



BARKING ABBEY SCHOOL

HEAD OF HISTORY

RECRUITMENT PACK



WE ARE AN **OUTSTANDING** SCHOOL



BELONG
BARKING

ASPIRE
ABBAY

SUCCEED
SCHOOL

www.barkingabbeyschool.co.uk



GIVE

AND

EXPECT

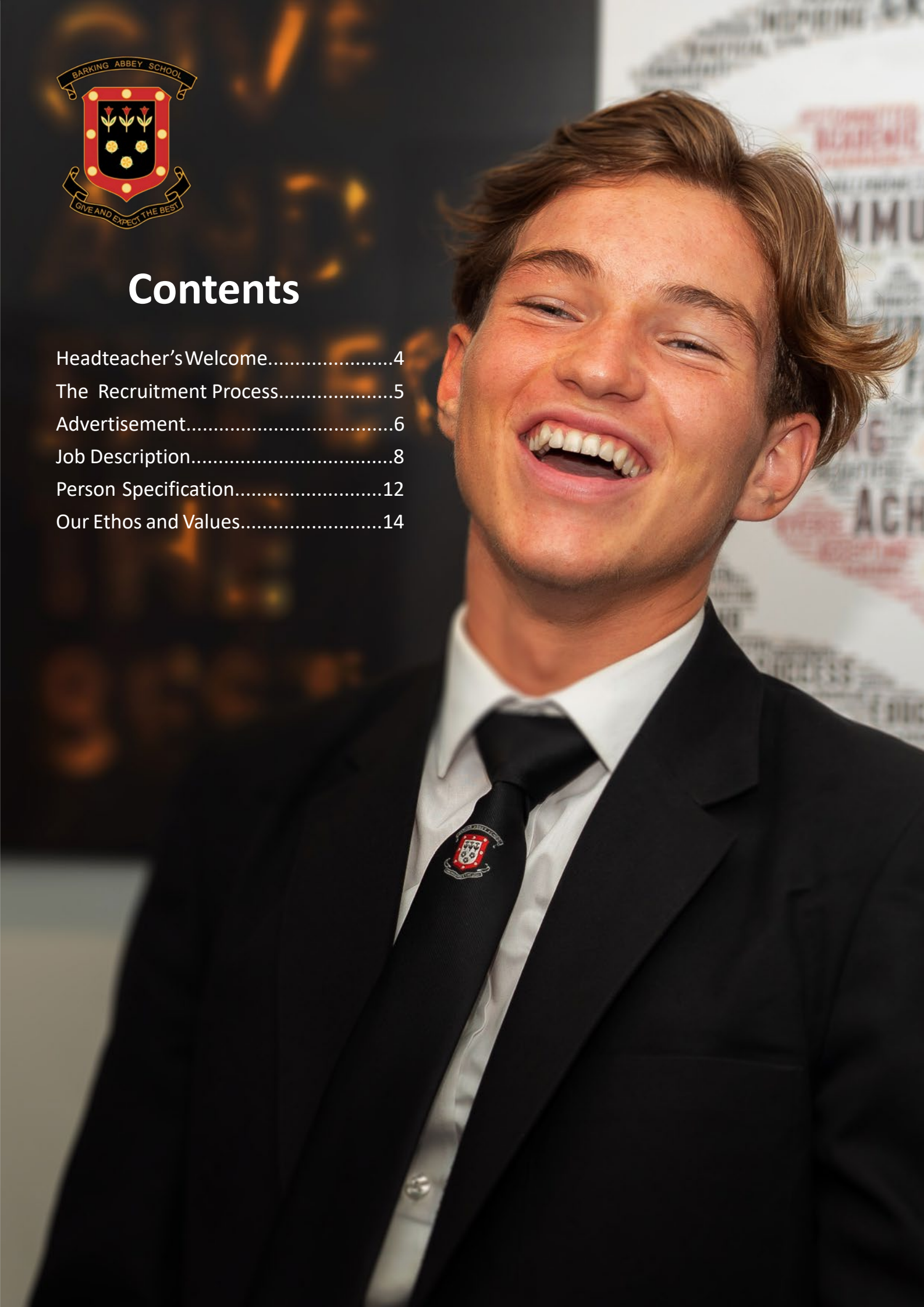
THE

BEST



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Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Head of History.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the MyNewTerm website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing date for applications	Friday 15th May 2026
Interviews week commencing	Monday 18th May 2026
Tour dates:	Tuesday 5th May, Thursday 7th May, Tuesday 12th May, Wednesday 13th May.

Please note all dates are subject to change. The school reserves the right to interview and appoint candidates prior to the closing date.

We warmly welcome visits to the school. To arrange this please email: jobs@barkingabbeysschool.co.uk



Advertisement

Head of History

Full Time

Commencing: September 2026

Salary Scale: MPS/UPS

We are seeking to appoint a dedicated and inspirational individual to lead our thriving and successful department. They should combine excellent historical and pedagogical knowledge to inspire students in and outside the classroom. You must be a reflective practitioner and be committed to continuing professional development and pedagogical research. This position would suit an ambitious and passionate teacher looking to gain leadership experience, or an accomplished leader seeking further experience in a new context. Our Outstanding Ofsted Report (February 2024) stated that “Leaders have designed a highly ambitious curriculum for all pupils. Teachers have excellent knowledge of the subjects that they deliver. Pupils’ work is consistently of high quality”. Ofsted highlighted the department for well planned and sequenced lessons that have a clear rationale: “Pupils apply their knowledge across different time periods, such as when studying the Norman invasion, the reign of Henry VIII or migration. This enables pupils to identify and debate more-complex issues of causation when they go on to study history at GCSE and A Level”.

- Curriculum knowledge mapped clearly.
- SEND have ambitious curriculum.
- Recapping and revisiting through retrieval and do now.
- Strong subject knowledge across the department.
- Books reflect curriculum plans. Regular opportunities to revisit and recap; Pupils find this useful.
- Effective questioning.
- Clear understanding of pedagogy by teachers and Leaders.

Therefore, joining Barking Abbey School represents a rare opportunity to join an outstanding department.

