

Head of History

APPLICATION PACK



Dear Colleague

Thank you for your interest in Edgar Wood Academy.

Edgar Wood Academy opened its doors in 2021 after being commissioned by the DfE to serve the community of Middleton and Heywood. Helping our students realise their potential lies at the heart of everything we do by adhering to our values of Resilience, Empathy, Responsibility and Respect.

We are proud to be part of Altus Education Partnership Trust and are driven to fulfil our mission and vision:

OUR MISSION

To advance education in the borough of Rochdale and its surrounds so that young people lead happy and fulfilling lives and make positive differences to their communities and society.

OUR VISION

To create an inclusive and cohesive system of education in the area that improves the lives of everyone in the borough

Our staff are integral to realising this, and therefore it is my aim as headteacher to ensure that we work as a team, look after each other, and ensure that Edgar Wood is a fulfilling place to work. We are looking for staff who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

Should you decide to apply to Edgar Wood it is important that you know that this is the right place to take the next step in your career, and therefore visits to our academy prior to application are encouraged.

I am incredibly excited and privileged to be the Headteacher at Edgar Wood Academy and together, we will work hard to ensure that we deliver a world-class education to the students and community we are proud to serve.

Yours sincerely

A handwritten signature in brown ink that reads "Paul Jones".

Paul Jones
Headteacher

Making your application

I hope that when you read this Application Pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application

- To apply, please visit our website and apply through **My New Term**.
 - Our website: [Our Vacancies - Altus Education Partnership](#)
- Please complete the application form in full, detailing all relevant qualifications, training and CPD (including dates and awarding bodies).
- You must provide a full employment history, including reasons for leaving each role and explanations for any gaps in employment, in line with safer recruitment requirements.
- Provide a supporting statement of no more than two sides of A4, addressing the criteria in the person specification.

Deadline

The deadline for the post is **Tuesday 7th July 2026** to arrive no later than 12.00 midday. Interviews are expected to be held week commencing 13th July 2026.

Shortlisting

We will unfortunately be unable to notify candidates who are not on the shortlist; therefore, if you have not heard from us your application has been unsuccessful on this occasion.

Salary

The post will be paid on the **MPS/UPS Pay Scale** plus **TLR 2B** (currently **£5,870** per annum)

Start Date

1st January 2027

For an Application Pack

1. Visit www.altusep.com
2. Contact Sophie Bailey – HR Officer: recruitment@altusep.com
3. Telephone 01706 769999

Reward Package & Additional Benefits

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects
- Generous holiday entitlement

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974. In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates. It is also Trust policy to contact at least 1 reference prior to interview.

Background Information

Edgar Wood Academy

Edgar Wood Academy is an 11-16 year old state-funded secondary school. Working closely with Rochdale Borough Council to meet the estimated shortfall of secondary school places, we opened our doors to welcome year 7 children from the areas of Middleton and Heywood in September 2021.

From September 2022, students at Edgar Wood Academy were the first to experience our new school building on Heywood Old Road, Heywood, with its modern state-of-the-art facilities, designed to allow them to flourish academically, culturally and artistically.

Altus Education Partnership

Altus Education Partnership is a Multi Academy Trust and was established in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, and grew from the Trust's desire to improve education in the borough of Rochdale as a whole.

The Trust currently comprises five academies, including ourselves. The other four academies are:

- **Rochdale Sixth Form College**, opened in 2010 to address the significant underachievement in A level performance in the borough. Since then, it has dramatically raised achievement in the area and is recognised nationally as a centre of excellence. The College is Ofsted Outstanding, Sixth Form College of the Year 2021, and regularly ranks among the highest performing colleges in the country in both the DfE's Performance Tables and the National Achievement Rate Tables.
- **Kingsway Park High School** is an Ofsted-rated Good school with a strong track record of providing students with an excellent education. The Academy recently benefitted from a new teaching block, which opened in late 2024.
- **Bamford Academy** is an Ofsted-rated Good primary school providing a caring and nurturing environment. It is a popular first choice for many families in the area.
- **Caldershaw Primary School** joined the Trust on 1 July 2025. It is Ofsted Outstanding and one of the most oversubscribed primary schools in Greater Manchester.

