

Tile Cross Academy



Teacher of Humanities Candidate Pack



Washwood Heath
Multi Academy Trust



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Headteachers Welcome

Welcome to Tile Cross Academy. Thank you for your interest in the role of Teacher of Humanities within our School.

At Tile Cross Academy we care deeply for our students; their safety and wellbeing is our primary concern. Tile Cross Academy is the ideal environment in which to stimulate the minds of the next generation. It is a special place where both students and staff feel a real sense of belonging, with relationships at the heart of everything we do. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal through a Rights Respecting ethos where students' rights are 'learned, celebrated and lived'. We value everyone's opinions and beliefs, whilst also encouraging every single child to achieve their very best.



We were honoured to be named **'School of the Year 2020'** at the **UK Social Mobility Awards** and have been recognised as a finalist every year since. This reflects our unwavering commitment to providing opportunities for all students, regardless of background.



Most recently, in **June 2024**, we were **rated 'Good' by Ofsted**, a testament to the dedication and hard work of our staff, students, and wider school community.

Tile Cross Academy opened in May 2017 as part of the Washwood Heath Multi Academy Trust. It sits on a site once occupied by Central Grammar School for boys, Byng Kenrick Grammar School for Girls, Sir Wilfred Martineau School and The International School. Our new school sits at the very heart of its community with a proud and distinguished heritage and an exciting and successful future ahead of it.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Gurt Sanghera

Headteacher

"Strive, Achieve, Believe"





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About Our School

School Vision & Ethos

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school. We have high expectations for our students in which they develop through high quality Teaching and Learning and our focus to develop the Character of every child, so they become outstanding learners and citizens.

We aim to provide a high-quality education in an atmosphere of mutual respect where everyone is valued as an important member of our school community. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop, and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them and be positive about their futures.

Curriculum Overview

Our curriculum is at the heart of our school and reflects our values 'Strive, Achieve, Believe'.

At Tile Cross Academy we aim to offer a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We offer this through a curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full programme of enrichment activities to engage our learners that allows them to develop experiences outside the classroom.

We offer a full, broad and balanced curriculum with a diverse range of subjects including GCSE and Vocational subjects. Within our curriculum, we strive to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

We want all our students, no matter what their background or previous social and academic experience, to leave school as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.

In a rapidly changing world, we feel strongly that our students should show adaptability and resilience as well as demonstrating respect, kindness and tolerance of people from all faiths, cultures and backgrounds.

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a diverse, challenging, and engaging curriculum
- Thrive by exemplary practice modelled through our Teaching & Learning cycle
- Develop their independence, collaboration, and ability to evaluate
- Be supported and challenged as they aim to reach their true potential
- Be literate and articulate enabling them to access the wider world

Pastoral Care & Wellbeing

Tile Cross Academy Provides a caring atmosphere where students feel secure and comfortable as they settle down to focus on their learning.

Form Tutors and Pastoral Managers look after the day to day needs of students and they remain with their tutor groups throughout the five years wherever possible, getting to know both students and parents very well. We



Tile Cross Academy - Candidate Pack

value our close partnership with parents and encourage them to be actively involved in their child's education at every opportunity.

Students build up a trusting and friendly relationship with their Tutor, Pastoral Manager, Head of Year and peers through activities in registration and assemblies. Each Year group has a weekly assembly in the Central Hall, with Form Tutors, the Head of Year and a member of the Senior Leadership Team present. Others, including outside speakers are invited during the year. Heads of Year ensure the social and academic well-being of students in their year group as well as helping to maintain good attendance and standards of behaviour. A wide range of pastoral, wellbeing and academic interventions take place with students supported to overcome challenges and develop lifelong character traits.

Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.

Our learners will:

- Understand how their behaviours and attitudes impact on theirs and other children's progress within a supportive, caring, and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail.
- Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers, and their lives as adults.

At Tile Cross Academy, we expect our students to be:

- On time, think smart and dress smart and be **Ready** to learn.
- **Respectful** of everyone in school; every child, every adult.
- **Responsible** for their learning and responsible for their actions.
- **Resilient** to the challenges that face them; in lessons and around school and as they grow through life.
- **Reflective**; understand what they do well, what they could do better and how they can all help each other grow and develop.





Tile Cross Academy - Candidate Pack

Our Humanities Faculty

Our vision for the Humanities Faculty is that all students experience a curriculum with breadth and depth, so they are equipped to be global citizens of the future. The Tile Cross Humanities faculty are committed to ensuring that all students make excellent progress in History, Geography and RE through excellent teaching that will motivate them to work hard and succeed. We aim for them to become independent global citizens through fostering awareness of the past, present and future of the world around them through the development of their subject knowledge and expertise.

In our Humanities lessons we encourage depth and breadth by focusing on developing a strong knowledge and skills base which will give them a firm foundation for further study. Formal and informal assessments allow pupils to know how they are progressing and allow the teachers to plan according to the specific needs of their classes and individual pupils. We believe our approach to knowledge and skills development allows pupils to have the best possible chance to feel confident in their own abilities and will offer a springboard to success for further study. We also include in our lesson's debates; spark passionate discussions and excitement so that all students are fully engaged in their learning. This will develop their ambition and thirst to learn to succeed and excel. To drive progress, we pro-actively embed revision and learning strategies with a focus on a Knowledge Rich Curriculum within the faculty at KS3 & KS4.

