



**Head of History**  
**City of Derby Academy**  
**Permanent**  
**1.0FTE**  
**MPS/UPS & TLR 2.2**

QEGSMAT are seeking to appoint a passionate and committed History teacher to join our dedicated team and take on a leadership role in shaping our students' futures.

We are proud to serve a very diverse community with over 40 home languages, and over 50% of our students are eligible for the Pupil Premium. This is an exciting and rare opportunity to join a passionate, hardworking and ambitious team of teaching and non-teaching colleagues who, at every level, make a genuine difference to students' lives, every day.

Our most recent Ofsted inspection report (March 2024) is overwhelmingly positive and recognises the strengths of the school and the continued progress being made. Some highlights are:

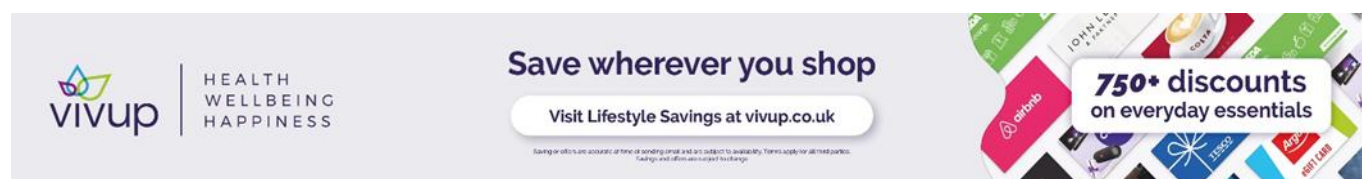
- CODA is a school that welcomes and celebrates the diversity of the local community.
- There is a caring ethos. Pupils feel safe. The vast majority are happy.
- The school has high expectations of all pupils.
- Pupils with special educational needs and/or disabilities (SEND) and those who speak History as an additional language are well supported to learn the curriculum.
- Leaders have secured many improvements since the school's last inspection.
- The curriculum has been strengthened.
- Behaviour is now good.
- Pupils are polite and respectful to each other adults.
- There are strong relationships between staff and pupils.
- Pupils receive high-quality pastoral support. They know that staff are always available to talk to them if they have concerns.
- Leaders consider staff's well-being and workload.
- Staff overwhelmingly enjoy working at the school.

The inspection report aligned with the academy's own self-evaluation, and the inspection team recognised that leaders already have the 'right' plans in place to secure the improvements required to achieve "good" overall at the next inspection.

### **Why work for us?**

City of Derby Academy is also a proud member of QEGSMAT. At QEGSMAT we believe and promote that an exceptional workforce creates exceptional results; they transform lives and transform futures. We support every student to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

- At QEGSMAT, we value the hard work and dedication of our team members, and as such we believe that progression should be a simple process. That's why we are proud to offer an **Automatic Pay Review program**, rather than the traditional annual pay and performance review, as part of our comprehensive benefits package.
- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust. **This includes all staff having access to fully funded NPQ courses** appropriate to their role.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- QEGSMAT is a recognised Disability Confident employer.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to the Teacher Pension Scheme with employer contributions of 28.68%.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- Access to 750+ discounts on everyday essentials via our benefit package with Vivup



QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK. Further information about our commitment to Safeguarding can be found here: <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 270450 . Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit <https://qegsmat.face-ed.co.uk/vacancies>

**Closing date for applications:** Sunday 15<sup>th</sup> June 2025

**Interview date:** w/c 23<sup>rd</sup> June 2025

**Salary:** MPS/UPS & TLR 2.2

**Start date:** September 2025



## **JOB DESCRIPTION**

<b>Post Title:</b>	Head of History
<b>Reporting to:</b>	Head of Department
<b>Responsible for:</b>	All staff within the curriculum area
<b>Scale:</b>	MPS/UPS & TLR 2.2
<b>Disclosure Level:</b>	Child Workforce - Enhanced, Childs Barred list

### **PURPOSE OF THE POST:**

- Lead, manage and develop the History curriculum across all year groups;
- Accountable for the attainment and progress of all students and discrete groups of learners, including Eligible, EAL and SEND students, across all year groups within the department;
- Monitor and support student progress within History, in conjunction with the SLT link;
- Monitor, develop and enhance the teaching practice of others;
- Promote the development of students' academic, moral, social, personal and cultural education through the consistent and fair implementation of the academy's values and expectations;
- Contribute to the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying across all specific year groups, in accordance with the aims of the school and the curricular policies determined by the QEGSMAT, Local Governing Body and Headteacher;
- Play a full part in the life of the school community, to support its distinctive ethos and to encourage and ensure staff and students follow this example;
- Help to lead the department and school in fostering an attitude of positivity towards History

## **MAIN DUTIES**

### **Teaching Duties**

- Undertake an appropriate programme of teaching in accordance with the duties of a teacher (Ref: Job Description – Teacher);
- Engage actively in continuing professional development and the appraisal process.