Altus is on the cusp of further growth, with three additional schools currently considering academisation in the autumn term.

We also benefit from strong local partnerships. Most notably, and uniquely within the post-16 sector, Altus has a Memorandum of Understanding with Hopwood Hall College, coordinating curriculum and supporting seamless transition for students into post-16 education.

Role Description:

Job Title:	Head of History
Reports to:	Assistant Headteacher
Remuneration:	MPS/UPS Pay Scale plus TLR 2B (currently £5,870 per annum)
Contract:	Permanent
Start Date:	1 st January 2027

Key Focus: Maximise Students’ academic development and Achievements

Each Head of Department is ultimately responsible to the Headteacher, but this responsibility may be delegated to the appropriate line manager.

All staff are fully expected to contribute to the shared objective of maximising students’ achievements and to the achievement of Edgar Wood Academy’s Primary Purpose:

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus upon learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a “yes you can” culture. We always aim to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

In the context of setting up a new school all Heads of Department will be flexible in approach and be required from time to time to set aside subject interests to consider the broader interests of the school.

Key Duties

A. Accountability to the Headteacher

- To demonstrate and promote effective leadership within History.
- Via their Line Manager, to keep the Headteacher fully informed of all issues and concerns regarding the effective management and performance of History.

B. Accountability for the Leadership and Management of Staff

- To maximise the potential of staff, giving guidance and support within History.
- To implement and monitor the performance management of History staff so they can be evaluated individually against agreed targets.
- To work in consultation with their Line Manager in arranging school-based in-service support and induction for ECTs and staff new to History.
- To work with the Assistant Head to ensure staff CPD needs are identified and appropriate programmes designed to meet such needs.

- To allocate duties and responsibilities necessary to ensure the smooth and effective functioning of History.
- To convene regular formal History meetings, setting agendas, minuting meetings, and circulating copies to appropriate parties including the Headteacher.
- To ensure History staff have the highest expectations of students.
- To establish common standards of practice within History.
- To contribute to the school's quality assurance procedures – the EWA Achievement and Improvement Cycle.
- To ensure History practice and procedures meet the requirements of the Strategic Plan and Annual Development Improvement Plan.
- To promote teamwork and motivate staff to ensure effective working relations and monitor the wellbeing of all staff.

C. Accountability for Leadership of Learning and Teaching

- To strategically develop a rich and varied History curriculum. To ensure the intent is clearly understood and implemented amongst all team members, and to evaluate its impact on students.
- To monitor and evaluate History provision in line with agreed school procedures, benchmarking against the national curriculum and examination specifications.
- To ensure curriculum maps are developed to identify key knowledge, skills, and understanding for each topic in History.
- To ensure curriculum maps are well developed, up-to-date, and stimulating, and are implemented by all staff through engaging in team planning.
- To maximise student achievement by sequencing the specification in conjunction with the line manager.
- To ensure whole school priorities are developed within History, such as literacy, British values, and SMSC.
- To monitor, track, and evaluate History performance in terms of school philosophy, internal and external assessments.
- To ensure the educational experience offered to each student is of the highest quality to promote equality of opportunity.
- To ensure moderation and standardisation of assessments in History are tightly coordinated, including taking a leading role in the Internal Verification (IV) of relevant documents.
- To ensure that the organisation of History revision classes, intervention, and History trips/visits are coordinated.
- To manage cover work for absent History staff and oversee that students continue to achieve during staff absence.
- To participate fully in the annual achievement and improvement cycle, subject reviews, and QA processes with the Headteacher, SLT, and Line Manager.
- To lead on the development of outstanding practice during History meetings.
- To keep up to date with national developments in History teaching practice and methodology.
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment, and teaching and learning strategies within History.
- To ensure History plays a major part in supporting whole school issues.

