



Park Hall Academy

Part of the Arden Multi Academy Trust



Applicant Information Pack for Head of RE



Ofsted
Good
Provider



Head of RE

Full time, Permanent

TLR negotiable depending on experience

1st September 2024

Hello

Thank you for your enquiry. Please find enclosed information about the advertised post. We are looking to appoint a dynamic practitioner to join our Park Hall team, to provide additional capacity for the delivery of outstanding teaching, learning, interventions and enrichment activities for our students.

You should have a proven track record in building and sustaining positive relationships with young people and staff and in improving the life chances of these young people through effective classroom delivery.

The successful candidate will be supported with their own professional development and training in order to continually increase their capacity.

The postholder will have excellent interpersonal and organisational skills and be committed to working in partnership with other departments, staff and organisations. They will receive good support and supervision.

We hope that you find the following information helpful and would appreciate you submitting your application electronically to:

Miss Hannah Knowles, PA to Associate Headteacher

recruitment@parkhall.org

If this is not possible, paper applications should (as should all electronic applications) be received by first post (10.00am) on:

Monday 29th April 2024 @ 10am



Our Senior Leadership Team



Mr M Murphy

Chief Executive Officer of Arden Multi Academy Trust

Mr D Burgess

Executive Headteacher of Arden Multi Academy Trust

Dr T Close

Associate Headteacher of Park Hall Academy

Mr S Gregory

Deputy Headteacher: Behaviour, Safety and Inclusion
Designated Safeguarding Lead

Mr N Halligan

Deputy Headteacher: Curriculum
AMAT Trust Advisor

Mr B Knight

Deputy Headteacher: Standards and Student Outcomes

Mr J Rowland

Deputy Headteacher: Teaching & Learning

Mr I Cornell

Senior Assistant Headteacher: Head of Sixth Form

Ms N Chowdhury

Senior Assistant Headteacher: Attendance

Mr J Jones

Assistant Headteacher
Special Educational Needs Co-Ordinator

Mrs R Churchill

Assistant Headteacher

Miss C Bartlett

Director of Social Sciences and Community

Mr D Cox

Lead Head of Year
Head of Parental Liaison and Student Welfare



The Arden Multi Academy Trust

It started with our belief in high quality and dynamic education for everyone, right in the heart of our community. That desire has grown into Arden Multi-Academy Trust (AMAT).

The Trust was formed in April 2015 with a clear vision to generate self-belief, self-worth, esteem and confidence in young people who can then display ambition and aspiration in achieving high educational outcomes.

Arden Multi Academy Trust started life when Arden, an outstandingly successful and innovative school who was asked to support Park Hall Academy in the north of Solihull in 2009. This was a 'light touch' relationship and, following the academy moving into special measures in November 2013, Arden took over the governance, leadership and management of Park Hall. This new relationship saw the creation of Arden Multi-Academy Trust (AMAT). Joint working in a spirit of enthusiastic partnership has seen Park Hall develop into an Academy which is now the first choice North Solihull oversubscribed secondary school. Park Hall moved out of 'Special Measures' in September 2015 and was classified in November 2017 as good by Ofsted. In January 2018 Lode Heath School, a popular secondary school in Solihull, also became part of the Trust, with Henley-in-Arden School joining in 2019.

All schools within the Trust benefit from the Arden Teaching Alliance which currently consists of five Primary and five Secondary partner schools. This ensures that we help recruit, retain and develop our workforce across both teaching and support staff. The Trust also works closely with the Solihull Academy APU Free School which adds a further dimension to our provision.

As a Trust we truly value the success of every student and we place the sharing of excellent education practice at the core of this value. We are committed to improving the quality of education and life in Solihull and its immediate surroundings. The Trust operates from its hub in Knowle, South Solihull.

As a Trust we are committed to maintaining our core principles and focus as we grow; working with schools where we believe we can help and who, in turn, can enrich and provide real benefit for the existing Arden Multi Academy Trust family.

Our academies have common values and core operational systems, which are applied locally, adapted to individual context and needs. By this simple expedient each academy retains its own local governing body, identity and individuality. The young adults who leave our care are prepared for the next stage of their education and are ready and confident to move forward in life.

