



PERSON SPECIFICATION: Subject Leader of History
GRADE: MPS/UPS + TLR 2b
RESPONSIBLE TO: Assistant Headteacher
PRIMARY PURPOSE: The post holder will be responsible for delivering outstanding teaching and outcomes in History

Below are the expected qualities to be found in the successful candidate and how these will be assessed (A = Application, R = Reference and I = Interview).

Experience, Skills and Knowledge

Quality	Essential	Desirable	How this will be assessed
Good degree in specialist area	Yes		A/R/I
Teaching qualification with QTS	Yes		A/R/I
Further training or qualification in History		Yes	A/R/I
Ability to teach History at key stage 3 & 4	Yes		A/R/I
Evidence of successful leadership experience		Yes	A/R/I

Leadership and Management Standards

Quality	Essential	Desirable	How this will be assessed
Achievement and Standards <ul style="list-style-type: none"> Has the ability to inspire others to achieve at an outstanding level with all groups of learners. Has the attention to detail required to monitor progress against targets and devise appropriate intervention strategies to address under performance. To Quality Assure the work of the Department to create a strategic plan towards outstanding achievement. To Monitoring of procedures required by Examination Boards, liaison with colleagues responsible for all aspects of external and internal examinations To select the best qualifications to meet the needs of learners at Carnforth High School. 	Yes		A/R/I
Teaching and Learning <ul style="list-style-type: none"> The post holder is responsible for the organisation of History involving the teaching programme for 	Yes		A/R/I

Headteacher: Mr Tim Iddon

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<p>students of different abilities and aptitudes in accordance with the National Curriculum or examination standards.</p> <ul style="list-style-type: none"> ▪ Advising on and monitoring the most effective methods of teaching of all students including specific advice on the most able and on SEN students. ▪ The continual evaluation of the aims, content and methods of teaching and learning and their revision when curriculum development or changing social and educational circumstances make it appropriate. ▪ Cross-curricular aspects including ICT, Citizenship, Spiritual, Moral, Social and Cultural Development, literacy and numeracy. ▪ Ensuring the Department area can interpret and follow school policy in all areas. ▪ Maintain and up to date knowledge of best practice in outstanding teaching and learning. ▪ To forge links with outstanding providers to improve the quality of CPD in History. ▪ Ensure the needs of all learners and the Carnforth School community are reflected in any proposed development. ▪ To ensure the Ofsted priorities for teaching and learning are addressed. ▪ To establish appropriate common SOW at KS4 and KS3 and centrally co-ordinated database of marks. ▪ To QA the work of department staff teachers to ensure all teaching is good or better. 			
<p>Behaviour and Safety</p> <ul style="list-style-type: none"> • Monitor health and safety matters within your areas of responsibility and ensure they adhere to the school's Health and Safety Policy. • To create a visible culture of safety within the History department. • Be responsible for the management of allocated resources to ensure they are maintained to a high standard. • Be highly visible and assertive in management of behaviour. • Ensure praise is meaningful and timely. • Ensure all school policies on behaviour and safety are fully embedded. • Safeguarding and Promoting the Welfare of Students by following the all school guidance on safeguarding and Child Protection. 	Yes		A/R/I

<ul style="list-style-type: none"> • Monitor all volunteers, external agencies etc.to ensure our safeguarding and health and safety policies are practised by all external bodies working with our students. • Offer support to colleagues in managing student behaviour. • Liaison with SENCO about the teaching of pupils with learning difficulties and those that are most able. • Answering parental queries and interviewing parents if required (and completion of Interview Report forms for the appropriate pastoral staff). 			
<p>Leadership and Management</p> <ul style="list-style-type: none"> • Take responsibility for the Performance Management of staff as directed by the Headteacher. • To continuously aspire to develop, improve and embed the progress of students at Carnforth High School • Respond to curricula change and keep abreast of all national developments. • Attend Subject Leader meetings and Trust network meetings when required. • Ensure equality of opportunity for staff and students. • Report to the Headteacher and the delegated line manager in accordance with school procedures. • To fulfil all of the requirements and duties set out in the current Pay and Conditions documents relating to the conditions of employment of teachers. • Holding departmental meetings at least half-termly in order to consult departmental staff. Creating minutes in accordance with the school pro-forma for them. • Supervision of the work of departmental staff, both teaching and (where appropriate) non-teaching. This includes any or all of the following: observation of lessons and the provision of written feedback; monitoring of the teaching programme or other programmes of work; monitoring of exercise books and/or other work done by students including formal assessments; evaluation of assessment results; supervision of reports on students including with regard to general school 	Yes		A/R/I