D. Accountability for the Management of Financial and Physical Resources within History

- To manage financial planning for History to reflect the needs of students, the School Development Plan, and school aims.
- To ensure finances and resources create a stimulating and successful learning environment celebrating student achievement.
- To ensure resources are well maintained, securely stored, and safely used, paying due regard to Health and Safety Regulations.
- To manage facilities in the initial accommodation and prepare for the transition to permanent accommodation to ensure maximum effectiveness of History delivery.
- In conjunction with the SLT lead on ICT and the ICT Manager, to foster and oversee the application of ICT in History, including development of materials.
- Where appropriate, to ensure Health and Safety policies and practices, including risk assessments, are in line with national requirements and updated as necessary, including liaising with the SENCO.

E. Accountability for the Welfare of Students

- To have direct responsibility for behaviour of staff and students within History.
- To ensure History encourages students to develop the highest expectations of themselves in line with EWA ethos.
- To ensure students are fully informed about their progress.
- To ensure effective sanctions and rewards are in place within History.
- To liaise with the pastoral team regarding serious behavioural issues or persistent poor behaviour.

F. Accountability for Monitoring, Assessment, and Reporting Student Progress and Achievement in History

- To be accountable for pupil progress and development in History.
- To assess academic performance in light of prior achievement to enhance progress for all students.
- To identify and act upon issues arising from data, setting deadlines and reviewing progress.
- To assess how well key sub-groups (e.g. Disadvantaged students, SEND, WBRI boys) achieve and use findings to improve History teaching.
- To assess students' work in line with EWA assessment policy and exam board criteria.
- To systematically record students' progress to check understanding, inform planning, and recognise achievement levels.
- To undertake formal reviews of student progress as per the EWA academic monitoring process.
- To set sufficient formal assessments to regularly check understanding and prepare students fully for public examinations and/or coursework.
- To ensure timely marking, monitoring, and return of work with constructive feedback indicating clear strategies for improvement so students know how to move to the next grade.
- To complete formal student reports according to school systems and reporting calendar.
- To attend parents' evenings to inform families and carers about student progress.
- To provide the EWA Governing Body and Altus Trust Board with relevant information about History performance and development when required.

G. Operational/Strategic Planning

- To develop a strategic vision for literacy development within History.
- To devise a History literacy policy in consultation with stakeholders.
- To ensure History schemes of learning and resources support literacy development.
- To lead, develop, and enhance literacy teaching within History.

- To coordinate History-related literacy and reading interventions for students.
- To liaise with subject leaders and SENCO regarding student literacy difficulties and create action plans.
- To support colleagues in selecting resources and techniques to support students with literacy difficulties, providing training as needed.
- To evaluate the effectiveness of the History literacy development plan.
- To lead structured transition from KS2 to KS3 History, ensuring KS3 teaching meets students' literacy needs on entry.

General

All Heads of Departments are required to:

- Operate at all times within the stated policies and practices of the school and promote them actively.
- To play a full part in the life of EWA, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the staff code of conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight during the school day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the school premises and when they are in authorised School activities elsewhere.
- Work co-operatively with staff throughout the school to implement the School Strategic Plan and Annual Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to curriculum/subject, learning & teaching group and staff meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole School development goals.
- Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the School Performance Management Policy.
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the School Health and Safety Policy and Child Protection procedures and implement them as appropriate.
- Contribute to School provision for enrichment activities and study centre supervision as consistent with individual timetables.
- Participate in EWA activities, including attendance at Open Evenings/Mornings, Parental Information evenings and supporting liaison activities.
- Participate in School quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the school line management system.
- Play a co-operative and supportive role within curriculum areas and the school as a whole through the sharing of good practice and mentoring/coaching activities for less experienced staff where this is appropriate.
- Undertake such other duties as reasonably required by the Headteacher.

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading. This is a new post. The person appointed will be expected to work flexibly and the exact nature of the duties

described above is subject to periodic review and is liable to change.

Whole-School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the schools' values and vision.
- Make a positive contribution to the wider life and ethos of the school.
- Participate in EWA daily duty rota.

Health and Safety

- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.
- Look after children who are upset or have had accidents.

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and Professional Conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Any other reasonable duties as requested by the Line Manager, Headteacher or member of the Senior Leadership Team that is not specified in this job description.
- Respect individual differences and cultural diversity.

Other

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An enhanced DBS check will be carried out on the successful candidate. Altus Education Partnership is committed to equal opportunities for all.