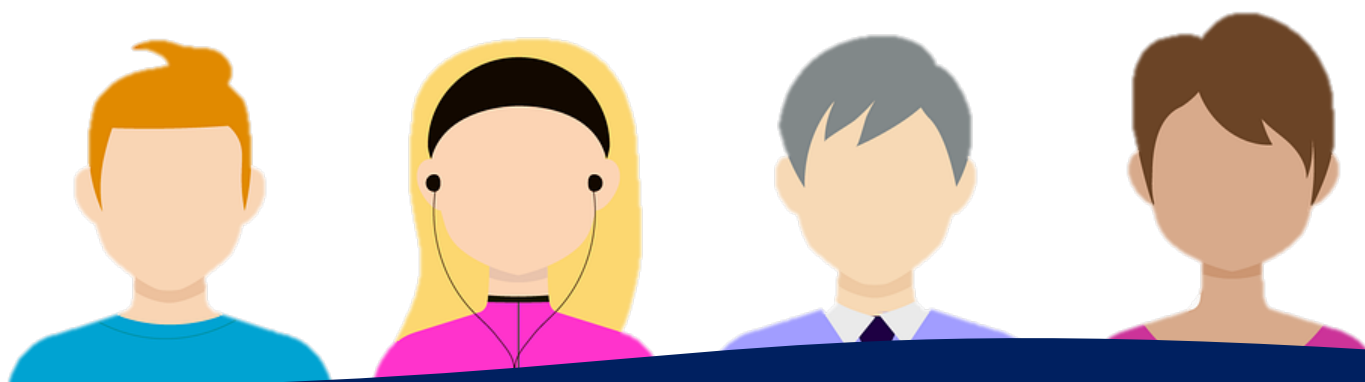


Looking After Our Staff

We feel it is vital that every member of staff feels valued and supported throughout the school year, from their first day in September right through to the last day of the summer term. We want our staff to feel enabled and motivated to provide high-quality teaching every day for our children. We want our staff to feel assured that they will be supported in times of difficulty, especially from school leaders and governors.

We have 6 core principles, that drive our assessment of decisions relating to the wellbeing of our staff:

- a culture of positivity that all stakeholders contribute to equally
- an environment to energise all members of staff
- leaders who aim to be highly effective, proactive and non-judgemental
- excellent working relationships
- career satisfaction
- healthy lifestyle



What Do We Already Do For Our Staff?

- Our staff have more than 10% PPA time (currently 14% PPA) which is greater than other local schools.
- Our staff do not have to do duties before and after school.
- Our staff have protected planning, preparation and assessment time (PPA), as they are not expected to cover for absent colleagues, we have employed cover supervisors to support us with this.
- Our staff are not expected to respond to emails on Saturdays and Sundays.
- As a school team, we try to give as much notice as possible to any changes to the timetable and the school diary.
- As a senior team and governors, we consider the number of late nights at school for parent meetings, school plays and governor meetings and when they fall. We react on the feedback from staff if they feel we have not achieved the right balance.
- Our staff speak positively to each other. If there is to be any criticism, it is valid, polite, and non-judgemental.
- Our staff have free tea, coffee, milk and sugar in the staff room.
- Our staff typically arrange Christmas and Summer celebrations.
- As a senior team, we have strived to make reporting made simpler and regularly review arrangements.
- After putting pupil data into SIMS, it is placed into SISRA for easy analysis.
- As a senior team and governors, we have heavily invested in a non-teaching pastoral team to ensure that teachers are fully focused on improving pupil's rates of progress.
- Our staff have free use of the fitness suite.
- Our staff have access to yearly flu jabs, to support their health during the winter months.
- As a team, we support our colleagues in those initial tricky meetings with parents or challenging children.
- Our senior team pride themselves on being "visible" throughout the day. They support their team.
- Our staff have organised a range of staff sports, which many participate in.
- As a senior team, we have developed a centralised detention system, which supports our staff to implement the highest standards in behaviour. We have reduced the administration around this too, by collecting the detention slips and processing them centrally.
- As a senior team and governors, we have developed the use of a behaviour for learning room and "buddy rooms" to support all staff with expecting the best behaviour for our pupils.
- As a senior team and governors, we have disaggregated inset days, which maximises our time for school priorities throughout the year.
- As a senior team and governors, we hold weekly subject solutions, that supports our middle leaders in maximising pupil outcomes.
- As a senior team and governors, we have introduced late to lesson bells, to support our staff in implementing our behaviour policy

Our New Staff Training Programme

At Park Hall in particular, we pride ourselves on providing a comprehensive training programme for all new staff, which is in addition to the weekly staff CPD sessions.

