



Haslingden High School and Sixth Form

APPLICATION PACK





VACANCY INFORMATION

Curriculum Leader - Humanities MPS / UPS + TLR1b

Required from September 2025

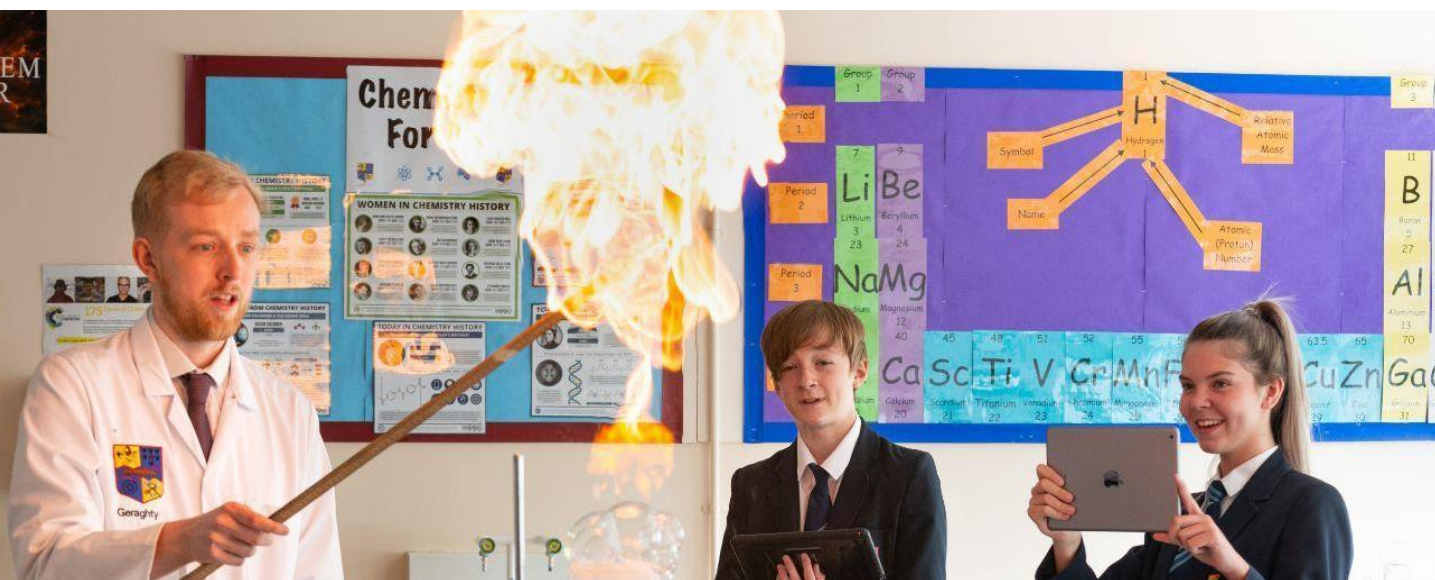
We are currently seeking to appoint a hardworking, committed and enthusiastic individual to lead our Humanities Faculty. We are looking for someone who would describe themselves as a team player, as possessing a positive mindset and someone who will maintain a solution focussed approach. A sense of humour, a smile and empathy for young people and colleagues are all essential characteristics needed to be successful in this post. If this sounds like you, we look forward to reading your application.

Further details and an application form are available on our website: www.haslingdenhigh.com/vacancies/

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or behalf of the school to share our commitment. As such, this post is subject to satisfactory DBS clearance and references.

Applications close: 9am Thursday 24 April 2025

Interview date: Tuesday 29 April 2025





Dear Applicant,

Post: Curriculum Leader - Humanities

Thank you for your interest in the post of Curriculum Leader of the Humanities Faculty at Haslingden High School and Sixth Form. This is an excellent opportunity to lead a successful department that has ambitious plans for the future. The successful candidate should share our passion for creating and maintaining the best possible learning environment for our students, securing positive outcomes and have a willingness to contribute to the rich extra-curricular provision.

I am extremely proud to be the headteacher at Haslingden High School and Sixth Form, a successful, caring and high performing 11-18 school in the beautiful Rossendale Valley. The school is regularly heavily oversubscribed for the 270 places available in year 7 each September. We have a thriving sixth form with over 250 students studying mainly a range of Level 3 courses. We are a truly comprehensive school welcoming students of all backgrounds and abilities and are the largest maintained school in Lancashire, with over 1600 students on roll. There are just under 100 members of the teaching staff and approximately 70 support staff. Our supportive, experienced governing body plays a crucial role in our success and provides clear direction, remaining heavily involved in the life of the school.

