

HEAD OF HISTORY

Salary: MPR/UPR + TLR2a
Contract: Permanent, Full Time
Start Date: 1st September 2024



Information for Candidates

www.unity.blackpool.org.uk

WELCOME TO UNITY ACADEMY



Welcome to Unity Academy Blackpool and thank you for your interest in the post of Head of History at Unity. This booklet is designed to give you some information about the role, department, school and trust but we would always encourage you to come along and see us in action! We hope this information is helpful to you.

TABLE OF CONTENTS

- 1 Welcome
- 2 Welcome from the Headteacher
- 3 The Unity Academy family
- 4 Our commitment to you
- 5 What are we looking for?
- 6 About the department, school and trust
- 7 Benefits and Perks
- 8 How to apply and more information

WELCOME FROM THE HEAD



It has been my pleasure to lead Unity Academy since April 2017 but beyond that I feel privileged to have been able to work with our children and staff since September 2013 when I arrived here.

Unity is a family school. We work together collectively to support our children, many of whom have specific and complex backgrounds. Our strap line 'In Unity, we Succeed' is not just words, this is how we operate across the academy. Many of our children face challenges, that is why we are lucky to have a strong and large team of staff to support our young people.

We have recently worked hard to respond to feedback from inspectors and have produced the biggest and most comprehensive offer of CPD support that we can to support our children. Please take the time to look through our CPD offer when considering us as your next employer.

Unity is a great place to work and has a very special feel and culture, words don't do us justice. Please see details on the last page of this booklet to arrange a visit and spend some time with our wonderful staff and students.

Stephen Cooke
Headteacher



THE UNITY FAMILY



“I want to thank every and each one of the teachers that have ever helped me on my journey towards my goals! Thank you for always believing in me, for pushing me towards bigger opportunities, for the patience and help you have demonstrated and for the laughter and fun you have filled me with!”

Y11 Leaver, 2023

“The staff at Unity are exceptionally welcoming and friendly. The Unity team cares about the welfare of their staff and students which shows in morale and also the environment we work in”

New staff member 2024



OUR COMMITMENT TO YOU

Staff development is at the heart of our ethos at Unity Academy and we prioritise supporting the development of staff very highly. Our CPD offer is enclosed alongside this application pack so that you can see the offer we are making to you. Each week you will be given the opportunity to share ideas and thoughts about pedagogy and practice alongside culture and mindset through our deliberate practice sessions. This is supported by specific offers for middle leaders and extensive online platforms.

Leadership Development

This post represents an ideal opportunity for a candidate eager to step into subject leadership. This post will report to the a member of the senior leadership team who will carry out leadership development meetings fortnightly. These meetings will focus on strategic priorities and supporting you as a leader. The academy makes use of a range of Arbinger Outward Mindset tools and approaches to support leaders in their development. We have provided the full structure for the department in subsequent pages.





WHAT ARE WE LOOKING FOR?

This post incorporates the operational and strategic leadership of the department, working with the support of the wider team in school. This is not an academy that is scared of change and we are open to new ideas that you may bring. At present we offer AQA History through to GCSE with good uptake numbers in KS4.

We are seeking a Head of History with the energy and enthusiasm to inspire and develop students and staff in our popular and thriving academy.

The successful candidate will have a proven track record in teaching History to KS4 and delivering good outcomes for students. This will ensure that we continue to provide a high-quality education for all children in a caring, inclusive environment. Whilst nearly all History is taught by specialists, the successful candidate may, occasionally, be asked to support non specialists delivering the subject.



WHAT ARE WE LOOKING FOR?

We would welcome applications from those with prior leadership experience but also those new to leadership and keen to take a step into subject leadership with a fully supportive structure of development. A full and comprehensive package of training, mentoring and coaching will be provided. Unity Academy has a supportive staff team who work together to ensure that the school motto is clearly articulated and we demonstrate that 'In Unity, we Succeed'.