During the first term, we typically provide the following additional training:

- Understanding Park Hall's standard operating procedures
- How to make an effective start to your lesson
- Understanding how to use the pastoral team to support you in the classroom
- Enhanced understanding of Safeguarding
- Enhanced understanding of the Prevent Strategy
- Developing your behaviour strategies in the classroom
- Understanding how to support pupils with special educational needs
- How to plan lesson plan for behaviour
- How you can mark effectively
- Understanding our rewards system
- Developing your understanding of our Sixth Form
- What makes an effective lesson?
- What makes effective assessment?
- How to input your data into the school mark sheets
- Understanding how pupils can response to feedback effectively
- Preparing for your first Parents Evening
- Understanding our community (including a mini bus tour)
- Understanding how to develop numeracy in your subject
- Understanding how to develop the more able in your subject
- New Staff Teachmeet

If you are new to teaching at Post 16, we have developed a package of additional support and training across our multi academy trust, to ensure you have the support you need to feel confident in your delivery and assessment of the pupils.



Our Curriculum Principles

Our aim is to encourage students to achieve the highest standards of which they are capable. We make every effort to ensure that work is stimulating, enjoyable and matched to their individual needs, so that all students fully engage in the learning process.

We have designed our curriculum to embrace the following five curriculum principles to ensure that pupils:

Become Subject Experts

Through the development of knowledge and skills, allowing them to develop subject mastery, through a spiral learning curriculum, leading to strong grades.

Maintain and build a “Love for Learning”

Through the delivery of the very best planned and delivered lessons, which are designed to help pupils of all abilities, make the journey primary school into early adulthood.

Have an enriched “Park Hall” experience

Through the delivery of subject linked enrichment, which build resilience and respect, developing pupil’s understanding of British Values.



Become a broad and balanced citizen

Through the delivery of a broad and balanced curriculum, equipping pupils to become a broad and balanced citizen, who contributes to society in a positive way.

Be prepared for their future

Through developing employability and life skills, that allow students to maximise their potential, and prepare them for the next stage of their education, career and for their future life.

Our Curriculum

The curriculum at Park Hall Academy aims to provide all students with a rich and broad curriculum that engages them and prepares them for their life and employment. It has been planned carefully with due regard to the context of the Academy as well as national legal requirements and financial probity.

At Park Hall Academy, we pride ourselves on the breadth and choice in our curriculum. We believe that, as our students move through the school, they need to study courses that stimulate their interest, support their future aspirations and give them strong foundations for their future education and career choices. This commitment to a wide range of courses, coupled with high quality teaching and learning within each course, supports student achievement and thus the best possible results.

We are delighted that this commitment to matching flexible curriculum courses to student need has been recognised by Ofsted. We also strive to ensure that each child can maximise their Progress 8 score by undertaking a broad and balanced curriculum.

Subjects	Park Hall Academy 2021-2022						
	Key Stage 3			Key Stage 4		Key Stage 5	
	7	8	9	10	11	12	13
Art and design	✓	✓	✓	Optional	Optional	Optional	Optional
Design and technology	✓	✓	✓	Optional	Optional	Optional	Optional
RE	✓	✓	✓	✓	✓	Optional	Optional
Enterprise (ICT, Business and Computer Science)	✓	✓	✓	Optional	Optional	Optional	Optional
Food Technology	✓	✓	✓	Optional	Optional	Optional	Optional
Geography	✓	✓	✓	Optional	Optional	Optional	Optional
History	✓	✓	✓	Optional	Optional	Optional	Optional
Languages	✓	✓	✓	Optional	Optional	Optional	Optional
Maths	✓	✓	✓	✓	✓	Optional	Optional
Media Studies	-	-	-	Optional	Optional	Optional	Optional
Performing Arts (Dance, Drama and Music)	✓	✓	✓	Optional	Optional	Optional	Optional
Physical education	✓	✓	✓	✓	✓	Optional	Optional
RE	✓	✓	✓	✓	✓	Optional	Optional
Science	✓	✓	✓	✓	✓	Optional	Optional
Social Education (Citizenship and PSHE)	✓	✓	✓	✓	✓	✓	✓
Social Sciences	-	-	-	Optional	Optional	Optional	Optional

Our Curriculum Outcomes

Our pupils achieved very well in 2019, achieving progress that is “above average” considering their individual starting points. We are committed to doing the very best for our pupils, which resulted in us having one of the lowest rates of exclusions in Solihull Local Authority 2018-2019.

