



**GREAT
HEIGHTS**
ACADEMY TRUST



**COLNE VALLEY
HIGH SCHOOL**

Curriculum Leader History

CANDIDATE INFORMATION PACK

*Welcome to Colne Valley High School where we are currently looking to appoint a new Curriculum Leader History. Colne Valley High School is on an exciting journey of renewal and transformation as part of Great Heights Academy Trust. Our recent **Ofsted inspection** highlighted our ambitious curriculum, strong staff-student relationships, and improving behaviour and attendance. While areas for further development remain, we are already making great strides in strengthening parental engagement, ensuring consistency in teaching and learning and embedding high expectations across all aspects of school life. This is a fantastic time to join our dedicated team as Curriculum Leader History, playing a pivotal role in shaping the school's future and driving excellence for our students, staff, and community.*

Great Heights Academy Trust strive to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect. We aim to nurture academic, personal, spiritual, and social development in a caring and professional manner so that all can achieve their full potential, and all can reach GREAT heights.

At Colne Valley High School we are a warm, welcoming community that works together to achieve the best possible outcomes for every single child in our community.



A broad & strong 2-18
offer for West Yorkshire



**COLNE VALLEY
HIGH SCHOOL**



Welcome

Dear Colleague

It is my great pleasure to welcome you to our vibrant and dynamic learning community. At Colne Valley High School, we are committed to achieving excellence together, fostering an environment where every student can thrive academically and personally. Our actions are underpinned by our RITA values - Respect, Integrity, Teamwork, and Aspiration. Respect is at the heart of everything we do. We believe in the inherent worth of every individual and strive to create a culture where everyone feels supported and valued. Integrity guides our actions; we hold ourselves to the highest standards, ensuring that honesty and fairness are integral to our daily interactions. Teamwork - students, staff, and families work together and challenge one another to achieve our collective goals. Finally, Aspiration - we encourage our students and staff to dream big and to work positively towards the high standards we set for ourselves. Our RITA values provide more than a code of conduct, they help to prepare our students to be responsible, respectful, and active citizens in our thriving and diverse society.

At Colne Valley High School, we believe that high expectations lead to high achievement, and we are committed to ensuring that every member of our community can excel in a safe, respectful, and aspirational environment. Our recent improvements are based upon providing all students with a rigorous, broad and balanced curriculum which challenges them both in and beyond the classroom. Our approach is inclusive; all students will be challenged by the targets we set, both academically and personally and all students will be supported to reach these targets. We recognise that some students will require additional support to reach their goals, and we have dedicated teams in school who are well equipped to provide that assistance.

Our staff body is committed to serving our community. Staff are proud to play their part in ensuring that all students enjoy their time and achieve well at CVHS. As part of Great Heights Academy Trust (GHAT), teachers at CVHS benefit from the latest research in teaching and are supported in putting research into practice by colleagues from our Research School, our English Hub and our SCITT. We benefit enormously from being part of GHAT; by working together, we can provide our staff and our students with more than any single school could. We understand and recognise the significant role that our parents and carers play in realising the potential of all our young people. We will always seek to work in partnership with parents to support the young people who attend our school. Equally, we are proud to serve an amazing community, and wherever we can work in harmony with community organisations to secure better experiences and stronger outcomes for all, we will.

Yours sincerely,

Steve Dixon
Executive Principal

Overview of the Position for Colne Valley High School

Colne Valley High School are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and Nields Academy). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our website: greateightstrust.org.uk

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.



▶ Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

▶ We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

▶ Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.