Unity Academy is an all through school and as such an awareness of curriculum coverage across all phases of education is required, although the specific remit of this role will be leading the curriculum development and team of teachers who contribute to teaching in Years 7 to 11. This post represents an excellent professional development opportunity for any aspiring middle leader at our academy as we continue our journey to being the best we can be.

ABOUT UNITY ACADEMY



Unity Academy is an all through school for children aged 2-16 serving a large part of central Blackpool. Students travel to the academy from across Blackpool. Many of our students live in areas of high deprivation and most children are eligible for pupil premium funding. Whilst many of our children have challenges, our job as an academy is to overcome these and to ensure that children are supported to be successful in all that they do.

The academy motto is 'In Unity, we Succeed'. This is more than words, this is how we operate as an academy - we work together and when we work together we are successful.

It is no secret that at the last inspection of the academy, the overall judgement was requires improvement. We recognise that there are improvements to make and have already begun to make these as recognised in a recent HMI monitoring visit. As part of these improvements we have completed staff training through Trauma Informed Schools UK and through Arbinger Outward Mindset. We are beginning a programme of work alongside the authors of 'When the Adults Change, Everything Changes' shortly in order to fully develop a model of relational approaches to behaviour across the academy.

We have also worked hard to improve our understanding of essential knowledge within curriculums and improved our offer of training for all. Please spend some time looking at the CPD offer so you can see the full extent of our offer to you.

ABOUT THE DEPARTMENT



History is studied by all students in years 7, 8 and 9 who have 2 hour lessons a week. History is always a popular choice at Key Stage 4 in a free option pool, currently there are two classes in each year group. From September 2024 year 10 students will have 3 hours a week during their course. This is an increase on the current allocation. Teaching groups have mixed ability throughout.

The History department has undergone a full redesign of the key stage three curriculum which has now been embedded. This is linked to the aforementioned increased uptake at GCSE. At GCSE students study the AQA Course 8145 in line with FCAT schools. The current units of study are:

- AB Germany, 1890–1945: Democracy and dictatorship
- BB Conflict and tension: the inter-war years, 1918–1939
- AA Britain: Health and the people: c1000 to the present day
- BC Elizabethan England, c1568–1603

The History department currently has two full time specialist teachers based in two History classrooms and a member of SLT who has taught history for several years.



The best we can be

ABOUT FCAT

Fylde Coast Academy Trust (FCAT) was established in 2012 by Fylde Coast Teaching School. Unity Academy was the first academy within the trust in September 2013. The aim of our trust is to ensure first class learning opportunities for all young people on the Fylde Coast and across Lancashire. Learners are at the heart of what we do and their outcomes and successes are what drive us.

We are a Multi-Academy Trust working in partnership with educational institutions at the heart of our local community, fostering collaboration and knowledge sharing which is critical to our culture of continuous improvement. The trust has grown to include 10 academies and is in a very exciting stage of its development with the recent significant increase in capacity created through additional appointments of Directors of School Improvement.

Full information about the trust and its work can be found on the website www.fcat.org.uk

BENEFITS AND PERKS

- ✓ An amazing and supportive team
- ✓ Membership of the Teachers Pension Scheme
- ✓ Access to free health support services via Smart Clinic
- ✓ Cycle to work scheme
- ✓ Free annual flu vaccine
- ✓ Blackpool Council travel discount
- ✓ Childcare voucher scheme
- ✓ Free eye tests
- ✓ Commitment to our Team FCAT Work and Wellbeing Charter

The Fylde Coast Academy Trust is committed to equality of opportunity for all. Fylde Coast Academy Trust is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise our commitment to safeguarding. All posts, including volunteers, are subject to enhanced DBS clearance.

HOW TO APPLY

Please complete the online application form at www.fcat.org.uk including a supporting statement. This supporting statement should be no more than two sides of A4.

For any information regarding the position or the school or to arrange a visit to Unity Academy please contact Mrs. K. Linney, Headteacher's PA who will be happy to assist you.

