positive relationships with students and are committed to providing opportunities so that students fulfil their potential. You will be joining a team that works together, supporting and motivating each other to ensure our students thrive and flourish.

Biddick Academy is at the heart of the local community and for this reason; the Academy is a warm, energetic and supportive environment. We provide a comprehensive induction programme for new colleagues and offer a range of high quality professional development opportunities.

I would like to wish you the best of luck with your application and should you require any further information please do not hesitate to contact the Academy.



Miss K. Morris

Headteacher

Academy Information

As an oversubscribed school, Biddick Academy has an excellent reputation in the local community. With 1100 students on roll and a specialist ASD provision comprising of 35 places, Biddick Academy is a dynamic place to work. We have 6 feeder primary schools and our catchment area is comprehensive, encompassing a wider variety of backgrounds.

The Academy has benefited from significant investment over a number of years and has excellent facilities, including a purpose built Engineering workshop and Hair and Beauty salon. After school hours, the Academy is busy with many community groups using the 3G pitches and leisure facilities.

As an organisation, we want everyone, students and staff alike, to:

- Be part of a safe and respectful community
- Feel happy, valued and empowered so that we all thrive
- Aspire to be the best we can be
- Act with integrity
- Nurture resilience and independence
- Have the attitude and character to excel in life
- Have a desire to learn and work with passion, purpose and pride

Curriculum

Key Stage Three

In Years 7 to 9 students study a broad range of subjects that, at the end of Key Stage Three, enable them to make informed choices for their GCSEs. For example, at present students study the following subjects: English, Mathematics, Science, Geography, History, Religious Education, Physical Education, Music, Art, Design Technology, ICT, IAG (Information, Advice and Guidance), Accelerated Reader, Spanish/French.

Key Stage Four

At the end of Year 9, students make choices regarding the courses they would like to study in Years 10 and 11. All students study GCSEs in the following subjects: English Language, English Literature, Mathematics, Science, History and /or Geography. In addition, all students must also continue to study Physical Education, Ethics, and IAG (Information, Advice, Guidance) as part of the non-examined curriculum.

Students may then choose from a wide variety of further subjects to make up their option choices. At present GCSEs and vocational courses are available in: French, Spanish, Philosophy and Ethics, Engineering, Computer Science, Creative iMedia, Business and Enterprise, Food and Nutrition, Fine Art, Art and Design, Textiles, Digital Art, Hair and Beauty, Physical Education, Dance, Drama and Music.

Faculty Information

At Biddick Academy Humanities encompasses the History and Geography Faculty.

We have a curriculum which is innovative, challenging and designed to bring out the best in our young people. Schemes of learning are well planned and embedded within our sequenced curriculum. Our relentless focus is on teaching and learning, while developing great teachers is our number one priority.

We are looking for an exceptional and inspirational practitioner of Humanities who would be able to work with Faculty Leaders to support our drive to raise attainment and standards further.

Required for January 2021
Lead Practitioner Humanities
LP1 – 5 (£41,267 - £45,540)

Biddick Academy is a thriving, oversubscribed secondary school conveniently located 10 minutes' drive from Newcastle and Durham. We are passionate about education and believe that all students can and should achieve their full potential. Our extensive range of extra-curricular opportunities motivate students to aim high. The Academy enjoys an excellent reputation within the local community. We continually strive to inspire learning, unlock potential and achieve success for every student.

We are seeking to appoint a driven, innovative and inspiring Lead Practitioner of Humanities to join our team. The successful candidate will have:

- A proven track record of raising and maintaining high educational standards in History and/or Geography;
- Experience as a History specialist;
- Significant experience of leading teaching and learning initiatives beyond their own classroom to raise standards;
- Ability to interpret and act on a wide range of key data;
- An excellent knowledge of curriculum development and examination schemes of work;
- Excellent leadership skills and a proven ability to motivate, support and challenge staff as appropriate.

At Biddick Academy you will be joining a team where we work collaboratively to ensure our students are safe, happy, inspired and cared for. We provide an extremely supportive induction programme for new staff and excellent professional development opportunities.

We welcome socially distanced visits and would be delighted to show you around our Academy to fully appreciate our excellent learning environment and facilities. Please contact Mrs Helen Neary, HR Manager at neary.h@biddickacademy.com or 0191 5111600, ext 5013 to arrange a visit or to have an informal discussion regarding the role.

