



Beamont Collegiate
Academy

12th May 2026

Director of Humanities

Job Description



'I can, I do & I will be!'

POST OVERVIEW

Director of Humanities

Beamont Collegiate Academy is pleased to invite expressions of interest for the position of Director of Humanities. This is an exciting opportunity for an outstanding and committed practitioner to provide strategic leadership to our Humanities department, driving high-quality teaching and learning and securing excellent outcomes for all students. The successful candidate will play a key role in shaping curriculum intent and implementation across Humanities, supporting staff development, and contributing to whole-academy priorities.

We are looking for a colleague who is passionate about Humanities' education, has high expectations for all learners, and can inspire both students and staff through strong subject leadership.

Terms and Benefits

- 1) Salary: TCAT Teaching Staff Leadership Scale: L6 – L10 (£58,569 - £64,691)
- 2) Full time (32.5 hours per week) / Permanent
- 3) Eligible for Teachers Pension Scheme
- 4) Occupational Sick Pay Scheme (entitlements based on service)
- 5) Access to TCAT+ our Reward, Recognition and Wellbeing offer including access to retailer discounts and benefits, Cycle to Work Scheme, Smart Tech pack, Car Benefit Scheme and online resources to support physical, emotional, professional, financial and social wellbeing.
- 6) Training and development opportunities / CPD
- 7) Any other benefits.

Applications should be submitted by visiting our Vacancies page and completing the online application form via MyNewTerm portal: <https://bcawarrington.org.uk/about-us/vacancies/>

The closing date for applications is 9:00am on Tuesday 19th May 2026.

For queries, please email Mrs Carol Heesom: recruitment@bcawarrington.org.uk

Start Date: September 2026

Interview date: 14th or 15th May 2026 (*due to exceptional circumstances, interviews may be arranged flexibly across both dates*).

POST DETAILS

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| Location: | Beamont Collegiate Academy |
| Job title: | Director of Humanities |
| Salary: | TCAT Teaching Staff Leadership Scale: L6 – L10 (£58,569 - £64,691) |
| Hours of Work: | Full time (32.5 hours per week) / Permanent |
| Reporting to: | Designated SLT member / Senior Leader |
| Responsible for: | Leading the strategic direction of the Humanities department to secure outstanding teaching, a well-sequenced curriculum, and excellent student outcomes, by driving staff development, consistent standards, and high-impact interventions. |
| Job Purpose | To support the leadership and strategic direction Humanities department, ensuring consistently high standards of teaching and learning, a well-sequenced and quality-assured curriculum, and excellent student outcomes. The role will drive staff development, promote consistency in practice, and implement high-impact interventions, while modelling excellence through the delivery of high-quality Humanities teaching. |
| General Duties and Responsibilities | Set high expectations, aspirations and standards in terms of: <ul style="list-style-type: none"> • Teaching and learning • Relationships with students, parents, colleagues and members of the community, engaging them all in the learning process • Personal standards of conduct, appearance, punctuality and attendance. • Compliance with all school policies • Promote the vision and values of Beamont Collegiate Academy through the mission statement of 'I can, I do, and I will be' • Promote the vision of The Challenge Academy Trust (TCAT) • Meet the Teacher Standards |

Key Tasks and Responsibilities

The Director of Humanities will provide ambitious and strategic leadership for Humanities across Beamont Collegiate Academy, ensuring consistently high-quality teaching, learning and assessment that secures excellent outcomes for all students.

The postholder will lead curriculum planning, staff development, quality assurance, and effective use of resources to deliver a broad, inclusive and challenging curriculum. The Director of Humanities will also promote a strong culture of high expectations, professional collaboration and continuous improvement

- To maximise student achievement in Humanities, ensuring outcomes meet or exceed national expectations and locally agreed, benchmarked targets.
- To secure consistently high-quality teaching within the Humanities department, ensuring all teaching meets or exceeds academy standards.
- To ensure the effective delivery of teaching and learning in line with the academy's Quality of Education Handbook.
- To lead the development and implementation of an engaging, challenging and well-sequenced Humanities' curriculum that supports progression across Biology, Chemistry and Physics for all learners.
- To ensure high standards of classroom practice in all Humanities lessons through robust monitoring, support and quality assurance.
- To continuously improve the quality of teaching and learning within the Humanities department, including through coaching, targeted professional development and the Performance Development process.
- To lead by example as an outstanding practitioner, modelling high professional standards and consistently effective classroom practice.

Principles of Leadership and Management at Beamont Collegiate Academy

- a) Aspects of leadership which would apply to teachers with leadership and management responsibilities include:
- b) Maintaining clear vision, purpose and high expectations, focused on pupils' achievement;
- c) Maintaining strategic planning for the subject, team or department co-ordinated with the Academy Development Plan;
- d) Inspiring motivating and influencing staff and pupils;
- e) Creating effective teamwork;
- f) Providing knowledgeable and innovative leadership of teaching and the curriculum;
- g) Commitment to running an equitable and inclusive provision in the subject, team or department;
- h) Providing a good role model for other staff and pupils.
- i) Aspects of management which would apply to teachers with leadership and management responsibilities include:
- j) Undertaking rigorous self-evaluation and using the findings effectively;
- k) Monitoring of performance date, reviewing patterns and taking appropriate action;
- l) Using the performance management of staff to bring about improvement;
- m) Showing a clear commitment to staff development;
- n) Deploying staff effectively and assisting them in managing their workload;

- o) Using financial and resource management effectively to support the achievement of academy aims.