Our overarching aim is Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century. This is underpinned by the five school aims and we invite you to look at these closely when considering your application.

We strive to create successful learners and we believe that we achieve this by offering an exciting, ambitious and inclusive curriculum. The consistently high-quality teaching and learning, taking place in a safe, supportive environment provides the basis upon which our students grow. We are passionate about providing access to a wide range of opportunities and experiences beyond the taught curriculum, guiding and helping students to become kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond. We hope that you will also share this passion and on reading the whole school curriculum rationale, you feel it closely aligns to your own vision for education.

Students' physical, mental and emotional wellbeing is at the forefront of everything we do. We recognise the importance of working in partnership with parents and external agencies to deliver a personalised approach to care, guidance and support that will ensure students feel safe and happy and that they are empowered to make informed choices, both now and in the future.

At Haslingden High School, success is defined in its broadest sense: students achieve a wide range of qualifications which equip them with the skills and knowledge to enable them to be ambitious, resilient and capable learners. They are able to embrace change, and leave us as well-rounded individuals with a strong set of values and beliefs.

We are proud of our collective achievements – our examination success, our well designed and expertly delivered curriculum, the depth and diversity of our extra-curricular programme and our desire to contribute to our community. We are committed to the pursuit of the highest possible academic, personal and moral standards and to the development of informed citizens with lively, enquiring minds.

This commitment is underpinned by a belief in hard work and a culture of care, respect and support for others. If you share our ethos and feel that you want to join our dedicated staff to help us achieve our aims together, then we believe that Haslingden High School and Sixth Form is the place for you.

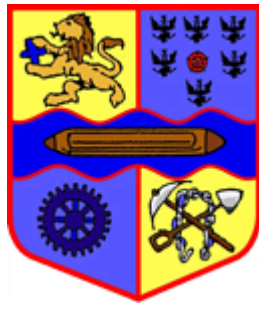
The successful applicant will find caring, friendly and supportive colleagues, committed to providing the very best life chances for all our students. We look forward to receiving your completed application form, together with a letter of application which should be no more than 2 sides. This should demonstrate how your skills, experience and vision make you a strong candidate for this position and clearly outline your strengths in relation to the role. The closing date for applications is Thursday 24 April at 9.00am with interviews scheduled for Tuesday 29 April 2025.

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment. As such, this post is subject to satisfactory enhanced DBS clearance and references.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Russell Clarke'. The signature is fluid and cursive.

Russell Clarke
Headteacher



Humanities Faculty

The Humanities Faculty is a large faculty consisting of 20 subject staff, including 4 colleagues who have responsibility as Subject Leaders in history, geography, RS, and the social sciences. The subjects taught within the faculty are:

History (all key stages)

Geography (all key stages)

Religious Studies (all key stages)

Sociology (key stage 5)

Psychology (key stage 5)

Law (key stage 5)

Criminology (key stage 5)

Economics (key stage 5)

Such subjects, by their very nature, offer students the opportunity to develop an excellent level of knowledge and understanding as well as encouraging a questioning approach to a range of issues from the past, present and future. Humanities subjects help students to make moral, spiritual and intellectual sense of the world around them. The subjects on offer within Humanities also equip students for a number of career options and further study. A significant number of students opt to read Humanities subjects at university reflecting the standard of teaching and learning within the faculty as well as the enthusiasm created by our talented and hardworking staff.

At the heart of both Haslingden High and the approach adopted by the Humanities Faculty is the notion that each and every student should have the opportunity to achieve both academically as well as develop into a well-rounded and informed member of society. Humanities subjects make a significant contribution to both of these areas.



OUR SCHOOL AIMS

Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century

We strive to:

Create successful learners, who achieve the best possible qualifications, alongside equipping them with the skills and motivation to overcome future challenges

Ensure all students experience an exciting, ambitious and inclusive curriculum that is well-planned, broad, diverse and expertly delivered. Our curriculum will inspire and motivate all students to want to know and remember more, allowing them to become lifelong learners

Provide access to a wide range of opportunities and experiences beyond the taught curriculum, enabling all our students to leave our school with high aspirations

Work in partnership to offer a personalised approach to care, guidance and support that will ensure all students feel and know how to keep themselves safe and happy. Students' physical, mental and emotional wellbeing is at the forefront of everything we do, empowering them to make informed choices

Guide students, helping them to become kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond. They will embrace change and leave as well-rounded individuals with a strong set of values and beliefs

JOB DESCRIPTION



CURRICULUM LEADER: Humanities

Actively supporting the vision and values of Haslingden High School, the post holder will work to provide professional leadership and management for all subjects within the Humanities Faculty, ensuring each one delivers high quality teaching across the school and sixth form, effectively using the resources available in order to raise standards of learning and achievement for all students.