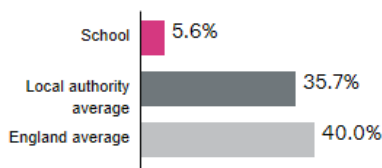
Here is a summary of our provisional 2019 curriculum outcomes from the Department for Education.

Progress 8 score [?](#)

Above average 0.23

[More score details](#) [?](#)

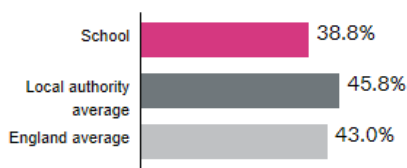
Entering EBacc [?](#)



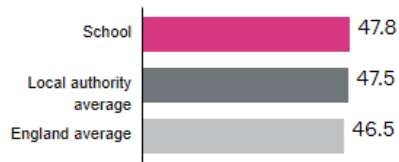
Staying in education or entering employment [?](#)



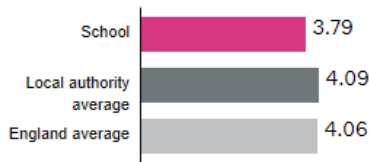
Grade 5 or above in English & maths GCSEs [?](#)



Attainment 8 score [?](#)



EBacc average point score [?](#)



Job Description

Job Title	Head of RE
Reporting Arrangements	Senior Leadership Team Line Manager

Job Purpose

- To raise standards of student attainment and achievement within the RE curriculum area and to monitor and support student progress
- To be accountable for student progress, attainment and development within RE at all levels: A Level, GCSE, RE at KS3/4.
- To develop and enhance the teaching practice of others
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the Academy and the curricular policies
- To be accountable for leading, managing and developing RE
- To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio
- Liaison with Senior leadership team, other Heads of Department, student Support Services and relevant cross-Academy responsibilities, relevant associate support staff, parents.

Main (Core) Duties

Operational/Strategic Planning

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department.
- To regularly review and evaluate the RE curriculum
- The day-to-day management, control of course provision with the department, including effective deployment of staff and physical resources
- To actively track and monitor student progress putting in place strategies where appropriate to support improved progress
- To implement Academy Policies and Procedures, for example equal opportunities, health and safety, accommodation strategy etc.
- To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the Academy
- To lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area section of the SDP and the aims and objectives of the Academy.
- To keep the department SEF updated in order to evaluate progress and support forward planning
- To link with the Heads of Upper and Lower School to ensure that the work in the curriculum area fully reflects the Trust's distinctive ethos and mission

Job Description

Curriculum Provision

- To liaise with the Senior Leadership Team to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan/Academy Evaluation
- To objectively evaluate the curriculum and identify development areas on a regular basis, evaluating the effectiveness of intent implementation and impact.

Curriculum Development

- To lead curriculum development for the whole department
- To keep up to date with national developments in the subject area and teaching practice and methodology
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels
- To liaise with the Senior Leadership Team to maintain accreditation with the relevant examination and validating bodies
- To share responsible for the development of Numeracy across the Academy with the Director i/c Numeracy
- To ensure that the development of the subject is in line with national developments

Staffing

- To work with the Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To be responsible for the efficient and effective deployment of any support staff
- To undertake Appraisal Reviews and to act as reviewer for staff within the designated department
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Academy procedures
- To promote teamwork and to motivate staff to ensure effective working relations
- To participate in the Academy's ITT programme
- To be responsible for the day-to-day management of staff within the designated department and act as a positive role model

Quality Assurance

- To monitor the quality of teaching & learning in the department
- To establish the process of the setting of targets within the department and to work towards their achievement
- To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department
- To contribute to the Academy procedures for lesson observation
- To implement Academy quality procedures and to ensure adherence to those within the department.

