



**The Abbey  
School**

# Recruitment Pack

## Humanities Lead



# Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



**Owen McColgan**  
Chief Executive  
The Howard Academy Trust



# THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum  
Workplace  
Wellbeing Award



benenden  
health  
Subsidised Private  
Healthcare



Free flu jabs  
every autumn



Employee Assistance  
Programme with  
Free Counselling



Mental Health  
First Aiders  
in all schools



Early finish for  
teaching staff on  
Fridays for CPD/PPA



Multiple routes  
into teaching



Opportunities for  
collaborative CPD



Trust-wide training  
and networking  
events



Career Progression  
and upskilling  
opportunities



Bespoke in-house  
Into Leadership  
Courses



LGPS/TPS Pension  
Scheme & Generous  
Contributions



Competitive salary  
with annual pay  
progression



Early salary  
withdrawal with  
Access EarlyPay



Minimum 25 days  
annual leave for  
full time staff,  
plus bank holidays



Discounted hire of  
school facilities



Cycle to work  
scheme



Free car parking  
at each Trust site



EV Charging across  
sites



On site catering  
with a full  
lunch menu



Discounted gym  
membership



A diverse and  
inclusive workplace



Staff referral  
scheme



Flexibility  
for life events



Annual  
Trust Awards

We are happy to talk about flexible working.





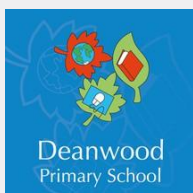
# Our Family of Schools



**The Howard School**  
1,500 Pupils on Roll  
Located in Rainham, Kent



**Temple Mill Primary School**  
240 Pupils on Roll  
Located in Strood, Kent



**Deanwood Primary School**  
230 Pupils on Roll  
Located in Rainham, Kent



**Thames View Primary School**  
450 Pupils on Roll  
Located in Rainham, Kent



**Waterfront UTC**  
370 Pupils on Roll Rated  
Located in Gillingham, Kent



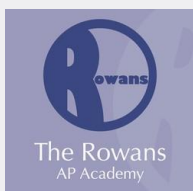
**Miers Court Primary School**  
410 Pupils on Roll  
Located in Rainham, Kent



**The Abbey School**  
1,100 Pupils on Roll  
Located in Faversham, Kent

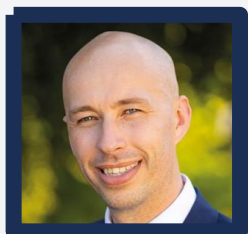


**Hurstmere School**  
960 Pupils on Roll  
Located in Sidcup, London



**The Rowans AP Academy**  
93 Pupils on Roll  
Located in Chatham, Kent

# Welcome to The Abbey School



The Abbey School joined THAT on 1st April 2023, after celebrating the school's best academic results ever in 2022. The Abbey School is a mixed secondary school with a thriving population of over 1100 students. We believe that school should be a place where young people can discover and develop their own individual talents. This means an education that is structured around the individual strengths and needs of each child.

At the end of their time with us, we aim for all our young people to leave the school confident, happy and well equipped to take their place in employment or further education. We are particularly proud of the support structures that exist within the school which we continually enhance. Our students acquire not only an excellent foundation in learning, but also attributes such as resilience, leadership, creativity and team-working skills.

Aspiration at The Abbey School does not only mean wanting to do well in tests or gaining qualifications. It refers to the broader sense of accomplishment gained through personal development and through participation in a large variety of opportunities offered to our students. Our school emphasises the importance of working collectively both within the school and with local partners.

When you visit our school, I am sure that you will recognise not only the warm welcome of our students but also their enjoyment and passion for learning. Our school motto, ***"Be The Best You Can Be"***, reflects our educational values. It is inclusive of all that belong to our community, and it is our aim that all members of our school show respect for one another.