To apply, please complete an application form and return to Mrs H Neary at the email address above.

Biddick Academy is committed to the safeguarding and promoting the welfare of children and young people and expect that all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check before taking up the post, along with pre-employment safeguarding checks.

Closing date for application: Friday 25th September 2020 at 9am
Interviews: Friday 16th October 2020



Job Description

Post Title:	Lead Practitioner: Humanities
Responsible to:	The post holder is directly accountable to SLT link
Grade and Terms and Conditions	LP 1 - 5

Principal Responsibilities:

General Duties of a Lead Practitioner

- To develop and implement teaching and learning initiatives and strategies within the faculty and the wider Academy to raise the quality of teaching and therefore raise student standards and progress.
- Provide inspirational, innovative and motivational leadership to enable all students and staff to achieve their highest potential.
- Support, develop, highlight, share and model strategies and resources of good practice.
- To research and evaluate innovative teaching and learning practices and draw on research outcomes and other sources of external evidence, to inform own practice and that of colleagues.
- To undertake monitoring and evaluation on the quality of teaching.
- To support teachers at all levels, providing individual support and appropriate professional development to raise the quality of teaching for improvements in achievement.
- To develop and evaluate the work of the curriculum area and subsequent improvement planning.
- To take a lead role within the department in ensuring that progressive, engaging and high standards of work is drawn up and implemented.
- To improve the confidence and attitude of students and parents towards History and Geography.
- Any other duties that supports the development of teaching and learning.

Teachers who are on the pay range for lead practitioners must "be an exemplar of teaching skills, lead the improvement of teaching skills in their school and carry out the professional responsibilities of a teacher other than a headteacher, including those responsibilities delegated by the headteacher".

General Duties of a Class Teacher

- To work with the Faculty Leader and other colleagues in the delivery and reviewing of the subject.
- To teach the subject to all ability and age ranges.
- To implement all agreed policies, procedures and systems of the faculty and whole school.
- To participate in all appropriate meetings with colleagues, parents and external agencies as required.
- To maintain all necessary records.
- To share in all supervisory duties and rotas.
- To play a full and active part in promoting and sustaining the development of each student within their care.

General Duties of a Form Tutor

- To work with the Faculty Leader and other colleagues in the organisation, working and reviewing student support.
- To be the first point of contact for each student in the form group.
- To contribute to the delivery of the Tutorial Programme as necessary.
- To implement all agreed policies, procedures and systems pertinent to student support within the Academy.

	<ul style="list-style-type: none"> • To participate in all appropriate meetings with colleagues, parents and support agencies. • To maintain all necessary records and prepare reports and references as required. • To be responsible for registration procedures and other daily routines. This includes responsibility to check and monitor student attendance/punctuality and to take appropriate steps to note and respond to concerns. • To monitor general student performance and act as student mentor. • To encourage and set the highest possible standards for all students in the form group. • To provide general pastoral care, guidance and support for all students in the form group.
Professional Responsibilities	<ul style="list-style-type: none"> • Ensuring that appropriate attainment targets are set and monitored for all students. • Ensuring challenging and engaging teaching and learning is evident within your classroom • Accountability for student progress/attainment outcomes at KS3 & KS4. • Excellent professional role-model to staff and students. • Strong interpersonal skills with the ability to communicate to a range of stakeholders. • A commitment to all students receiving an outstanding educational experience. • Contribution to the wider life and ethos of Biddick Academy.
Shaping the Future	<ul style="list-style-type: none"> ▪ Take a lead in planning and developing capacity in leading teaching and learning within the department and through the Academy. ▪ Identify and promote innovative and effective teaching strategies to meet the needs of all students. ▪ To develop detailed schemes of work with the department, which are linked to assessment criteria.
Leading Teaching and Learning	<ul style="list-style-type: none"> ▪ Model innovative and effective learning and teaching strategies in own classroom practice. ▪ To develop strategies to improve interest, motivation and engagement in lessons. ▪ To lead staff, by personal example, in achieving 'good' and better teaching and learning. ▪ To use a wide range of strategies to support the development of 'good' and better teaching and learning within the department and throughout the school. ▪ Disseminate resources and advise on practice, research and professional development provision.
Developing Self and working with others	<ul style="list-style-type: none"> ▪ Identify key professional development needs within teaching and learning and ensure that these are addressed through professional development provision. ▪ Contribute to the professional development (and performance management, where appropriate) of colleagues using a broad range of skills appropriate to their needs, to support effectiveness relating to aspects of teaching and learning. (e.g. coaching, mentoring, induction). ▪ Work with teachers and support staff to develop their ability to effectively improve the quality of teaching. ▪ Further own professional knowledge and management skills by attending courses, reading and participating fully in the development of other staff.
Managing the Quality of Teaching and Learning	<ul style="list-style-type: none"> • Monitor and evaluate the work of other teachers, providing constructive and developmental feedback on a frequent and regular basis and help them implement strategies to bring about improvement. • Undertake self-evaluation and development processes, including lesson observations, in order to identify good practice and priorities for development.

