GREAT HEIGHTS ACADEMY TRUST

COLNE VALLEY HIGH SCHOOL

Teacher of Humanities

CANDIDATE INFORMATION PACK

Welcome to Colne Valley High School where we are currently looking to appoint a temporary Teacher of Humanities, ideally specialising in 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 teaching team as Teacher of Humanities, 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.

Welcome

Dear Colleague,

Thank you for your interest in Colne Valley High School. It is a pleasure to welcome you to a school community that is ambitious, reflective and committed to continuous improvement in the service of our young people.

Colne Valley High School is on an exciting journey of development. We are building a school where every student is known, valued and challenged to be the very best they can be — academically, socially and personally. At the heart of everything we do are our shared values of **Respect, Integrity, Teamwork and Aspiration (RITA)**. These values are not simply words on a page; they shape our culture, guide our decisions and define how we work together as a community.

Respect underpins all relationships in our school. We believe deeply in the worth of every individual and are committed to creating a culture where students and staff feel safe, supported and able to flourish. Integrity drives our professional standards — we are honest, reflective and committed to doing what is right for our students, even when that is challenging. Teamwork reflects our belief that we are strongest when we work together: staff, students, families and partners united in a shared purpose. Aspiration fuels our ambition — we want every young person to aim high, believe in themselves and leave us prepared for a successful and fulfilling future.

We believe that **high expectations lead to high achievement**, and our recent improvements are rooted in this principle. We are developing a rigorous, broad and balanced curriculum that challenges students to think deeply, apply knowledge confidently and grow as learners and individuals. Our approach is inclusive and ambitious: every student is challenged, every student is supported, and every student is encouraged to take pride in their progress. Where additional support is needed, we have dedicated and skilled teams who work tirelessly to ensure that no child is left behind.

Our staff are central to our success. We are proud of the commitment, care and professionalism shown by colleagues every day in the service of our community. As part of **Great Heights Academy Trust (GHAT)**, staff at Colne Valley High School benefit from rich professional development opportunities informed by the latest educational research. Through our Research School, English Hub and SCITT, we support teachers to develop their practice, grow their expertise and build fulfilling careers in education. We believe strongly in investing in our people, because great schools are built by great staff.

We also recognise that education is a partnership. We value the vital role of parents and carers and actively seek to work alongside them to support the young people in our care. We are proud to serve our local community and are committed to working collaboratively with local organisations and partners to enrich experiences and improve outcomes for all.

If you choose to join Colne Valley High School, you will become part of a team that is reflective, ambitious and deeply committed to making a difference. You will be supported, challenged and valued — and, most importantly, you will help us to achieve excellence.

We very much hope that you will consider becoming part of our journey.

Yours sincerely,

Chris Alker
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: **greatheightstrust.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.

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

Current Trust Academies and Designations

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

BOWLING GREEN ACADEMY

CARLINGHOW ACADEMY

COLNE VALLEY HIGH SCHOOL

MARSDEN JUNIOR SCHOOL

NIELDS ACADEMY

RAYNVILLE ACADEMY

THE GREETLAND ACADEMY

THE MIRFIELD FREE GRAMMAR

WEST VALE ACADEMY

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

Position: Teacher of Humanities

Department: Humanities

Pay range: MPS/UPS

Responsible to: Curriculum Leader Humanities

Prime Objectives of the Post

- Carrying out the professional duties set out in the Teachers' Pay and Conditions Document as directed by the Principal within the context of the job description set out below in a wholly satisfactory manner.
- To teach your subject and other subjects as appropriate throughout the Academy to students aged 11 to 16.
- To have pastoral oversight of a specific tutor group or similar responsibility.
- To play a full part in the life of the Academy community.

Statutory Requirements

- This job description reflects the standards built upon the **Teaching Standards** which apply to all teachers.
- It is aligned to the **School Teacher's Pay and Conditions**, set out in the statutory guidance.

Membership of the Trust:

- 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.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.
- To ensure all trust systems, policies, processes and procedures are adhered to as requested from the Trust post holders.

Main Duties and Responsibilities:

1 Curriculum

1.1 To plan, prepare, teach and evaluate lessons throughout an agreed age and ability range in accordance with statutory requirements, Academy aims and objectives, Academy policies and Faculty/Departmental Schemes of Work.

1.2 To ensure a high-quality learning experience for students which meets internal and external quality standards and develops independent learning.

1.3 To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.

1.4 To ensure that the teaching of key skills and cross curricular themes, skills and dimensions are reflected in the teaching and learning experience of students.

1.5 To participate, as required, in preparing teaching and programmes of work.

1.6 To be aware of national strategies that are relevant to them e.g. literacy, numeracy, ICT and have incorporated these as appropriate into their teaching.

2 Students

2.1 To support the Academy policy on behaviour, discipline and student welfare in the classroom. To communicate problems of a pastoral nature through established procedures.

2.2 To display students' work and maintain a tidy, safe and stimulating working environment.

2.3 To liaise with the Head of Support for Learning and the form tutor over students with special educational needs and to modify teaching and learning accordingly ensuring targets outlined in a student's Individual Education Plan are pursued.