GREAT HEIGHTS ACADEMY TRUST
Achieving excellence together

- MARSDEN JUNIOR SCHOOL**
- NIELDS ACADEMY**
- RAYNVILLE ACADEMY**
- THE GREETLAND ACADEMY**
- THE MIRFIELD FREE GRAMMAR**
- WEST VALE ACADEMY**
- BOWLING GREEN ACADEMY**
- CARLINGHOW ACADEMY**
- COLNE VALLEY HIGH SCHOOL**
- English Hubs**
Teamworks English Hub @ The Greetland Academy
- Great Heights Research School West Yorkshire**
Supported by the Education Endowment Foundation
- AA Teamworks WEST YORKSHIRE SCITT**

**JOB DESCRIPTION: Curriculum Leader**

| | |
|--------------------------------|--|
| Responsible to: | SLT link |
| Responsible for: | <p>Carrying out the professional duties of a Curriculum Leader set out in the Teachers' Pay and Conditions Document as directed by the Principal within the context of the job description set out below.</p> <p>To strategically lead the direction and development of the curriculum areas in accordance with the aims and objectives of the school.</p> |
| Duties: | <p>To teach (main subject) and other subjects as appropriate throughout the school to students aged 11 to 16.</p> <p>To be responsible for the leadership, management and organisation of the functions identified within this job description.</p> <p>To play a full and meaningful role as a member of staff under the overall direction of the Principal.</p> |
| Salary: | TLR 2B |
| Statutory Requirements | <p>This job description reflects the standards built upon the Teaching Standards which apply to all teachers.</p> <p>It is aligned to the School Teacher's Pay and Conditions, set out in the statutory guidance.</p> |
| Membership of the Trust | <p>To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture, and ethos within the trust.</p> <p>To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.</p> <p>To ensure all trust systems, processes and procedures are adhered to as requested from the Trust post holders.</p> |

Main Duties and Responsibilities:**Leadership**

- To provide the strategic leadership across the curriculum area in accordance with the aims and objectives of the academy/school
- To be accountable for the establishment and effectiveness of the policies and procedures needed to achieve these aims and objectives.
- To be responsible for the management of resources to ensure that the aims and objectives can be achieved.
- To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives.
- To be accountable for student attainment and staff performance in the area.
- To strategically plan for future improvements.
- To link with the other curriculum leaders to ensure that the work in the curriculum area fully reflects the academy/school's distinctive ethos and mission.
- To support colleagues to improve their practice through effective professional development opportunities, utilising current research.



Curriculum

- To lead curriculum development for the whole curriculum area.
- To liaise with the appropriate member of SLT to ensure the delivery of an appropriate, high quality curriculum programme which meets the needs of all students.
- To actively monitor and respond to curriculum development and initiatives at national, regional, and local levels.
- To lead the development of appropriate, resources, planning, assessment policies, and the Quality First Teaching Model in the area.
- To maintain accreditation with the relevant examination and validating bodies.
- To develop cross-curricular links to support student learning.

Learning

- To develop and enhance the teaching practice of all colleagues within the area, implementing improvements where required.
- To establish common standards of practice within the area and develop the effectiveness of Quality First Teaching model in all subject areas.
- To keep up to date with national developments in teaching practice and methodology.
- To conduct 'Quality Assurance' and other learning evaluation strategies in accordance with school improvement strategies.

Staff Development

- To work with the SLT Line Manager to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To undertake Performance Management Review(s) and to act as reviewer for the curriculum area staff.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy/school procedures.
- To be responsible for the efficient and effective deployment of any relevant associate staff.
- To participate in a range of teacher training programmes.

Assessment

- To ensure the maintenance of accurate and up-to-date information concerning assessment, behaviour and other monitoring data across the curriculum area, and wider academy/school.
- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To provide all relevant bodies with robust information relating to the curriculum area's performance and development.

Communication

- To ensure that all members of the curriculum area are familiar with its aims, objectives and core concepts.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools, other trust academies, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the curriculum area's views and interests in a professional manner.



Marketing and Liaison

- To contribute to academy/school liaison and marketing activities, e.g. the collection of material for press releases.
- To lead the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- To actively promote the development of effective subject links with external agencies.

Management of Resources

- To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to deploy the curriculum area budget, acting as a cost centre holder, ensuring that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept.
- To work with senior leaders to ensure that teaching commitments are effectively and efficiently timetabled and deployed.

Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure The MFG Character conduct (morality) is implemented in the subject area so that effective learning can take place.