Closing date/time:

9AM on 7th May 2024

Interview/Selection day:

13th May 2024



CONTACT US



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Warbreck Hill Road, FY2 0TS



Continuous Professional
Development
at
Unity Academy



Continuous professional development is at the core of our driving principle: ***In Unity We Succeed***; Our commitment is simple: support, develop and retain the brilliant staff within our school.

Our CPD offer is ongoing and bespoke. We aim to provide teaching and associate staff with professional development opportunities at each stage of their career, informed by need and future aspirations.

Providing robust CPD opportunities is foundational to our continued journey of school improvement and securing successful outcomes for our students. With this in mind, the CPD offer at Unity operates on many levels including our Deliberate Practice model providing timetabled, weekly professional development; tailored school based CPD; Trust wide training; opportunities to engage with regional and national training and a range of online resources and platforms to support staff development.



Our commitment is simple: support, develop and retain the brilliant staff within our school.



CPD OPPORTUNITIES
FOR

All Staff

TRUST WIDE TRAINING AND DEVELOPMENT

Unity Academy is part of the **Fylde Coast Academy Trust (FCAT)**. The Trust places a strong emphasis on continuous improvement and all schools striving to be "The Best We Can Be". FCAT offers a range of developmental opportunities, supporting staff to work together, raise standards and achieve the best possible outcomes for students.

Quality Improvement Groups

The Trust runs Quality Improvement Groups to provide networks where colleagues come together to collaborate and share best practice. These groups meet regularly throughout the year and provide a forum for high-quality professional discussion, as well as opportunities for colleagues to learn from each other. Each QIG is run by an experienced leader who then reports key findings back to SLT. The focus of the meeting is determined by trust and school priorities for the leads and may include: the sharing of best practice; continuous professional development; moderation activities; facilitation of trust drivers/messages; task and finish projects. The groups are reviewed every year and new groups are created to respond to needs and priorities.

FCAT Identified Practitioners

To enhance one of FCAT's guiding principles – positive relationships in work- the Trust supports professional development by identifying exceptional practitioners. These practitioners are drawn from all phases, are research informed and have experience of leading impactful change. Identified practitioners are provided with an opportunity to complete FCAT bespoke training and be sourced when necessary to support school improvement.

School-to-School Collaboration

Embracing one of FCAT's core memorable virtues – collaboration, the Trust provides opportunities to leaders and practitioners across the Trust to share best practice and support the school improvement objectives of individual schools. As part of our focus on school-to-school support, teachers and leaders are given opportunities to collaborate where strengths are identified and benefits can be drawn from school-to-school support. This may focus on supporting particular leaders or teachers with pedagogy and subject knowledge development, or heads of department and other teachers with curriculum design or development.



STAFF INDUCTION

It is crucial to us that all new starters feel welcomed, supported and prepared. As such, every member of staff that joins our school is immersed in a comprehensive induction program. The program covers core induction, which provides staff with a detailed understanding of our culture and core policies and procedures. Staff will receive role specific induction.

The aims of our induction program are:

- Communication Unity's core values and culture.
- Share key information linked to the day to day running of the school.
- Support new staff in integrating smoothly into the work place.
- Establish good rapport and communication between new and established staff members.

" The induction sessions were incredibly useful. Everyone I met was friendly and welcoming, which helped remove some of the nerves you get when starting a new role. We met colleagues who were responsible for different areas within the school, which meant I started on my first day knowing exactly who I could go to for support."

Y1 Teach First



APPRAISAL

Our appraisal process is bespoke to staff need and role. The process is designed to ensure all staff, across every facet of the school, feel empowered to continually develop. As part of our robust process, staff are supported in identifying three targets.