This is an exciting time to join us. Our curriculum has geographical scope, depth, utilises enquiry questions & allows students to develop their understanding of key second-order concepts. We are a successful department, achieving an ALPS 3 score at KS5 in Summer 2025, with over a third of students achieving the highest grades at KS4.

Wellbeing & professional development, particularly subject knowledge, is prioritised in the department, in which you will be supported. The History Department is vibrant and ambitious and leads on several highly successful extra-curricular activities involving various trips to local archives, museums, workshops, to name just a few.

The full current curriculum for all year groups can be viewed on our website:

<https://www.barkingabbey.school.co.uk/home/curriculum/history/>

Full details are provided on the job description and person specification.

Barking Abbey is an Ofsted Outstanding heavily over-subscribed dual campus secondary school in the London Borough of Barking and Dagenham, with a well-deserved reputation for academic excellence and a supportive

professional environment.

The school is located less than 10 minutes walk from Upney tube and 15 minutes from Barking mainline station.

Barking Abbey celebrates its diversity, and we positively welcome applications from all sections of the community. If you are interested in making a difference in young people's lives whatever your background or history please apply.

In return we offer:

- A supportive and encouraging staff team
- The opportunity to access a wide range of CPD opportunities within and beyond school
- A school which understands the importance of staff well-being and workload management
- A positive ethos with excellent behaviour reinforced by highly visible SLT and centralised behaviour systems

We are proud that Ofsted recently judged the school to be Outstanding in all areas. The report states; "This is a large and diverse school where difference is valued. Pupils, and students in the sixth form, are supportive and respectful of each other. Pupils' conduct is exemplary, both inside lessons and around the school. Leaders have established simple and clear rules that everyone understands. Pupils are focused, engaged and participate well in lessons. Staff feel that their workload and well-being has been carefully considered by leaders. They appreciate their open-door policy". (Ofsted, February 2024)

Please click here to find out more information about what it is like to work at Barking Abbey:

<https://www.barkingabbeyschool.co.uk/home/join-us/staff-vacancies/>

Barking Abbey is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer.

