



**Queensbury**  
Academy

Co-operation • Aspiration • Respect • Endeavour

**2025/26**

**APPLICATION PACK**

**Second in Charge of  
Humanities, with specialism in  
Geography**



**WELCOME**

**anthem**

**Dear Applicant,**

Thank you for your interest in this role with Anthem Schools Trust at Queensbury Academy.

Anthem is an education charity that runs a group of 11 primary and five secondary schools in the East Midlands, London, and the Thames Valley. The trust serves over 8,000 children and young people across its three regions, we are a values-driven organisation with a commitment to integrity, collaboration, and excellence.

Queensbury Academy is the school of choice in Dunstable as it has been oversubscribed for the past four years. It has a growing Sixth Form which has expanded by 25% in the past year thanks to the quality of teaching and the range of courses on offer. There is a real family spirit at Queensbury which is summed up by the academy's CARE values - Cooperation, Aspiration, Respect and Endeavour. Students and staff feel they are recognised for what they do and that they can grow into being better people.

This is an exciting time to be joining the academy and the successful candidate will share a commitment to the school's and Anthem's values, being able to demonstrate the leadership skills required for rapid school improvement, including a relentless drive for educational excellence for all pupils.

Anthem is at an exciting point in its development as a Trust, not only striving to raise standards yet further across our schools, but also looking ahead to the Trust's future and possibilities for growth. The successful candidate will benefit from support and challenge from Anthem's Executive Team and Trustees, as well as the school's Local Governing Body. We provide high-quality training and coaching, alongside induction support and mentoring for those new to post.

More information about this exciting opportunity can be found in the job description and person specification within this recruitment pack. If you feel you have the proven track record, ambition and commitment for this pivotal role, we want to hear from you. If you would like to further discuss the role, please email [scaswell@queensbury.anthemtrust.uk](mailto:scaswell@queensbury.anthemtrust.uk) to arrange a conversation. You can find information regarding how to apply within this pack.

Yours sincerely,

A handwritten signature in black ink that reads "H Palmer".

**Mrs. H Palmer**  
Headteacher

**Closing date: 31<sup>st</sup> March 2026 and interviews TBC**

*The school reserve the right to appoint before the application deadline.*



# **Second in Charge of Humanities, teaching Geography**

**Starting – September 2026**

**Full Time | TLR2b**

Queensbury Academy is a consistently oversubscribed, OFSTED rated 'good' comprehensive school situated at the foot of Dunstable Downs in South Bedfordshire. It is part of the successful Anthem Trust which offers incredible support for every professional that works within it.

We are seeking to appoint a dynamic and enthusiastic individual to be an assistant director of Humanities, teaching Geography. We are looking for someone who loves working with children and is aligned with our CARE values – Cooperation, Respect, Aspiration and Endeavour.

As an Academy we offer all staff a:

- Climate for teaching and learning which is calm and engaging.
- CPD and collaborative practice that is full of innovation.
- Focus on staff wellbeing that ensures you enjoy your job and being part of a team.
- Amazing students that will make you proud to be part of the Queensbury family.
- We offer excellent CPD and leadership opportunities.

An application information pack can be found on the website: [www.queensburyacademy.com](http://www.queensburyacademy.com)

**Closing date: 31<sup>st</sup> March 2026 and interviews TBC**

*The school reserve the right to appoint before the application deadline.*

*The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service (DBS).*

*CVs will not be accepted for any posts.*



## Second in Charge of Humanities – Job Description

<b>Post title:</b>	<b>Second in Charge of Humanities</b>
<b>start date:</b>	<b>September 2026</b>
<b>Closing date for applicants:</b>	<b>31.03.26</b>
<b>Interview date:</b>	<b>TBC</b>
<b>Salary:</b>	<b>TLR2b</b>
<b>Reporting to:</b>	<b>Head of Humanities</b>
<b>Liaising with:</b>	Headteacher, Academy Leadership Team, Heads of Subject, Pastoral Team, relevant staff with cross-Academy responsibilities, relevant support staff, parents and Governors and other stakeholders.
<b>Responsible for:</b>	<ul style="list-style-type: none"> <li>• To be responsible for the vision, leadership, and development of the department.</li> <li>• To ensure the effective delivery of the curriculum to all students</li> <li>• To ensure the effective teaching, assessing, recording, and reporting of student progress</li> <li>• To lead and manage all department staff, including performance management.</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>• To provide vision and leadership for the department and promote the overall Humanities department vision.</li> <li>• To ensure there is a positive learning culture within the department.</li> <li>• To support and promote whole school policies and procedures.</li> <li>• To be responsible for the effective management of the capitation and allocation of resources.</li> <li>• To attend the subject leaders and staff meetings.</li> <li>• To chair meetings.</li> <li>• To undertake other duties in connection with the role of subject team leader as might reasonably be requested by the Principal, SLT humanities link or Head of Humanities at any time.</li> </ul>
<b>Operational/Strategic Planning</b>	<ul style="list-style-type: none"> <li>• To lead on the development of an appropriate personalised curriculum, resources, schemes of work, marking and assessment policies and teaching and learning strategies, that are innovative, will motivate students to learn and raise achievement across the subject area.</li> <li>• To ensure that Health and Safety policies and practices, including risk assessments, throughout the subject area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.</li> <li>• To support the cohesive culture, working collaboratively and sharing of good practise with the Head of Humanities as we all the lead practitioners.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• To plan and ensure the effective delivery of all courses, specifications and schemes of work across KS3, KS4 and KS5.</li> <li>• To carry out lesson observations, identify appropriate targets and facilitate professional development.</li> <li>• To promote and inspirational environment of high challenge where students experience innovative learning and teaching strategies.</li> </ul>