As a general principle, these targets focus on:

- Development of core knowledge and skill linked to existing role
- Development of core knowledge and skill linked to professional aspirations
- Development of core knowledge and skill linked to school improvement

	The Best We can be	Student Progress (Academic Rigour and Equity)					Quality of Teaching		
Target Focus	Subject Knowledge and Enhancement	SEND	Personal Development	Reading and Vocabulary	Pupil Characteristics <i>e.g. PP, EAL, PP boys</i>	Core Areas Across a Key stage/ Phase	Culture, Mindset and Routines	Curriculum Pedagogy and Practice	Curriculum Leadership and Management

	The Best we can Be				Student Progress (Equity)			Quality of Support					
	Specific need or area				Personal and Social Development	Reading and Vocabulary	Core area Across a Key Stage or Year Group	Curriculum, Pedagogy and Adaptive Practice					Leadership and Management
Target Focus	Speech, Language and Communication	Cognition and Learning	Social and Emotional	Sensory and Physical				Metacognition	Explicit Instruction	Scaffolding	Technology	Flexible Grouping	

ONLINE PLATFORMS

In order to support their professional development, all staff have access to two nationally recognised, award winning, online CPD platforms: **Blue Sky Learning** and **The National College**. These platforms allow us to ensure all staff have access to flexible professional learning content, that is research based, interactive and led by experts. It also allows us to ensure that all staff have access to statutory and recommended training.

- ✓ Unlimited expert knowledge, through role-specific webinars and CPD videos.
- ✓ Personalised areas that allow you to plan, track and log CPD.
- ✓ Flexible learning that can be engaged with whenever suits you.
- ✓ Training that is up to date with current policy, practice and research.



SCHOOL IMPROVEMENT DASHBOARD

Via our school improvement dashboard, all our staff have access to a wide range of bespoke, in house, CPD resources and training materials. These resources are centred around school improvement, and created with staff and student need in mind.



SCHOOL IMPROVEMENT MODEL

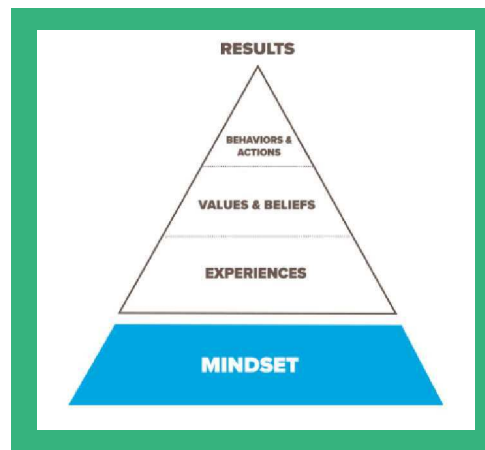
Getting better together. In Unity we succeed.

ARBINGER

At Unity Academy we are committed to creating a 'people centred', outward facing culture. As part of this commitment, we adopt The Arbinger principles. This means striving to have an Outward Mindset in our day to day practice and policies, with both staff and students. When we have an inward mindset we see others in terms of their impact on us. With an outward mindset, we consider others' needs, challenges, and objectives, and we see our impact on them.

To put it simply, at Unity we believe all staff and students are people who matter. In working to avoid viewing each other as obstacles, at all levels of the running of the school, we are working towards building an even stronger sense of collaboration, rooted in mutual respect and strong relationships.

All staff at Unity Academy have the opportunity to engage with Arbinger Training, led by an expert practitioner. Staff are also supported in embedding Outward Mindset through our Deliberate Practice model.



'Improving mindset is not a self-focused act. It's an others-focused act.' (The Arbinger Institute)

Trauma Informed Schools Training

As a school, we are committed to improving learning, mental health and quality of life for our children and young people. As part of this we receive whole staff training from TIS. The training is supported by over 1000 evidence-based research studies and is designed to empower staff to understand the needs of all children and teenagers, including those who have suffered a trauma or have a mental health issue. Opportunities to further develop Trauma Informed Practice are also carefully woven into our Deliberate Practice training model. Alongside whole school training and DP, individuals who express interest have the opportunity to complete the full diploma in Trauma and Mental Health Informed Practice.