<p>reports ensuring that they are completed on time and that the comments are accurate and acceptable.</p> <ul style="list-style-type: none"> • Oversight of the work of ECTs and student teachers working in the department and writing appropriate reports on their work for the coordinating school tutor. • Delegation of specific tasks to members of the department provided that they do not conflict with individual job descriptions or general conditions of service. • Identifying the needs of both the department and individuals within it and preparing short and long term plans of action which take into account and inform the School Improvement Plan and Annual Action Plan. Reviewing these plans whenever appropriate or when requested by the Headteacher. • Implementing the post-OFSTED Action Plan drafted by and for the department. • At regular intervals discussing with members of the department their individual needs e.g. broadening of expertise within subjects (staff development) and extra responsibilities which might be linked to their career aspirations (professional development). • Providing information for staff references when requested by the Headteacher. • Providing work for classes within the department if it has proved impossible for an absent member of staff to do so. • Involvement in all procedures for the appointment of departmental staff. • Advising the Headteacher, or whoever is constructing the timetable, on the allocation of departmental staff and rooms to teaching groups. • Advising the Headteacher of financial requirements. • The allocation and control of financial resources within the Department and liaison with the Business Manager and Headteacher on all spending of capitation. • The establishment of a written procedure for teaching and (where appropriate) non-teaching staff for care and maintenance of books, equipment and other departmental stock. 			
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<ul style="list-style-type: none"> • To be responsible for the care of rooms for departmental teaching. • To be responsible for arranging for suitable and refreshed displays in rooms and adjacent corridor areas, ideally to include some student work. • To be responsible for all examination entries within your subject area. • Implementation of the Health and Safety policy and COSHH regulations and the reporting of any contravention of these or other hazards to the Business Manager. • Liaison with the departmental Link Governor and attendance at any meetings of Governors if it is requested. • Writing the departmental report for the Annual Report for the Governing Body. • Involvement in staff working parties and Whole School Self Evaluation exercises as requested by the Headteacher. • Providing information on the department for all school documentation for parents and students. • The above job description may need to be amended from time to time to meet additional needs arising from changed circumstances. This will be done after consultation and any changes will be commensurate with the TLR payment attached to the position. 			
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Teacher Standards

Quality	Essential	Desirable	How this will be assessed
Ability to set high expectations which inspire, motivate and challenge pupils <ul style="list-style-type: none"> ▪ Establish a safe and stimulating environment for pupils, rooted in mutual respect. 	Yes		A/R/I

<ul style="list-style-type: none"> ▪ Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. ▪ Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 			
Promote good progress and outcomes by pupils <ul style="list-style-type: none"> ▪ Be accountable for pupils' attainment, progress and outcomes. ▪ Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. ▪ Guide pupils to reflect on the progress they have made and their emerging needs. ▪ Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. ▪ Encourage pupils to take a responsible and conscientious attitude to their own work and study. 	Yes		A/R/I
Demonstrate good subject and curriculum knowledge <ul style="list-style-type: none"> ▪ Have a secure knowledge of the History curricula, foster and maintain pupils' interest in the subject and address misunderstandings. 	Yes		A/R/I
<ul style="list-style-type: none"> ▪ Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship. 	Yes		A/R/I
<ul style="list-style-type: none"> ▪ Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. 	Yes		A/R/I
Plan and teach well-structured lessons <ul style="list-style-type: none"> ▪ Impart knowledge and develop understanding through effective use of lesson time. ▪ Promote a love of learning and children's intellectual curiosity. ▪ Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. ▪ Reflect systematically on the effectiveness of lessons and approaches to teaching. ▪ Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	Yes		A/R/I
<ul style="list-style-type: none"> ▪ Have evidence from performance management that your standard of teaching and learning is regularly good or better. 	Yes		R
Adapt teaching to respond to the strengths and needs of all pupils <ul style="list-style-type: none"> ▪ Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. 	Yes		A/R/I

<ul style="list-style-type: none"> ▪ Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development. ▪ Have a clear understanding of the needs of all pupils, 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. 			
Make accurate and productive use of assessment <ul style="list-style-type: none"> ▪ 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 pupils' progress. ▪ Use relevant data to monitor progress, set targets, and plan subsequent lessons. ▪ Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	Yes		A/R/I
Manage behaviour effectively to ensure a good and safe learning environment <ul style="list-style-type: none"> ▪ 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 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 pupils' needs in order to involve and motivate them. ▪ Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 			A/R/I
Fulfil wider professional responsibilities <ul style="list-style-type: none"> ▪ Make a positive contribution to the wider life and ethos of the school. 	Yes		A/R/I

<ul style="list-style-type: none"> ▪ 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 pupils' achievements and well-being. ▪ Willingness to teach across a range of learners from Carnforth High School and federated schools. 			
<ul style="list-style-type: none"> ▪ Willingness to participate in extended services, enrichment and afterschool activities. ▪ Ability to take on a pastoral/mentoring role with a form group of learners. 		Yes	A/R/I
Professional conduct <ul style="list-style-type: none"> ▪ Commitment to treating pupils and other staff 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 pupils' 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 pupils' vulnerability or might lead them to break the law. ▪ High standards in your own attendance and punctuality. 	Yes		R/I

Note to Applicants: In your application form please try to show how best you meet these requirements. Only applicants who can fulfil the essential criteria will be considered for interview. In the event of a high number of applications, only applicants who show they can meet all criteria will be selected for interview.

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