	<ul style="list-style-type: none"> • Co-ordinate strategies to achieve improvement priorities within the department and across the Academy. • Liaise with other teachers to ensure continuity and progression.
<p style="text-align: center;">Securing accountability</p>	<ul style="list-style-type: none"> ▪ To demonstrate department attainment and progress data is in line with the Academy's expectations. ▪ Contribute to the departments and Academy's on-going self-evaluation processes. ▪ Regularly evaluate and report on the quality of teaching in the department and across the Academy, identifying areas and issues for further improvement. ▪ Keep the development plan and self-evaluation summaries up to date and report on progress to the Senior Leadership Team and to the trustees. ▪ To be responsible as a team leader, for the annual review of teaching staff, their performance management and individual interviews in order to plan their training and development needs.
<p style="text-align: center;">Strengthening communities</p>	<ul style="list-style-type: none"> • Possess a 'can do' approach to departmental/school improvement and excellence. • Be an excellent communicator. • Work positively and in partnership with parents, trustees and the community. • Support Biddick Academy's climate for learning. • Co-ordinate strategies to achieve relevant departmental and whole school improvement priorities. • To be fully involved in meetings and duties of the trustee board and its subcommittees. • Work with our partner schools and leading edge network. •
<p style="text-align: center;">Generic Responsibilities</p>	<ul style="list-style-type: none"> • While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. • Employees are expected to be courteous to colleagues and students and to provide a welcoming environment to visitors and telephone callers.



Lead Practitioner: Humanities

PERSON SPECIFICATION

Qualifications and Training	Essential	Desirable	Method
Qualified Teacher Status.	✓		A
Degree or equivalent in a relevant subject.	✓		A
Recent evidence of commitment to own professional development.	✓		A
Ability to teach History at KS4.	✓		A

Teaching and Learning	Essential	Desirable	Method
A proven track record of raising and maintaining high educational standards in History/Geography.	✓		A/I
Demonstrate excellence in teaching and contributed to the improvement of teaching skills.	✓		A/I
Significant experience of leading teaching and learning initiatives beyond their own classroom to raise standards.	✓		A/I
Ability to interpret and act on a wide range of key data.	✓		A/I

Knowledge and Understanding	Essential	Desirable	Method
Excellent knowledge of curriculum development and examination schemes of work.	✓		A/I
Excellent understanding of how to develop skills and attributes in students.	✓		A/I
Develop high quality learning strategies to enhance teaching and learning (including intervention).	✓		A/I

Skills and Experience	Essential	Desirable	Method
Excellent interpersonal and communication skills.	✓		I
Experience of strategic planning and implementing development planning.	✓		A/I

Ability to successfully build teams and motivate others.	✓		I
Experience of improving others (coaching/mentoring)	✓		A/I

Leadership Attributes

	Essential	Desirable	Method
High expectations for accountability and consistency.	✓		I
Genuine passion and a belief in the potential of every student.	✓		I
Motivation to continually improve standards and achieve excellence.	✓		I
Judgement, drive and influence.	✓		I

Personal Attributes

	Essential	Desirable	Method
Passion, commitment, innovation, perseverance and flexibility in supporting achievement.	✓		I
High expectations and a commitment to expansive education and creating an environment for individual contribution and achievement.	✓		I
Team player.	✓		A/I
Ability to effectively manage behaviour in the classroom / work as part of a team / undertake a full range of professional duties.	✓		A/I
Commitment to the safeguarding and promoting the welfare of children.	✓		I

A – Application Form

I – interview

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