	<ul style="list-style-type: none"> <li>To determine and regularly evaluate the assessment approach for the department in line with the overall Humanities department approach. To set high but realistic targets for all students.</li> </ul>
<b>Staffing</b>  <b>Staff development</b> <b>Recruitment/Deployment of staff</b>	<ul style="list-style-type: none"> <li>To lead and inspire and motivate staff to ensure outstanding outcomes.</li> <li>To promote teamwork and motivate all staff in order to ensure effective working relationships.</li> <li>To participate in recruitment process for new staff.</li> <li>To plan and ensure the effective delivery of the induction programme for new staff.</li> <li>To co-ordinate the setting of work when staff in the department are absent.</li> <li>To provide opportunities for sharing good practice and CPD for all staff.</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>To contribute to the Performance Management Process.</li> <li>To contribute to the school and department development process, through writing and evaluating improvement plans/SEF's.</li> <li>To monitor the quality of learning and teaching within the department.</li> <li>To monitor staff marking, reporting and assessment to ensure consistency.</li> </ul>

<b>Management Information:</b>	<ul style="list-style-type: none"> <li>To provide the Governing Body with relevant and accurate information relating to the department's performance and development.</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>To ensure all members of staff are familiar with the aims, objectives and policies of the Academy and Post 16 provision.</li> <li>Ensure effective communication/ consultation as appropriate with the parents/carers of students.</li> <li>To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate.</li> <li>To attend meetings as appropriate.</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>To contribute to the Academy liaison and marketing activities.</li> <li>To lead development of effective subject links with partner schools and the community, attendance where necessary at liaison events and the effective promotion of subjects within the department at open days/evenings and other events.</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>To manage the available resources of space, staff, budget, and equipment effectively within the policies and procedures of the academy.</li> <li>To work with the Academy Leadership Team to ensure that the subject areas teaching commitments are effectively and efficiently timetabled and roomed.</li> <li>To ensure the Academy health and safety policies and practices, including risk</li> </ul>



	<p>assessments, throughout the department are in line with national requirements and are updated where necessary.</p>
<b>Pastoral System</b>	<ul style="list-style-type: none"><li>• To be a Form Tutor to an assigned group of students.</li><li>• To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.</li><li>• To liaise with a Pastoral Leader to ensure the implementation of the academy's Pastoral System.</li><li>• To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.</li><li>• To evaluate and monitor the progress of students and keep up-to-date student records as may be required.</li><li>• To alert the appropriate staff problems experienced by students and to make recommendations as to how these may be resolved.</li><li>• To communicate as appropriate, with the parents of students and with persons or bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.</li><li>• To contribute to PSHE and citizenship and enterprise according to academy policy.</li><li>• To apply the behaviour management systems so that effective learning can take place.</li></ul>



<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in academy and elsewhere.</li> <li>• To ensure there is appropriate support in place for SEN, PP and HPA students.</li> <li>• To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy, and academy subject specialism(s) are reflected in the teaching/learning experience of students.</li> <li>• To undertake a designated programme of teaching and ensure equal opportunities for all students within the department.</li> <li>• To ensure a high-quality learning experience for students which meets internal and external quality standards.</li> <li>• To prepare and update subject materials.</li> <li>• To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.</li> </ul>
	<ul style="list-style-type: none"> <li>• To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• To undertake assessment of students as requested by external examination bodies, departmental and academy procedures.</li> <li>• To mark, grade and give written/verbal and diagnostic feedback as required.</li> </ul> <p>To ensure a safe working environment.</p>
<b>Academy Ethos</b>	<ul style="list-style-type: none"> <li>• To model and encourage others to uphold our CARE (Cooperation, Aspiration, Respect and Endeavour) values</li> <li>• Undertake whole Academy duties as outlined in responsibilities agreed each year.</li> <li>• Monitor and support the overall progress and development of students in faculty.</li> <li>• To engage actively in the performance review process, addressing appraisal targets set by the line manager each Autumn term.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> <li>• To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.</li> <li>• To promote actively the Academy's corporate policies.</li> <li>• To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.</li> <li>• To show a record of excellent attendance and punctuality.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> </ul> <p>To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.</p>
<b>Working time:</b>	195 days per year. Full time.
<b>Disclosure level:</b>	Enhanced DBS



Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy 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.

Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Queensbury Academy is committed to the safety and well-being of its students and staff. Safeguarding children is at the core of the academy activity. Staff and volunteers will be expected to adhere to the Safeguarding Children Policy and procedures at all times and conduct themselves appropriately in accordance with the guidance.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Governors. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

## Person Specification

Knowledge and Experience: Essential	Desirable
<p>graduate (with a good degree).</p> <ul style="list-style-type: none"> <li>• Qualified Teacher.</li> <li>• High level of ICT skills and experience of how new technologies can be used to raise achievement. Recent experience of involvement in innovative curriculum development.</li> <li>• Teaching humanities at KS3/4 across the full ability range.</li> <li>• Experience of teaching Humanities Advanced Level (post 16)</li> <li>• Leadership of aspects of the humanities curriculum.</li> <li>• Data analysis to monitor progress of students on an ongoing basis.</li> <li>• Excellent subject knowledge at all levels.</li> <li>• Vision and ability to shape, coordinate and drive forward the curriculum at all key stages to deliver outstanding progress for all students.</li> <li>• Excellent pedagogical knowledge to drive forward department's teaching approach to inspire, challenge and support all students.</li> <li>• Ability to evaluate and determine assessment approaches across all key stages in Humanities.</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification</li> <li>• Experience of working in a 11-18 school</li> <li>• Teaching to Advanced Level (post 16)</li> <li>• Evidence of continuous self development and updated knowledge in the fields of teaching and learning and education management, particularly in the areas of responsibility for this post</li> <li>• Staff development, including</li> </ul>



	<p>mentoring trainees or NQTs</p> <ul style="list-style-type: none"> <li>• Curriculum knowledge and leadership in the department area</li> </ul>
<b>Skills and Abilities: Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Proven ability to identify and implement strategies to raise standards of Teaching and Learning.</li> <li>• Ability to lead and manage own work effectively and take responsibility for own professional development.</li> <li>• Excellent communication and presentation skills.</li> <li>• To be a good/outstanding teacher</li> <li>• Clear focus on Health and Safety practices in Humanities.</li> <li>• Aspirational and innovative with the ability to put forward and lead initiatives within the department.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of and an interest in current educational debates, supporting raising pupil outcomes.</li> </ul>
<b>Personal Qualities:</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels.</li> <li>• Willingness to work hard.</li> <li>• Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations.</li> <li>• Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.</li> <li>• Awareness of and commitment to equal opportunities and valuing diversity.</li> <li>• A positive role model for students and staff.</li> <li>• A commitment to "personalising learning" for all students in the Academy.</li> <li>• Creativity and enthusiasm to promote a positive school image to the local and national community.</li> <li>• Team Player.</li> <li>• Sense of humour.</li> <li>• Passion for the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• The aspirations, talent and enthusiasm for further promotion.</li> <li>• Ability to develop links with outside partners</li> </ul>



- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Flexible, adaptable, results orientated.</li><li>• Have a positive, compassionate and efficient manner.</li><li>• Calm and resilient under pressure</li><li>• Motivated, organised, and punctual.</li></ul> |  |
|---|--|



Queensbury Academy is proud to be part of



**Today, Anthem serves over 8,000 children and young people in 16 schools across the East Midlands, London and Thames Valley.**

As a multi-academy trust (or MAT), Anthem is first and foremost a school improvement organisation, responsible for ensuring that the public money we receive to run our 11 primary schools and five secondary schools is used to drive the best possible outcomes for the children and young people under their care.

Our work falls into three broad areas of activity: school improvement, governance and operations. Within and between each of these areas, colleagues employed at national level as part of Trust-wide teams, and at local level in our schools work together to secure the highest possible standards in all aspects of school life.

To find out more please visit their website:

[www.anthemtrust.uk](http://www.anthemtrust.uk)

Follow the Trust on Twitter:

[@AnthemTrust](https://twitter.com/AnthemTrust)