Job Description

- To monitor and evaluate the curriculum area in line with agreed Academy procedures including evaluation against quality standards and performance criteria
- To seek/implement modification and improvement where required
- To ensure that the Department's quality procedures meet the requirements of Self Evaluation and the Strategic Plan

Management Information

- To monitor the effectiveness of teacher feedback across the department
- To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system
- To make use of analysis and evaluation of performance data provided
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken
- To produce reports on examination performance, including the use of value-added data
- To provide the Governing Body with relevant information relating to the departmental performance and development

Communications

- To help ensure that all members of the department/curriculum area are familiar with its aims and objectives
- To ensure effective communication/consultation as appropriate with the parents of students
- To liaise with partner Academy's, Higher Education, industry, Examination Boards, Awarding Bodies and other relevant external bodies
- To represent the Departments views and interests

Marketing and Liaison

- To contribute to the Academy liaison and marketing activities eg. the collection of material for press releases/newsletter/social media
- To contribute to the development of effective subject links with other schools within the Trust and the community, attendance where necessary at liaison events in partner Academy's and the effective promotion of subjects at Open Days/Evenings and other events
- To actively promote the development of effective subject links with external agencies

Management of Resources

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- To work with the Deputy Headteacher i/c Teaching and Learning in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed

Job Description

Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area
- To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- To role model and promote the Arden values through all activities and directing the students through tutor time
- To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description where required
- To contribute to PSHE, citizenship and enterprise according to the Trust policy
- To ensure the Behaviour Management system is implemented in the department so that effective learning can take place

Teaching

- To undertake an appropriate programme of teaching, reflecting the responsibilities of the role, and in accordance with the duties of a standard scale teacher

Additional Duties

- To play a full part in the life of the Academy community, to support its distinctive mission, ethos and to encourage and ensure staff and students follow this example

Other Specific Duties

- To make a contribution to the wider life of the school: enrichment activities, clubs, educational visits, support activities, assemblies
- To lead departmental meetings, set agendas and minutes
- Carry out appraisal for staff within the department and ensure appropriate CPD is available
- To continue personal development as agreed
- To undertake any other duty as specified by STPCD not mentioned in the above

Academy Improvement Responsibility

- To manage the process and structure of the Academy Development Plan in direct management of the Associate Headteacher
- To contribute to the Leadership Group of the Academy determining strategy and direction for future improvement

Person Specification

	Criteria	Essential	Desirable
Qualifications	QTS status by the time of the commencement of the post	✓	
	Qualified to Degree Level in a relevant subject	✓	
	Willingness to undertake further training to support curriculum developments in RE	✓	
	Strong A-Level grades in relevant subject(s)		✓
Experience	Teaching RE across all key stages including planning, preparation & marking	✓	
	Use of ICT to enhance subject delivery	✓	
	Experience of contributing to extra- curricular activities	✓	
	Excellent outcomes in GCSE RE results	✓	
	Experience of leading a Department or team	✓	✓
Knowledge	Secure knowledge of the GCSE RE curriculum	✓	
	Knowledge and understanding of the requirements of high quality teaching/pedagogy including AFL	✓	
	A clear philosophy on how and why the subjects should be taught	✓	
Leadership & Management	Strong, effective classroom management skills.	✓	
	Ability to support all policies throughout the area, to impact beneficially on staff and students.	✓	
	Ability to meet deadlines effectively.	✓	
	A willingness to develop and support new initiatives.	✓	
	Ability to inspire and motivate staff and students and retain the trust of parents.	✓	
Analytical Skills	Ability to use data and strategic information to raise student achievement.	✓	
Personal Qualities	Excellent communication skills, both oral and written.	✓	
	Outstanding emotional intelligence.	✓	
	Ability to learn from students, parents, governors and other partners.	✓	
	Readiness to show sensitivity and flexibility to suit the circumstances.	✓	
	Resilience and stamina when faced with complex and demanding situations.	✓	
	Have a clear view of appropriate personal work/life balance.	✓	
	Willingness to do extra-curricular activities.		✓