2.4 To promote the use of the Learning Resources Centre.

2.5 To keep a record of student attendance at, and punctuality to, lessons and report any notable observations to the form tutor.

2.6 To ensure that homework is set and recorded in the student planner.

2.7 To maintain good order and discipline ensuring health and safety including training students in the safe and appropriate use of equipment.

2.8 To set and maintain high standards of student work in the classroom.

2.9 To refer any Child Protection concerns to the designated Child Protection Officer in the Academy.

3 Assessment

3.1 To assess students' work in accordance with statutory requirements and Academy and Faculty/Departmental policies. To maintain a record of students' attainments. To use assessments to diagnose individual strengths and weaknesses and to inform teaching and learning

3.2 To complete monitoring, write reports on students and attend meetings with parents.

3.3 To assist in setting and marking internal examinations.

3.4 To ensure that external examination requirements are satisfied.

3.5 To recommend individual students for particular examination courses.

3.6 To set realistic and challenging targets for student improvement.

4 General

4.1 To contribute to the development of effective subject links with external agencies e.g. feeder primaries, partner secondaries, industry, community and Higher Education.

4.2 To work as a member of a designated team and contribute positively to effective working relations within the Academy by attending all appropriate meetings.

4.3 To set cover work when on leave of absence/known absence.

4.4 To supervise groups of students whose teacher is not available to teach them (as appropriate).

4.5 To take reasonable care of Faculty/Department resources and to account for any equipment used.

TUTOR:

5 **Main Responsibilities are:**

5.1 To offer care and support to students in all aspects of their Academy life and prepare them for adult life.

5.2 To develop an understanding and knowledge of the whole tutor group and each student as an individual, promoting, monitoring and evaluating their progress and keeping up-to-date student records as may be required.

5.3 To enable students to play an active role in all aspects of SMSC education and the Academy's tutorial, PSHCE, citizenship and enterprise programmes.

5.4 To undertake all responsibilities to ensure the smooth day-to-day running of the Academy.

5.5 To support the Academy in meeting its legal requirements for a daily act of collective worship.

6 Whole Academy

6.1 To play a full part in the life of the Academy community supporting its distinctive mission and ethos and actively promoting its policies and practices.

6.2 To undertake duties before Academy, at break and after Academy on a rota basis.

6.3 To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Outstanding 100, Christmas Concert and other liaison events.

6.4 To help implement and adhere to the Academy quality procedures and take part, as required, in the review, development and management of activities relating to the curriculum, organisation and pastoral function of the Academy.

6.5 To contribute to whole Academy planning and evaluation via the Faculty/Departmental operational plan and implementation.

6.6 To engage actively in the Performance Management Review process.

6.7 To participate in the Academy's staff development programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review, Faculty training plan and whole Academy training plan.

6.8 To ensure that you take care of your own Health and Safety and that of your colleagues in line with the Academy's policy.

6.9 To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

6.10 To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

6.11 To promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society.

General:

- To uphold the Nolan principles of public life.
- To take part in any CPD activities appropriate to the role.
- Attend school events as required.
- Assist in school emergencies, as required.
- Attend relevant meetings and training sessions.
- To undertake any other professional duties as required by the CEO/Board/Principal

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: Teacher of Humanities

Key to identification: A = Application I = Interview R = Reference

Qualifications/Training	**Essential**	**Desirable**	**A/I/R**
Qualified teacher status	✓		A/I
Evidence of current CPD activity in the last 2 years	✓		A/I
Relevant professional qualification		✓	A/I
Experience	**Essential**	**Desirable**	**A/I/R**
Proven track record of at least 2 years of teaching experience in the secondary sector	✓		A
Extensive experience of using and adapting a range of teaching, learning and behaviour management strategies	✓		A/I
Ability to use effective systems and procedures for quality assurance management in supporting pupil attainment	✓		A/I
Experience of effectively deploying support staff in the classroom	✓		A/I
Experience of accurately assessing student progress and using assessment data to inform future learning opportunities	✓		A/I
Experience of incorporating ICT into learning opportunities	✓		A/I
Evidence of effective partnerships with relevant agencies	✓		A/I
Experience of effective teaching in more than one school		✓	A/I
Experience of leading school development initiatives successfully		✓	A/I
Knowledge and understanding	**Essential**	**Desirable**	**A/I/R**
Knowledge of current and emerging good practice in relation to contributing to developing a computing curriculum, giving examples	✓		A/I/R
Knowledge of current safeguarding issues	✓		A/I
Knowledge of strategies to maximise progress and achievement for all children, including pupils with special educational needs	✓		A/I/R
Understanding of fostering links with home, school and other external partners	✓	✓	A/I/R
Skills and abilities	**Essential**	**Desirable**	**A/I/R**
Excellent interpersonal and general communication skills	✓		A/I/R
Ability to work independently and as part of a team	✓		A/I/R
Ability to prioritise workload to meet deadlines	✓		A/I/R

Willing to work within organisational procedures, processes and to meet required standards for the role.	✓		A/I/R
Be flexible, resilient and demonstrate the ability to work well under pressure.	✓		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.