

Role: Humanities Curriculum Lead
Department: R.E.A.L Independent Schools
Location: All R.E.A.L education sites
Accountable to: Head of Quality of Education

Function of role

To work alongside the Curriculum Leads and wider staff team to embed and raise standards in Humanities within teaching and learning throughout the organisation. To lead, manage and develop the Humanities throughout the schools and hubs. To lead the working party ensuring best practice across identified areas of the curriculum. To impact on the educational progress of all learners in the schools. To lead on and monitor school wide humanities initiatives in the schools. To support all staff to operate at their optimum effectiveness in the delivery of humanities within the curriculum for all learners so that they can achieve their full potential.

Accountabilities

- Establish a shared vision for the humanities team in conjunction with the school vision that inspires and motivates all team members.
- Be an effective role model for learners
- To monitor the quality of teaching and learning through lesson observations and other strategies, sharing judgements with colleagues as appropriate and implementing strategies to improve teaching where necessary
- Provide curriculum vision and identify areas for curriculum development.
- To collaborate with other curriculum areas to raise attainment through developing overlapping themes and cross curricular learning opportunities .
- To identify key professional development needs, ensuring that such needs are addressed through the provision of high-quality coaching, mentoring and curriculum based INSET
- To develop and communicate humanities strategies/policies and interventions to the wider school community.
- To promote the provision of a range of enrichment activities and extracurricular activities across the curriculum area
- Support and guide colleagues to maintain high expectations and select the most appropriate teaching and learning methods and resources to meet the needs of the full range of learners.
- Establish and implement a clear policy for Humanities and to assess the impact on teaching and learning.
- To work in conjunction with the SLT to evaluate the teaching and learning of Humanities in schools and hubs through the implementation of quality assurance processes.
- Use this analysis to identify effective practice and areas for improvement and, in conjunction with the Senior Leadership Team, take action to further improve the quality of teaching and learning across the school.

- Lead on CPD opportunities for Humanities alongside induction for new staff. While also keeping up to date with national developments in the teaching of humanities curriculum.
- Ensure the effective and efficient management of learning resources for Humanities.
- To support class teachers in the planning of lessons which effectively integrate appropriate resources and provision for the Humanities.
- Monitor learner standards and achievement against Humanities annual targets, while ensuring that all students experience an education programme that is personalised through implementing assessment systems.
- To work with Learning Managers to Identify learners requiring intervention strategies, to monitor their impact and report to senior leaders.
- Have knowledge and understanding of all safeguarding procedures on a day to day basis, adhering to these where appropriate through the Designated Safeguarding Officer, and be aware of all policies and practice in relation to the safety of young people and vulnerable adults
- Be responsible for all aspects of learner health and safety, informing the designated Learning Manager of any accidents or identified risks, and using the significant incident reporting form appropriately. Support the Learning Manager to ensure venues used are appropriate and risk assessed, and that Health and Safety guidance supplied by the company is adhered to.
- To support the Learning Manager with the collection and collation of pupil information including learner profiles, pen pictures, risk management procedures and special educational needs and suitably differentiate your delivery to meet the identified needs.
- To support all designated Learning Managers with the completion of all assessments, pupil tracking documents, progress reports and feedback reports to commissioning bodies e.g. Education, Health and Care plans, KS3 & KS4 transition planning, and post 16 opportunities.
- Be responsible for your own continuous professional development, ensuring that a minimum of 6 hours CPD are completed each academic year (please note that Inset days do not count towards 6 hours CPD).

Performance indicators

- Able to meet annual performance management criteria to a good or outstanding standard.
- Adherence to the accountabilities and responsibilities in this job description, and adherence to organisational policies and procedures.
- Able to demonstrate outcomes thinking through regular support and supervision.
- Achievement of positive outcomes for young people.

Key values and ethos of organisation

Trust, Innovation, Achievement

Person Specification

Knowledge	Essential	Desirable	How
Awareness of current internal and external verification frameworks for the Humanities and Ofsted Inspection Frameworks	X		I
Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children's Act 2004, Children & Families Act 2014, Apprenticeshi, Skills & Children Learning Act 2009).		X	I
Demonstrable knowledge of teaching practice for young people with additional needs. Be responsible for your own continuous professional development, ensuring that a minimum of 6 hours CPD are completed each academic year (please note that Inset days do not count towards 6 hours CPD).	X		I
Demonstrable knowledge of the Humanities curriculum (Including History, geography, RE etc).	X		A, I
Experience			
Experience working with children and young people or vulnerable adults with additional needs within an education setting.	X		A, I
Experience of developing effective resources for children and young people with additional needs.	X		A, I
Skills			
Able to demonstrate effective communication in a variety of formats.	X		A, I
Strong ICT skills including ability to use Google and cloud based applications.	X		A, I
Effective record keeping with an awareness of GDPR and sharing information protocols.	X		A, I
Recognised skills with regards to working children, young people and vulnerable adults.	X		A, I

Education and Training			
Have a minimum level 6 in the relevant curriculum area.	X		A
Be able to produce evidence of previous curriculum specific CPD.	X		A
Qualities			
Must hold a full UK Driving Licence, have access to a road worthy vehicle and have Business Insurance.	X		A
Be committed to adhering to the organisation's policies, procedures and practices.	X		A, I
Be committed to delivering holistic family interventions.	X		I
Be driven to provide positive outcomes to children, young people and vulnerable adults.	X		A, I
To support the core values of Trust, Innovation and Achievement.	X		I
Comply with necessary Enhanced DBS and Social Media checks.	X		I

A - Application Form

I - Interview

T - Test

Where internal employees do not meet particular essential criteria but have proven outstanding performance the organisation reserves the right to further progress their application