As part of the training your will develop an understanding of:

- The neuroscience and psychology of child and adolescent mental health and mental ill-health
- ACE (Adverse Childhood Experience) study and Protective Factors in schools that change children's lives.
- Professor Jaak Panksepp's model of mental health, mental ill-health, and theory of change.
- PROTECT/RELATE/REGULATE/REFLECT and how this informs school policy, procedures and school culture and ethos.
- The role of emotionally available adults in schools
- Key skills in responding to and understanding challenging and/or trauma triggered behaviour.

"I can honestly say that it was, by far, the best, most insightful, profoundly moving, expertly evidenced, relevant and most useful training I have received in my teaching career."

"I am really enjoying the Diploma. It has really changed the way I talk to and support students. The course provides a wide ranges of resources, like the WINE statements, that you can pick up and use. The training really aligns with, and highlights the importance of, DP."



CPD OPPORTUNITIES
FOR
**Student Facing
Staff**

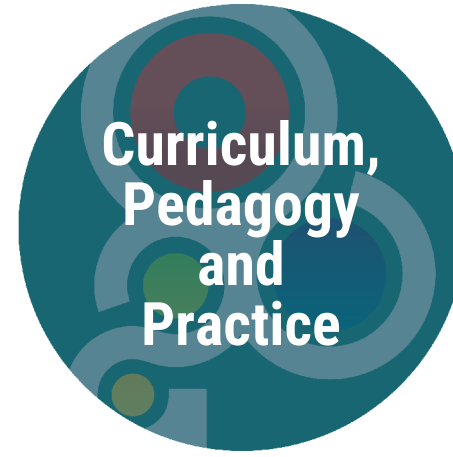
DELIBERATE PRACTICE

As part of our commitment to continuous professional development and school improvement, all staff at Unity Academy whose role means that they work directly with children will participate in deliberate practice and peer coaching. Through each session, together we will explore, examine and reflect on our practices whilst supporting each other in overcoming barriers to success.

Our deliberate practice model is designed to ensure that everybody, regardless of their experience or expertise, gets the opportunity to develop their practice through weekly coaching input and the deliberate practice of key areas of pedagogy. By focusing on deliberate practice at a granular level, we feel that our professional learning/ development becomes easier to manage, which in turn creates a real commitment to improvement from all involved. Our approach empowers staff to make positive change in their day-to-day practice and allows them to actively engage with their successes along the way.

Central to this approach to school improvement are our children. We are fully committed to ensuring that the experience of all our children of education is one of positivity and success. We aim to ensure that all our work around the quality of education we provide at Unity Academy ensures academic rigour and high expectations whilst taking into account issues around equity and potential childhood trauma

Deliberate Practice is broken down into two strands:



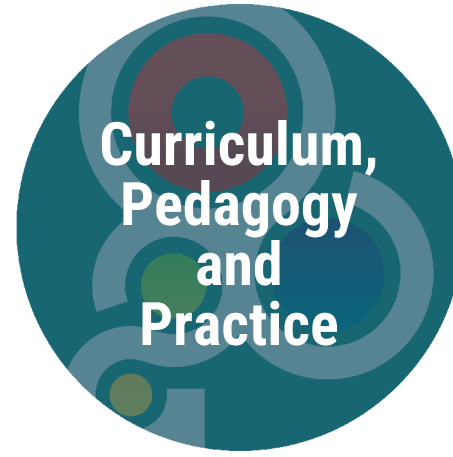
DELIBERATE PRACTICE

"As a member of the support team, being involved in DP has developed my ability to employ research based strategies in the classroom. After attending the DP sessions, I felt confident enough to play an active role in creating Do Now activities to support recall. I use CMR strategies when students are entering and exiting the classroom and model the routines I want them to follow; I really feel it has helped create a calmer environment for learning.

Support staff member

"I am really enjoying the work we are doing around deliberate practice. It has been useful to reflect on the areas of my practice that have become habit and think carefully about whether they are serving me - and the wider school - effectively. The opportunity to discuss ideas and approaches with other staff has been invaluable, and the culture that it has created, with staff encouraging each other towards best practice, has been genuinely beneficial to be part of."