### **Pastoral Duties**

- Be a Form Tutor and to carry out the duties associated with that role as outlined in the generic Teacher's Job Description, including supporting the Head of Year in monitoring and maintaining student progress, behaviour and attendance;
- Contribute to PSHE and Character Education within the Academy's Wellbeing framework;
- Ensure behaviour and rewards are implemented in the curriculum area so that effective learning can take place;
- Support the Emergency Call Out and Duty rotas as appropriate;
- Liaise with Progress Leaders and monitor positives and negatives, lesson removal and Emergency call out logs within the curriculum area and identify where support is required in order to maintain behaviour standards.

### **Curriculum and Assessment**

- Assist with the development and delivery of the curriculum across all year groups, including the development of appropriate schemes of work, resources, and departmental guidance documents relating to teaching, learning and assessment;
- Ensure continuity of student learning and progress within the curriculum within a linear assessment model across all specific year groups, including the review and selection of appropriate exam boards and specifications;
- Develop and enhance appropriate assessments and criteria linked to the subject-specific knowledge, skills and understanding expected of students to facilitate their progress;
- Keep up to date with and respond to national, regional and local initiatives within the curriculum, including changes associated with new exam specification content and assessment;
- Assist with the development and implementation of whole-school initiatives and strategies, including literacy and numeracy, across the curriculum.

### **Staff Deployment, Development and Recruitment**

- Oversee the day-to-day management, timetabling and deployment of staff within the designated curriculum area;
- Act as a positive role model, promote teamwork and motivate staff to ensure effective working relations;
- Ensure the efficient and effective deployment of support staff, cover supervisors and supply within the curriculum area, ensuring that appropriate cover is set in the during staff absence;
- Work with the member of the Leadership Team to ensure curricular events are calendared and to arrange appropriate cover;
- Manage the performance of staff and conduct appraisal reviews within the designated curriculum area in accordance with academy guidelines;
- Work with the Leadership Team Line Manager to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;
- Participate in the school's Initial Teacher Training programme as and when applicable.
- Participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures;

### **Student Progress Monitoring and Reporting**

- Monitor the progress made by all students and discrete groups of learners, including Eligible, EAL and SEND students, across all specific year groups within History using whole-school and departmental data tracking systems;
- Coordinate colleagues within the curriculum area in identifying underachieving students and the implementation of appropriate mentoring/intervention programmes as required;
- Ensure that reporting deadlines are met by all colleagues within the curriculum area, and that where students are not making expected progress, they and their parents receive clear information on how they can improve;
- Review student "Flight Paths" after every assessment period and in light of amendments to national performance data as appropriate;
- Liaise with within the curriculum area and the Leadership Team Line Manager before making amendments to student "Flight Paths";
- Liaise with the SENCO and their team in order to ensure that the specific needs of SEND students within the curriculum area are being met, and to ensure effective transition between all specific year groups.
- Assist with producing reports on external examination performance for the Leadership Team and Local Governing Body compared to internal projections and national performance data e.g. A8 Estimates, RAISE Online, ALPS and other comparative data sets;
- Assist with producing reports for the Leadership Team and Local Governing Body on the progress being made by students currently on roll.

## **Quality Assurance**

- Establish departmental expectations relating to teaching, learning and assessment practice, marking and feedback, and homework in accordance with whole-school standards and expectations;
- Monitor the implementation of whole-school and departmental expectations and the quality of teaching, learning and assessment through lesson observations/learning walks, work scrutinies, student interviews, surveys and parental feedback;
- Identify areas of effective practice to be shared within the curriculum area, and areas of practice that require development or urgent action;
- Complete self-evaluation reports (SEF) for the Leadership Team and Local Governing Body relating to the quality of teaching, learning and assessment, external examination performance and the progress being made by students currently on roll as appropriate;
- Produce departmental improvement and action plans (DIP/DAP) based upon departmental self-evaluation to develop and enhance the curriculum, quality of teaching, learning and assessment and/or to improve student progress as appropriate;
- Participate in and contribute to whole-school quality assurance procedures, e.g. lesson observations beyond the curriculum area, as appropriate;
- Assist with producing reports for the Leadership Team and Local Governing Body on the impact of departmental improvement and action plans (DIP/DAP) and mentoring/intervention programmes and as appropriate.