The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check and right to work.

Your terms and conditions are specified within your contract of employment.

Person Specification

No.	CATEGORIES	Essential	Desirable
1.	Qualifications	<ul style="list-style-type: none"> • Relevant Honours Degree from a recognised University. • Qualified Teacher status. 	<ul style="list-style-type: none"> • Line management experience. • Free School or new School set up experience.
2.	Experience	<ul style="list-style-type: none"> • Experience of teaching History in a Secondary School. • Evidence of raising standards of student attainment and achievement within a subject area 	<ul style="list-style-type: none"> • Teaching experience across the maintained sector.
3.	Professional Development	<ul style="list-style-type: none"> • Evidence of continuing professional development relating to subject area. 	<ul style="list-style-type: none"> • Experience of working with other Agencies. • Ability to identify own learning needs and to support others in identifying their learning needs. • NPQML or equivalent qualification.
4.	Strategic Awareness	<ul style="list-style-type: none"> • Ability to articulate and develop the school's vision. • Ability to inspire and motivate students and staff. • Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards challenging targets. • Knowledge of what constitutes quality educational provision, the characteristics of effective schools and strategies for raising standards and the achievement of all students. • Understanding of how to promote History across the school. 	<ul style="list-style-type: none"> • Evidence of having successfully translated a vision into reality. • Membership of a professional body
5.	Teaching and Learning	<ul style="list-style-type: none"> • Ability to articulate the departmental intent, ensure the effective implementation and evaluate its impact on 	<ul style="list-style-type: none"> • Experience of successful school improvement and increasing attainment. • Membership of a

		<p>students.</p> <ul style="list-style-type: none"> • Knowledge and experience of successful teaching and learning strategies in order to meet the needs of all students at Edgar Wood Academy. • A secure understanding of assessment strategies. • Experience of effective monitoring/ evaluation of, and intervention in, teaching and learning. • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management. 	
6.	Accountability	<ul style="list-style-type: none"> • Understanding of effective budget planning and resource deployment as enablers in terms of achieving educational priorities. • Ability to communicate on school performance effectively, orally and in writing to a range of audiences. • Experience of whole school selfevaluation and improvement strategies. • Ability to provide clear information and advice to staff and governors/ trustees. • Awareness of performance measures applicable to the school. 	<ul style="list-style-type: none"> • Experience of offering challenge and support to improve performance. • Experience of working with governors/trustees to enable them to fulfil their responsibilities.
7.	Skills, Qualities and Abilities: Professional and Personal	<ul style="list-style-type: none"> • High quality teaching skills. • Ability to diagnose and intervene wisely when solving problems. • Strong commitment to the vision and ethos of Edgar Wood Academy. • Commitment to developing the subject area for which responsible. • To work closely with the pastoral and SEND team at 	<ul style="list-style-type: none"> • Experience of organisational change or new school set up.

		<p>Edgar Wood Academy.</p> <ul style="list-style-type: none"> • Ability to build and maintain good relationships with a range of stakeholders. • Ability to remain positive and enthusiastic when working under pressure. • Ability to organise work, prioritise tasks, make decisions and manage time effectively, including in relation to the work of others. • Ability to accept delegated duties appropriately. • Empathy with children. • Excellent communication and negotiation skills. • Excellent presentation skills. • Excellent problem-solving skills. • Stamina and resilience. • Self-confidence. 	
8	Personal Characteristics	<ul style="list-style-type: none"> • An unwavering commitment to the Altus Education Partnership's vision, mission and values. • Willing to be accountable and to take personal responsibility for own actions. • Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation. 	
9.	References	<ul style="list-style-type: none"> • Positive recommendation(s) in professional references. • DBS clearance. • Satisfactory outcomes from due diligence. 	



**EDGAR
WOOD**
academy

Edgar Wood Academy
Heywood Old Road
Heywood
OL10 2QN

Tel: 0161 676 9620
Email: info@edgarwood.org

Altus Education Partnership
Suite F4, No.2 The Esplanade,
Rochdale OL16 1AE

Tel: 01706 769999
Email: info@alltusep.com

www.altusep.com