Operation

- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day line management of staff within the curriculum area, ensuring that they follow policy and procedures and meet all requirements and deadlines.
- To make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

General:

- To uphold the Nolan Principles of public life.
- To support the Trust climate for learning and a culture of achievement and high expectation.
- To develop effective working relationships within our Trust schools, external partners, and other agencies to promote continuity of learning.
- To act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
- To fully participate in CPD and appraisal activities.
- The post holder will also be expected to undertake any professional duties of the COO/CEO as required.



- The post holder is responsible, alongside the Strategic designation boards, core staff and key stakeholders, for implementing the vision for the Trust, which inspires and motivates the Trust partners and community.
- This job description is not intended to be comprehensive, and the job holder may be asked to perform other duties commensurate with the post as directed, to meet the needs of the Trust.

Safeguarding:

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people, and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Notes:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

**Person Specification – Curriculum Leader****Key to identification: A = Application I = Interview R = Reference**

| Qualifications/Training | Essential | Desirable | A/I/R |
|--|------------------|------------------|--------------|
| Qualified Teacher Status | ✓ | | A/I |
| Relevant professional development undertaken within last 2 years | ✓ | | A/I |
| Working towards a recognised leadership qualification | | ✓ | A/I |
| An excellent record of recent, relevant professional development | ✓ | | A/I |
| Experience and leadership | Essential | Desirable | A/I/R |
| Recent experience and evidence of impact within a relevant leadership role. | | ✓ | A/I/R |
| A proven track record as a successful classroom practitioner consistently demonstrating a positive impact on pupil outcomes based on high expectations of all. | ✓ | | A/I/R |
| Taking accountability for the success of an initiative | ✓ | | A/I/R |
| Experience of raising standards and performance of a significant cohort of young people. | ✓ | | A/I/R |
| Experience of leading quality assurance processes to ensure consistently high standards within the classroom. | ✓ | | A/I/R |
| Innovative use of resources | ✓ | | A/I/R |
| Leads by example and is positive role model with excellent communication skills | ✓ | | A/I/R |
| Works effectively both as a leader and as a member of a team | ✓ | | A/I/R |
| Seeks advice and support when necessary | ✓ | | A/I/R |
| Motivates all those involved in a team | ✓ | | A/I/R |
| Deals sensitivity with people and resolves conflict | ✓ | | A/I/R |
| Knowledge and understanding | Essential | Desirable | A/I/R |
| Knowledge, understanding and commitment to safeguarding and promoting the welfare of students | ✓ | | A/I/R |
| Good knowledge of the local, national, and political landscape for the curriculum specifically and education generally. | ✓ | | A/I/R |
| The principals and practice of strategic and operational planning and delivery | ✓ | | A/I/R |



| | | | |
|---|------------------|------------------|--------------|
| Knowledge and understanding of the latest legislation, future impending changes, and current research in areas of curriculum areas | ✓ | | A/I/R |
| Working knowledge of how to monitor the performance of staff, hold them to account and deal proficiently with underperformance achieving the best outcomes for all parties. | ✓ | | A/I/R |
| A comprehensive understanding of recent or impending curriculum changes of curriculum areas | ✓ | | A/I/R |
| Skills and abilities | Essential | Desirable | A/I/R |
| Creativity and innovation | ✓ | | A/I/R |
| Implementing change | ✓ | | A/I/R |
| Leading others | ✓ | | A/I/R |
| Monitoring and evaluation | ✓ | | A/I/R |
| Communicates the vision of the school | ✓ | | A/I/R |
| Builds relationships with stake holders | ✓ | | A/I/R |
| Makes decisions based on analysis, interpretation and understanding of relevant data and information | ✓ | | A/I/R |
| Personal Qualities | Essential | Desirable | A/I/R |
| Ability to inspire confidence in staff, students, parents, and others | ✓ | | A/I/R |
| Adaptability to changing circumstances/new ideas | ✓ | | A/I/R |
| A commitment to professional development | ✓ | | A/I/R |
| Vision, imagination, and creativity | ✓ | | A/I/R |
| Evident enjoyment in working with young people and their families | ✓ | | A/I/R |



Reasons to work at Colne Valley High School



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