Purpose

- a. To ensure the provision of an exciting, ambitious and inclusive curriculum that is well sequenced and equips students with the skills and motivation to overcome future challenges, in accordance with the school aims and whole school curriculum rationale, and policies determined by the Governing Body and Headteacher
- b. To raise standards of student attainment and achievement within the curriculum area, monitoring and supporting student progress to ensure that learners are able to be successful and achieve the best possible outcomes
- c. To be professionally accountable for student progress and outcomes within the Faculty area
- d. To develop and enhance the teaching practice of colleagues within the Faculty, ensuring that student experiences are the best possible
- e. To be accountable for leading, managing and developing the curriculum area
- f. To effectively manage and deploy teaching / non-teaching staff, financial and physical resources within the Faculty to support the delivery of the curriculum

Key Knowledge & Understanding of:

- The school's aims, priorities, targets and plans and how these impact on the context of the work of the Faculty;
- The contribution of the work of the Faculty to the school as a whole;
- Relevant statutory requirements for the curriculum and for assessment, recording and reporting;
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement;
- Relevant aspects of leadership and management practice;
- The implications of the Code of Practice for Special Educational Needs for teaching and learning.

Key Functions

1 Planning & Setting Expectations

- Set high expectations and targets for teaching, learning, achievement and behaviour. Develop and implement policies and practices for the subject(s) that support these expectations;
- Establish and implement Faculty improvement plans which focus development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success;
- Ensure that the School Leadership Team (and governors as required) are well informed about subject policies, plans and priorities, subject related professional development plans and the Faculty's success in meeting objectives and targets;
- Ensure the development of shared schemes of work and teaching resources which are clearly sequenced in order to enable students to build their knowledge and skills towards agreed end points;
- Ensure that each subject within the faculty has a curriculum that contains the content which has been identified as most useful, and ensure that this content is taught in a logical progression, systematically and explicitly to enable all students to know and remember more and to acquire the intended knowledge and skills;
- Ensure that opportunities to make links with careers, information and guidance are embedded with the curriculum where appropriate
- Be aware of curriculum developments in the subjects across the faculty area, ensuring these appropriately inform planning and delivery across all three Key Stages;
- Work with the LSF Faculty and published documentation to ensure that appropriate provision is in place to support the needs of students with SEND;
- Ensure that appropriate provision is in place to support the needs of vulnerable students, removing any barriers to learning where possible;
- Establish staff and resource needs and advise SLT as required. Manage the Faculty's budget, deploying staff and resources effectively;
- Ensure that Faculty accommodation and resources are used to create an effective and stimulating environment for the teaching and learning of the Faculty's subjects.
- Attend Curriculum Forum meetings and Curriculum Briefings to represent the Faculty and contribute to whole school improvement as part of this team;
- Work with the school's Health and Safety Officer (Business Manager) to ensure that there is a safe and healthy working and learning environment in which risks are properly assessed;
- Work with LRC Manager to make recommendations for resources

2 Managing Teaching & Learning

- Create and maintain an up-to-date Faculty working handbook which makes clear the expectations within the Faculty, including reference to relevant policies and procedures;
- Take responsibility for the self-evaluation of the curriculum area in line with school self-evaluation procedures;
- Ensure that appropriate quality assurance systems (e.g. lesson visits, collaborative book/work reviews, student voice etc) are in place showing clearly how the quality of teaching and learning will be evaluated and evidenced;
- Identify and disseminate effective practice and highlight and address areas for improvement;
- Ensure that whole school teaching and learning priorities are embedded in Faculty practice;
- Ensure that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject/s and of different students;
- Ensure that provision is in place to meet the needs of all learners and specifically the most vulnerable and those with SEND;

- Ensure that all students are able to access full curriculum coverage, continuity and opportunities for progression;
- Ensure that constructive working relationships exist between staff and students;
- Ensure that effective and efficient management and organisation of learning resources is in place;
- Ensure that opportunities for the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship are embedded in faculty practice where appropriate.