Our School Layout

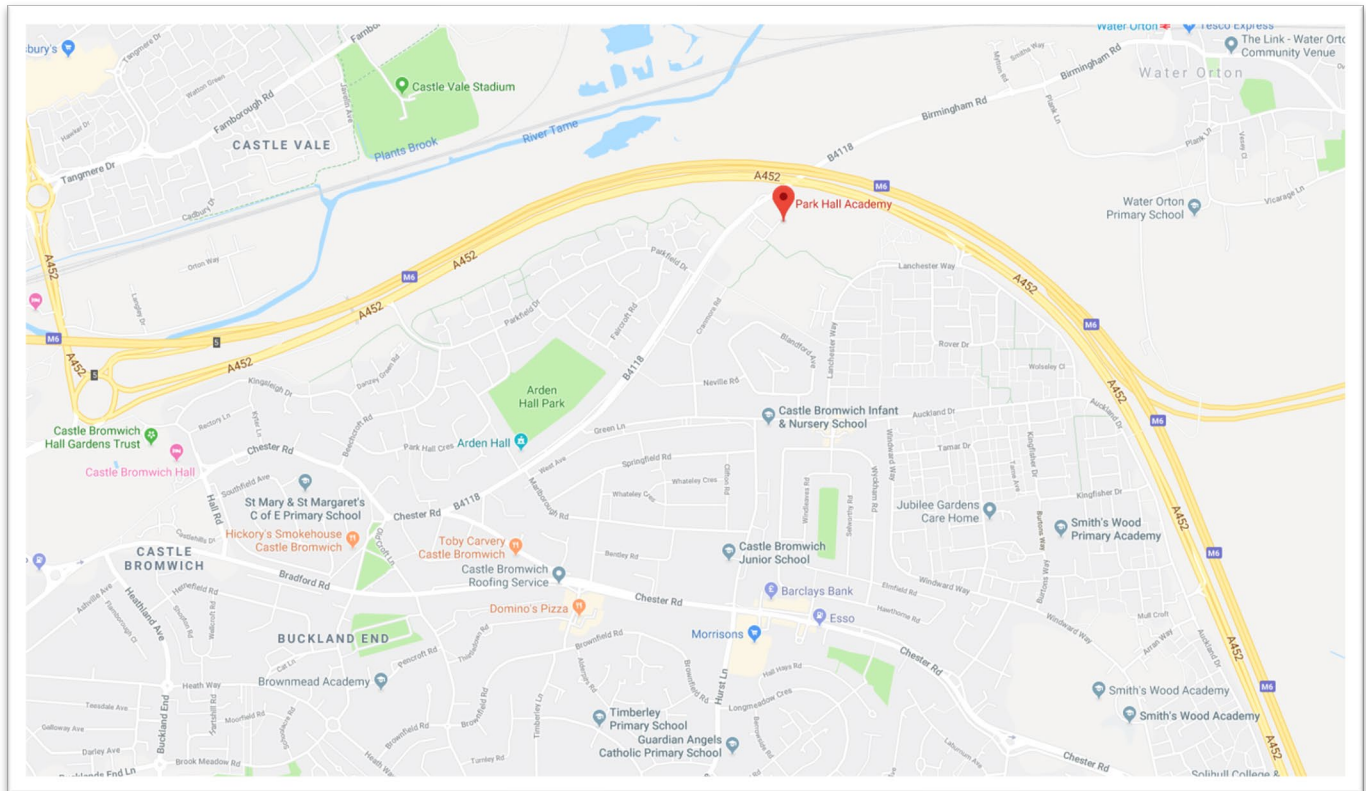
PARK HALL ACADEMY



Science	English
LG1	GG3
LG3	GG4
LG6	GG5
LG7	GG6
L12	GG8
L14	G13
L18	G14
L21	G15
L23	Media
L24	G16
L26	G17
L27	Maths
General	GG10
LG4	G110
L13	G12
L15	G210
L16	G22
Business	G23
L17	G24
L25	G25
Sports	G26
SH	G28
SG2	SEN
SG3	GG2
S14	IT
S212	GG7
Music & Drama	G27
S26	LG5
S27	BG8
S28	B16
S29	B26
S210	Social Science
S211	BG2
RS	BG3
Technology & Art	BG4
S11	BG5
S12	BG6
S13	BG11
S21	Humanities
S22	B11
S24	B15
S25	B19
S217	B21
S218	B22
S219	B23
S221	B24
MWC	B25
Male WCs	B27
FWC	B29
Female WCs	MFL
	B12
	B13
	B14



Where Can You Find Us?



Directions from the M6 north bound:

At junction 5 on the M6, take the A452 exit to Birmingham (E)/Sutton Coldfield. At the roundabout, take the 1st exit onto A452. Turn right onto Parkfield Drive. Turn left onto Water Orton Rd/B4118. Turn right. Park Hall Academy will be on the right, with blue gates.



Details for your sat nav:

Park Hall Academy,
Water Orton Road,
Birmingham,
B36 9HF