## **Communications and Marketing**

- Work with colleagues to formulate aims, objectives and strategic plans for all aspects of the curriculum area which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy;
- Ensure effective communication/consultation as appropriate with all stakeholders including students, parents, colleagues, Local Governors;
- Represent the curriculum area's views and interests, and to provide updates relating to curriculum development, student performance and the quality of teaching, learning and assessment at leadership meetings, Local Governor's meetings and other relevant forums.
- Assist with the development of effective curriculum links with partner schools and the community, attending where necessary liaison events in partner schools, and the effective promotion of History at Open Days/Evenings and other events;

## **Other Head of History duties**

- Implement whole-school policies and procedures (e.g. Equal Opportunities), initiatives and aspects of the School Improvement Plan relevant to the curriculum area;
- Ensure that Health and Safety policies and practices, including Risk Assessments, throughout the curriculum area are in line with statutory requirements and are updated where necessary;
- Assist with leading and managing the business planning function of all aspects of the curriculum area, and to ensure that the planning activities of the curriculum area reflect the needs of students within the curriculum area, including School Improvement Plan/Departmental Improvement Plan and the aims and objectives of the academy;
- Lead and manage the business planning function of all aspects of History.
- Liaise with the Leadership Team and/or Exams Officer to maintain accreditation with the relevant examination and validating bodies;
- Assist with the management of the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

## **Please note:**

- Employees will be expected to comply with any reasonable request from their Line Manager to undertake work of a similar level that is not specified in this job description

## **METHODS OF WORKING**

### **The post holder must:**

- Maintain confidentiality and observe data protection and associated guidelines where appropriate;
- Maintain an awareness of Safeguarding Children and Child Protection;
- Understand and comply with the Trust's Health and Safety Policy in the performance of their duties and responsibilities;
- Carry out the duties of the post in compliance with the academy's Equal Opportunities Policy;
- Understand and comply with all other relevant academy policies;
- Take an active part in appraising their own work against agreed priorities, targets, professional development and supervision arrangements;
- Undertake any necessary training associated with the duties of the post;
- Carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post.



### Person Specification – Head of History

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> <li>Honours degree or equivalent</li> <li>Teaching qualification</li> <li>Involvement in recent professional development</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of relevant and ongoing CPL</li> </ul>	Certificates
Skills	<ul style="list-style-type: none"> <li>Be a highly competent teacher</li> <li>Be familiar with a variety of teaching and learning styles</li> <li>Be able to motivate and earn the respect of students of all abilities</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and Management</li> </ul>	Application form Interview Observation
Knowledge	<ul style="list-style-type: none"> <li>Subject and curriculum knowledge</li> <li>Planning for students across the ability range</li> <li>Using formative and summative assessment to improve student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and experience of new GCSE Specifications</li> <li>Knowledge of current issues and recent developments in the curriculum area</li> </ul>	Application form Interview Observation



Experience	<ul style="list-style-type: none"> <li>• Teacher of History at GCSE</li> <li>• Involvement in teaching examination classes</li> <li>• Experience of recent curriculum development</li> <li>• ICT Literate</li> <li>• Familiarity with exam board assessment and procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading/ taking a role of responsibility in a department</li> <li>• Experience of 11-18 age range</li> <li>• A Level Teaching experience</li> </ul>	Application form Interview Observation
Personal Qualities	<ul style="list-style-type: none"> <li>• Have an enthusiasm for the subject and the ability to enthuse students</li> <li>• Have a capacity for hard work</li> <li>• Be able to work co-operatively with team members</li> <li>• Show initiative and enthusiasm for their subject</li> <li>• Have an interest in Information Technology and its applications to education</li> <li>• Be committed to making co-curricular contributions</li> <li>• Ability to challenge discriminatory practice</li> <li>• A commitment to comprehensive education</li> <li>• A commitment to equal opportunities</li> <li>• A concern to help each child develop their full potential</li> </ul>		Application form Interview Observation