TEACHER STANDARDS

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge students

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

2. Promote good progress and outcomes by students

- o be accountable for students' attainment, progress and outcomes
- o analyse students' data and exam performance to inform planning and intervention.
- o plan teaching to build on students' capabilities and prior knowledge
- o guide students to reflect on the progress they have made and their emerging needs
- o demonstrate knowledge and understanding of how students learn and how these impacts on teaching
- o encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- o have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- o demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- o 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
- o if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- o if teaching early humanities, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- o impart knowledge and develop understanding through effective use of lesson time
- o promote a love of learning and children's intellectual curiosity
- o set homework according to the school timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- o reflect systematically on the effectiveness of lessons and approaches to teaching
- o 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 students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the school's assessments reporting policies.

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 for learning 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 including extra-curricular
- 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 with regard to students' 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 students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' 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 students' 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 have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

General Responsibilities of all Beamont Collegiate Academy Staff:

- To work consistently to uphold Academy's aims.
- To work in a co-operative and polite manner with all stakeholders.
- To work with students and parents in a courteous, positive, caring and responsible manner at all times.
- To take an active and positive role in the Academy's commitment to developing staff, and the annual review procedures.
- To work with visitors to the Academy in such a way that it enhances the reputation of the Academy.
- To seek to improve the quality of the Academy's service.
- To present oneself in a professional way that is consistent with the values and expectations of the Academy.
- To support Academy activities, attending appropriate Academy events.
- General housekeeping
- Any other duties deemed reasonable, as directed by the principal.

Other information

- This post is subject to an enhanced DBS check.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the principal to carry out appropriate duties within the context of the job, skills and grade at any site within the school and Trust.

REVIEW ARRANGEMENTS: The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time the nature of the job may change. Existing duties may no longer be required, and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Trust will expect to revise this Job Description from time to time and will consult with the post-holder at the appropriate time.

PERSON SPECIFICATION

| Criteria | | Essential | Desirable | Assessment Method |
|----------------------------|---|-----------|-----------|-------------------|
| Relevant experience | | | | |
| 1 | Experience of teaching GCSE Humanities | X | | A |
| 2 | Experience of working as part of a curriculum team to design and develop resources to support learning | X | | A/I/T |
| 3 | Working with young people in a mentoring or tutorial capacity | X | | A/I |
| 4 | Proven record of developing schemes of work, assessments, teachers | X | | A/I |
| 5 | Experience in leadership and management of a Humanities team | | X | A/I |
| Qualifications | | | | |
| 6 | Good Degree from a recognised university. | X | | A |
| 7 | Qualified Teacher Status. | X | | A |
| Knowledge | | | | |
| 8 | Knowledge of a range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged. | X | | A/I/T |
| 9 | Excellent up-to-date curriculum knowledge. | X | | A/I/T |
| 10 | Understanding of what constitutes effective teaching for learning. | | X | A/I/T |
| Competencies | | | | |
| 11 | Advanced level of ICT skills. | | X | A/I |
| 12 | The capacity to form positive learning – centred relationships with young people from a diverse range of backgrounds. | X | | A/I |
| 13 | Strong organisation skills. | X | | A/I |
| 14 | Inspiring colleagues to deliver the best teaching possible. | X | | A/I |
| 15 | Excellent classroom practitioner (or potential to be). | X | | A/I |

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| 16 | Excellent communication skills, orally and written | X | | A/I |
| 17 | Flexible approach and readiness to respond to individual pupil needs. | X | | A/I |
| 18 | Ability to work well as part of a team, and to build trust and openness | X | | A/I |
| 19 | Discretion, courtesy, honesty and integrity. | X | | A/I |
| 20 | Reliable, punctual, diligent and well-organised. | X | | A/I |
| 21 | Open-minded and forward-thinking approach to the positive use of technology in education. | X | | A/I |
| 22 | Passion, Enthusiasm, and ability to motivate and inspire pupils for the subject. | | X | A/I |
| 23 | Commitment to safeguarding and the welfare of pupils. | X | | A/I |
| 24 | Willingness to be involved in the wider life of the school | | X | A/I |
| | | | | |
| 25 | Understanding of and commitment to the principles and practice of equality, diversity and inclusion, both in relation to employment issues and to service delivery | X | | A/I |

Key: A = Application; I = Interview; T = Task

NOTE TO APPLICANTS: Whilst all points on the specification are important, those marked as 'essential' are the key requirements for the role. You should pay particular attention to these points and provide evidence of meeting them. Failure to do so may mean that you will not be invited for interview.