The Humanities Key stage 3 curriculum offers a Knowledge Rich Curriculum that covers British and World History. This includes bigger enquiry questions which are designed to help our students gain a sense of time and chronology and their place in world history. They will develop important skills of identification, analysis and evaluation through examining historical evidence and sources with a critical eye. Our enquiry journey takes students from Medieval Britain through to Present Day including both World Wars and the Cold War. The study of the Holocaust is an integral part of our cross curriculum offer in Humanities. As a Rights Respecting school we need to ensure that our students have a sound knowledge of the atrocities of the past if we are to engender a spirit of tolerance and understanding. Our Geography curriculum covers human and physical Geography. In Geography pupils develop essential geographical skills, such as data analysis; interpreting geographical information; understanding of the interaction between physical/human processes and their formation. This is done via a journey around the world, beginning with the exploration of students' local geographies, and then extending out to other continents, finally finishing at investigating geographical texts.

Our timetable is arranged so that topics are studied in depth. As students transition from History to Geography, low stakes tests are set to ensure that learning is retained. They are given the tools to make sense of a complex and dynamically changing world. Students learn where places are, different landscapes and climates. Religious education is at the heart of our vision to prepare our students for their future. Students will learn about Christianity and the 5 other major faiths. Students will learn about religion and from religion, developing their knowledge and expertise through the CORE skills. Students will employ a range of skills in the disciplines of Philosophy, Ethics and Social Sciences and study controversial topics, whilst being given the opportunity to debate within a classroom. At KS4, we follow the AQA A Specification for Religious Studies.

The Humanities faculty consists of three full time qualified teachers who are creative and forward thinking. Our teachers teach in specialist subjects at KS4 but there is an expectation for teachers to be flexible across Humanities particularly at KS3. We often lead on new initiatives. For example, developing new strategies for assessment, feedback and marking. We are a strong team that believes in collaboration and regularly share ideas to develop our teaching and learning practice.





Tile Cross Academy - Candidate Pack

Job Description – **Teacher of Humanities**

Responsible to: Head of Humanities

Responsible for: Improving attainment of KS3 & KS4 pupils within the Humanities Faculty

Post Purpose

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Accountabilities:

Teachers at The Tile Cross Academy will make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers will act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- be accountable for attainment, progress and outcomes of the pupils
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how these impact on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 PLAN AND TEACH WELL STRUCTURED LESSONS

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity



Tile Cross Academy - Candidate Pack

- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents regarding pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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Whilst 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 line 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 provide a welcoming environment to visitors and telephone callers. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification – **Teacher of Humanities**

Key: A.F. = Application Form; I = Interview; T = Test or Exercise; P = Presentation

CRITERIA	ESSENTIAL	M.O.A	Criteria Met
EXPERIENCE <i>(Relevant work and other experience)</i>	Experience of working in a school	AF/I	
	Ability to teach KS3 Geography, History and RE, and specialism examination courses at KS4	AF/I	
SKILLS AND ABILITIES <i>(e.g. Written communication skills, dealing with the public)</i>	Excellent teacher performance in the classroom and ability to utilise an effective range of teaching and learning styles	AF/I	
	Ability to create a learning environment that values all students equally and enables all to achieve	AF/I	
	To provide opportunities for students to develop awareness of cross-curricular themes and key skills	AF/I	
	Ability to work under pressure and meet competing deadlines	AF/I	
	Knowledge of the curriculum and current issues in education	AF/I	
	Ability to work in a pastoral team as a form tutor	AF/I	
	Good understanding and competence in ICT	AF/I	
	Good organisational skills	AF/I	
	Excellent communication skills – written and verbal	AF/I	
	Set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing students' behaviour constructively	AF/I	
	Work effectively as part of a team, developing positive relationships with colleagues, students, parents and other agencies as appropriate	AF/I	
	Willingness to be involved in the extra-curricular programme within the faculty	AF/I	
	Committed to raising standards in the school	AF/I	
High level of self-motivation and energy and enthusiasm for the education of young people	AF/I		



Tile Cross Academy - Candidate Pack

TRAINING	Willingness to undertake appropriate training Willingness to deliver appropriate training within the school training plan	AF/I AF/I	
EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications	Qualified teacher status Degree or equivalent Subject specialism in Geography / RE	AF/I AF/I A/F/I	
OTHER	Ability to respond flexibly and adapt to changing and challenging circumstances Ability to persuade, negotiate and influence others Ability to maintain strict confidentiality of information received and processed as part of the job role Ability to set and maintain high standards within the Humanities team Ability to project a professional image for the school Ability to have a flexible approach to work to meet the needs of the school	AF/I AF/I AF/I AF/I AF/I	
CONTRA INDICATION	Criminal convictions involving offences against children	AF/I	

We are part of Washwood Heath Multi Academy Trust, welcoming students from 11 years old to 16 years old, providing a standard of academic excellence for secondary and education. We are very proud of the positive learning experience offered to our students and the support available to ensure they achieve their full potential. **We:**

- offer an excellent induction program within a friendly and supportive environment
- offer a whole range of opportunities to further develop colleagues' teaching skills and leadership potential, including a Supportive ECT Induction Process & Policy, Career Pledge for Teachers to support at each stage of career, paid opportunities to upskill via apprenticeship levy (right up to masters level).
- are creative and innovative in our approach to all aspects of school life
- have motivated, vibrant, multi-ethnic students and staff
- have a strong family ethos where individuals are respected and valued
- are part of the WHA Trust that provides numerous professional development opportunities

We know you would love working at Tile Cross Academy. We have wonderful, enthusiastic students and amazing staff who always go the extra mile for their classes.

Informal conversations are warmly welcomed. Please contact **Amy Milner – PA to the Headteacher** amilner@tilecross.academy

Application Packs are also available to download from our website on www.tilecross.academy

Tile Cross Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.