*Dr Speller, Principal*



  
NOR  
1121

  
Age Range  
11-19

  
PP  
34.3%

  
FSM  
35%

  
SEN  
14.7%

  
EAL  
8.8%

# Job Description

**Job Title:** Humanities Lead

**Contract Type:** Permanent, Full-Time

**Remuneration:** STPC Main Teacher PayScale/Upper Teacher PayScale + TLR2A + £5k Golden Hello

## Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

## THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

## Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.



**Personal and professional conduct**

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

**Purpose of the Job:**

The post holder will be responsible for History, Religious Education and Politics.

**Key responsibilities:**

Making a distinctive contribution to raising standards across the school.

- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance.
- Create a stimulating learning environment for teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

## **Assessment of Performance**

### **1. Achievement and Standards**

#### **Standards**

##### **Promotes good progress and outcomes by pupils**

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

##### **Adapts teaching to respond to the strengths and needs of all pupils**

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates 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.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with PE as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

##### **Makes accurate and productive use of assessment**

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

##### **Performance Expectations**

- Supports others in calculating class performance and progress measures, group performance and progress.
- Ensures all students taught are able to understand their capabilities and track their own progress.
- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times.
- Has a good understanding of the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of students' competencies and progress.



- Is highly effective in using assessment in lessons.
- Provides feedback to students and giving them opportunities to respond to this feedback.

## **2. Behaviour and safety of pupils**

### **Standards**

#### **Sets high expectations which inspire, motivate and challenge pupils**

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **Manages behaviour effectively to ensure a good and safe learning environment**

- Has 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.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **Performance Expectations**

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Adopt high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

## **3. The Quality of Provision**

### **Standards**

#### **Demonstrates good subject and curriculum knowledge**

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard PE, whatever the teacher's specialist subject.

### **Plans and teaches well-structured lessons**

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Performance Expectations**

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge.
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good and outstanding lessons.
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity.
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches.
- Shares with others how to gauge the impact of teaching and learning activities.
- Provides expertise and suggestions for improvement of the curriculum.

## **4. Leadership and Management**

### **Standards**

#### **Fulfil wider professional responsibilities**

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.

### **Performance Expectations**

- To lead the Humanities subjects with excellent communication and execution.
- Works in partnership work with other colleagues, within schools and from partners.
- To be the form tutor of an assigned form and to carry out the related duties in accordance with the general job description of form tutor.
- To contribute to the regular review and formulation of all departmental policies and documentation.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Works effectively with parents.
- Supports others in working effectively with families.

**Management:**

The post holder will be leading the Humanities Team.

**Additional duties:**

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

*This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.*

*An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.*

# Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

Essential	Desirable
<b>Education and Qualifications</b>	
<ul style="list-style-type: none"> <li>Teaching Qualifications, degree or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Further Degree</li> <li>Evidence of ongoing Professional Development</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Outstanding teaching experience</li> <li>Experience of implementing strategies to raise student attainment with evidence of success.</li> <li>A track record of success in student behaviour management</li> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the community</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working within the academy or education sector</li> <li>Experience in leadership/management</li> </ul>
<b>Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment.</li> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> <li>Equal opportunity issues within the workplace and the importance of culture and ethos and how these impact on morale, high expectation and high standards</li> <li>Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools.</li> <li>Clear understanding of the role of parents and the community in school improvement and how this can be practiced and developed</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of child protection and safeguarding policies</li> <li>Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards</li> </ul>
<b>Characteristics and Competencies</b>	
<ul style="list-style-type: none"> <li>Ability to promote the school's aims positively.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>



<ul style="list-style-type: none"> <li>• Ability to develop good personal relationships within a team, making an effective contribution to high morale.</li> <li>• Ability to create a happy, challenging, and effective learning environment.</li> <li>• A solution-focused mind-set and determined “no-excuses” approach to raising standards.</li> <li>• A personable nature to build effective relationships with parents and all members of the school community.</li> <li>• A creative and good-humoured approach to all aspects of teaching, management, and leadership</li> <li>• Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description.</li> <li>• Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion.</li> <li>• Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads.</li> <li>• Ability and keenness to promote the school’s positive culture and ethos.</li> </ul>	
---	--