3 Assessment & Reporting

Working with Deputy Headteacher: Quality of Education -

- Analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods;
- Establish systems for assessing, recording and reporting achievement, following school guidelines, and use the information to recognise and raise achievement further;
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students, ensuring that expectations are equally high for those with SEND and the most vulnerable;
- Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

4 Guidance and Welfare

- Ensure that the physical, mental and emotional wellbeing of students and staff is at the forefront of Faculty decisions
- Establish Faculty behaviour for learning systems, in line with the whole school behaviour for learning policy, which include opportunities to celebrate student successes and also ensure appropriate action is taken where student behaviour does not align with school expectations, including contacting parents/carers where appropriate;
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- Ensure that there is a safe and healthy working and learning environment, in which risks are properly assessed.

5 Wider Professional Role

- Create a positive climate in the Faculty. Establish constructive working relationships among staff, including, through team working and mutual support, devolving responsibilities and delegating tasks as appropriate and developing an acceptance of evaluation and accountability;
- Ensure a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.
- Appraise staff as required by the school Performance Management policy;
- Lead professional development in the Faculty through example and support and coordinate the provision of high quality professional development, including methods such as coaching and drawing on other sources of expertise;
- Work with the Assistant Headteacher to ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported, and assessed in relation to standards for the award of QTS and within the Early Careers Framework. Ensure that other new staff are suitably inducted and supported.

- Support the school's links with the local community, including local primary schools, and use these to extend the subject, enhance teaching and develop wider understanding;
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community.

These responsibilities are in addition to those of a standard scale teacher.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.



Curriculum Leader - Humanities

ATTRIBUTES	DESCRIPTION	E	D
QUALIFICATIONS, EXPERIENCE AND PROFESSIONAL DEVELOPMENT	➤ Qualified Teacher Status	✓	
	➤ Good Honours degree or equivalent	✓	
	➤ A commitment to CPD	✓	
	➤ Evidence of leadership within school	✓	
	➤ An ability and willingness to contribute to teaching A Level		✓
KNOWLEDGE, SKILLS AND PERSONAL QUALITIES	➤ A clear vision for the faculty	✓	
	➤ A genuine belief in the value of each child	✓	
	➤ A knowledge of the changing GCSE and NC requirements of Humanities	✓	
	➤ The ability to be adaptive and responsive to ensure that curriculum provision remains up to date with new technologies	✓	
	➤ A good knowledge and understanding of current curricular developments in all subjects within the Humanities Faculty	✓	
	➤ The ability to maintain a high standard of teaching which ensures all students are actively engaged in their learning and make excellent progress	✓	
	➤ The ability to lead, and be part of, a variety of teams	✓	
	➤ High levels of commitment, motivation and initiative	✓	
	➤ The ability to use ICT to enhance teaching, learning and communication	✓	
PERSONAL QUALITIES	➤ The ability to relate well to all members of the school	✓	
	➤ Excellent communication skills	✓	
	➤ A warmth and empathy when dealing with young people	✓	
	➤ High personal standards and high expectations of themselves and others	✓	
	➤ A flexible approach to school life	✓	
	➤ A solutions focussed approach	✓	
	➤ A sense of humour	✓	

	➤ A willingness to contribute to the exploration and development of additional Humanities related KS4 courses	✓	
	➤ Successful track record of teaching accredited courses at KS4	✓	
	➤ Successful track record of teaching accredited courses at KS5		✓
	➤ An excellent health and attendance record	✓	
APPLICATION LETTER	➤ The letter should be clear and concise (no more than two sides) with organised views	✓	
	➤ The letter should address the requirements of the post and clearly indicate why you have applied for the position	✓	

WELLBEING & MENTAL HEALTH

OUR SCHOOL COMMUNITY STRATEGY

At Haslingden High School and Sixth Form we are committed to supporting the mental health and wellbeing of our students and staff through our proactive approach in advocating positive mental health.



"Haslingden High School continues to be a 'good' school"



Ofsted report 2022

"Pupils behave well...they are keen to learn"

"Staff provide a wide range of enrichment activities"

"Pupils told inspectors that they feel safe...Pupils enjoy strong relationships with one another and with staff"

'Leaders, governors and staff have high expectations of what pupils and students should achieve'

"There is a strong safeguarding culture throughout the school"

"Pupils and students in the sixth form are proud to be part of Haslingden High School and Sixth Form. Pupils told inspectors that this is because it is friendly and welcoming. They enjoy coming to school."



Useful Information

Thank you for your interest in joining our incredible team of staff here at Haslingden High School and Sixth Form.

Application forms can be found at the bottom of the [vacancies section](#) of our website.

Please email your application to applications@haslingdenhigh.com

If you have any questions, please do not hesitate to get in touch.



Haslingden High School and Sixth Form

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www.haslingdenhigh.com



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