This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants.

Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



Job Description

Job Title	Head of History
Department	History
Location	Longbridge and Sandringham campus
Line Manager	Designated member of SLT
Line Management of	Departmental staff
Responsible for	The provision of a full learning experience and support for students
Liaising with	Head/Leadership Team, teachers and support staff and parents Working Time Full time as specified within the STPCD

POST PURPOSE

- To have overall responsibility for raising attainment at Key Stage 3, 4 and 5, ensuring all students achieve at least expected progress in History and student progress is in line or exceeding national standards.
- To monitor the quality of teaching and learning received by students in Key Stage 3, 4 and 5 through regular observations, work scrutiny, student interviews and report back findings to subject colleagues with informed recommendations for action.
- To have overall responsibility for the Key Stage 3, 4 and 5 History curriculum ensuring that it is engaging and challenging as well as inspiring students to appreciate the subject and its application.
- To support and monitor the effectiveness of the Progress and Achievement Leads within the department.
- To have overall responsibility for the monitoring and tracking of student progress in Key Stage 3, 4, and 5.
- 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.
- 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 and progress levels.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- To teach KS3, GCSE and Post 16 Programme of study as required.
- To develop and offer an Alternative Curriculum Provision Plan, for students requiring special needs, as and when required.

TEACHING

- The post holder will be expected to teach in line with the school's generic teacher's job description.
- Designated noncontact time for leadership and management responsibilities will be made available.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/ learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.

- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

LEADERSHIP AND MANAGEMENT

- To line manage the Key Stage 3 and 4 Progress and Achievement Leads to ensure that there are high quality schemes of work in place at Key Stage 3, 4 and 5 and ensure that all teachers within the department have schemes of work for the year ahead.
- To ensure all teachers within the department are using prior attainment data to set challenging targets for students.
- To coordinate informed recommendations for student set moves where appropriate.
- To organise the content and process of internal assessments throughout Key Stage 3, 4 and 5.
- To regularly monitor teachers' records, planning and delivery of History lessons across all three Key Stages.
- To provide support, guidance and challenge for teachers within the department.
- To regularly monitor the quality of teaching and learning across all Key Stage teaching groups and ensure areas for improvement are clearly and quickly identified.
- To map out the progress of students against prior attainment and identify students at risk of under-achieving.
- To meet with the Key Stage Progress and Achievement Leads regularly to ensure they lead on the organisation and delivery of interventions to ensure all students make expected progress by the end of each Key Stage.
- To support the smooth running of the school by supervising within the school's internal exclusion unit when there is capacity on the postholder's timetable (this will be reviewed on an annual basis).
- To support the smooth running of the school by having an 'On Call' duty assigned when the postholder has capacity on their timetable (this will be reviewed on an annual basis).

OPERATIONAL/STRATEGIC PLANNING

- To develop appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole school's planning activities.

CURRICULUM PROVISION

- To ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

CURRICULUM DEVELOPMENT

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives.

STAFFING

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.

- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

QUALITY ASSURANCE

- To help to implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

MANAGEMENT INFORMATION

- To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

COMMUNICATIONS & LIAISON

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

MANAGEMENT OF RESOURCES

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students.

PASTORAL SYSTEM

- To be a Tutor to an assigned group of students.
- To promote the general progress and well-being of individual students.
- To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the

- school, concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Management systems so that effective learning can take place.

HEALTH AND WELL-BEING

- To ensure staff know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To ensure staff know the local arrangements concerning the safeguarding of children and young people and know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To ensure staff know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

SCHOOL ETHOS

- To play a full part in the life of the school community, to support its distinctive ethos and vision, 'Ours' is a school where everyone gives and expects the best and everyone can say, "I belong" and to encourage and ensure staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety and safe-guarding policies and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Employees Signature		Date	
Head Teacher Signature		Date	

Person Specification

	Criteria	Desirable	Essential	Assessment Method		
				Application A		
				A	I	T
Knowledge & Skills	Excellent classroom practitioner.	√		√	√	
	Highly competent user of ICT.	√		√		√
	Excellent subject knowledge.	√		√		
	Outstanding classroom management skills and rapport with pupils.	√		√	√	√
	Excellent communication and inter-personal skills.	√			√	
	Ability to act as a role model for students and staff, being professional and respectful in your dealings in the school community.	√			√	
	Ability to seek areas for improvement and to successfully implement change.	√		√	√	√
	Ability to monitor, review and evaluate the work of the school against current Ofsted criteria.	√		√	√	√
	Ability to interpret data and communicate the significance of data to staff, students and parents.	√		√	√	√
	Ability to work well under pressure and meet deadlines.	√		√	√	√
	Have a strong understanding of CP and safeguarding matters.	√		√	√	
	A commitment to safeguarding and promoting the welfare of young people.	√		√	√	
	Recent relevant in-service training in Leadership and Management.		√	√	√	
Qualifications	A good standard of general education including GCSEs in English and Maths.	√		√		
	First Class Honours Degree.	√		√		
	Qualified Teacher Status.	√		√		
	Post Graduate qualification related to Teaching and/or Leadership and Management e.g. MA in Education, NPQML, NPQSL,		√	√		
Experience	Have high personal and professional standards and well-developed pastoral skills and instincts.	√			√	
	Evidence of raising levels of achievement, in value added terms, as demonstrated by results at Key Stage 4 and 5.	√		√	√	
	Successful experience of coaching and supporting others.	√		√	√	
	Enthusiastic and effective leader and manager	√		√	√	√
	Evidence of high achievement in teaching and learning across key stages.	√		√	√	
	Evidence of continually improving the teaching and learning of their subject.	√		√		
	Evidence of monitoring and tracking of student progress within their subject.	√		√	√	√

	Criteria	Desirable	Essential	Assessment Method		
				Application A		
				Interview I		
Task / LO T			A	I	T	
Experience	Use of assessment and attainment information to improve practice and raise standards.	√		√	√	√
	Evidence of successfully leading a team and/or a development within a team.		√	√	√	
	Experience of primary liaison work.		√	√	√	
	Ability to plan and resource effective interventions to meet curricular objectives.		√	√	√	√
Attitude & Personal Qualities	Flexible, motivated, able to work unsupervised and an ability to deal with unpredictable situations.	√			√	
	Strong, ongoing commitment to developing own knowledge, skills and understanding as an educator including effective use of professional development.	√		√	√	
	Reflective practitioner who actively seeks opportunities to continually develop own practice.	√		√	√	
	Self-motivated with exceptional organisational and planning skills.	√		√	√	
	Tact, discretion and listens whilst maintaining confidentiality.	√			√	
	Willingness to take part in the wider life of the School.	√		√	√	
	Commitment to safeguarding and promoting the welfare of children and young people.	√		√	√	
	Motivation to work with children and young people.	√		√	√	
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√			√	
	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.	√			√	
	Honesty and Integrity.	√			√	
	Ability to demonstrate an awareness of equality and diversity and to promote these through working practices.	√		√	√	
	Ability to work flexibility and outside of normal school hours.	√			√	
	Current driving license and car for travel and transport between The Upper and Lower School.		√		√	

Our Ethos and Values

BRAVERY **E**XCELLENCE **S**ELF-DISCIPLINE **T**EAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING

ASPIRE
ABBNEY

SUCCEED
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.