Second in English





The Unity Way supports staff development through setting out clear evidence-based principles that drive excellent teaching and learning. It is a frame of reference for teachers, and those who provide learning support, to be able to reflect on and evaluate their practice, whilst ensuring that they embed the strategies that we have identified as being conducive to creating a positive climate for learning. Although the framework identifies a number of non-negotiables, it is flexible in a way that supports in developing a responsive approach to the needs of students.

The Unity Way is broken down into the following areas:

1. Preparation
2. Learning focused relationships
3. Learning objectives
4. Explanations and modelling
5. Feedback
6. Learning

Our aim at Unity Academy is to create a positive climate for learning that empowers all students to learn and be successful. It is an expectation that all our students receive high quality teaching practice in the optimum conditions for learning. This should equip them with the knowledge, skills and dispositions for lifelong learning and for making a positive contribution to the world around them

Preparation	Learning-Focused Relationships	Learning Objectives	Explanations & Modelling	Feedback	Learning
1.1: Key Knowledge & Skills	2.1: Meet & Greet	3.1: Explicit & Direct	4.1: Clear & Concise	5.1: Verbal Feedback	6.1: Do Now
1.2: High Challenge	2.2: Y7-9 Silent Classrooms	3.2: Demanding	4.2: Small Steps	5.2: Whole Class Feedback	6.2: Building Schema
1.3: Sequencing & Progression	2.3: Be Assertive	3.3: The Learning Journey	4.3: Language Rich	5.3: Re-Teaching a Concept	6.3: Intervening Early
1.4: Application	2.4: Communication	3.4: Repetition	4.4: Student Explanations	5.4: Literacy	6.4: Interleaving
1.5: The Expert	2.5: Presentation of Work		4.5: I Do/ We Do/ You Do	5.5: Grade/ Score/ RAG Rating	6.5: Guided Practice
1.6: Q&A	2.6: One Language		4.6: Examples of Good Practice	5.6: Live Marking	6.6: Independent Practice
1.7: Learning Links & Consolidation	2.7: Positive Body Language		4.7: Live Modelling	5.7: Written Feedback	6.7: Consolidation
1.8: Knowledge Fluency	2.8: Traffic Lights		4.8: Assessment Framework Links	5.8: Self/ Peer Assessment	6.8: Y7-11 Daily Reflection
1.9: Reading & Vocabulary	2.9: Make Positive Assumptions			5.9: Corrections	6.9: Y7-11 Knowledge Quizzing
1.10: Formative & Summative Assessment	2.10: Student Responsibility			5.10: Developmental Responses	6.10: Home Study
1.11: Differentiation	2.11: Modelled Responsibility				
1.12: Pace of Learning	2.12: Care & Consideration				
	2.13: Student Safety				

THE UNITY WAY



CURRICULUM DEVELOPMENT

All teaching, and where relevant non-teaching staff, have access to departmental, curriculum development meetings. These meetings are conducted by middle leaders and focus on areas integral to the teams' development.

Curriculum development meetings focus on:

- Development of staff subject knowledge
- Development of staff pedagogical subject knowledge
- Curriculum development
- Responsive and adaptive teaching strategies
- Strategies to meet need and ensure high expectations
- Improving outcomes for students
- School improvement priorities

Curriculum development meetings also offer the opportunity to work across phases, to develop skill and expertise. As an all through school, we are afforded the advantage of working together to create curriculum building blocks that support our students in retaining essential curriculum knowledge.



CPD OPPORTUNITIES
FOR

Leaders

CURRICULUM, LEADERSHIP & MANAGEMENT

At Unity, we offer a programme of support, training and resources to support leadership development. We strive for a leadership team that is highly proficient in its ability to strategically develop all aspects of our formal and informal curriculum. We want leaders to feel valued and empowered to be autonomous in their approach to drive change. Through our leadership program, staff are supported in ensuring that change is managed effectively with clear accountability at all levels. We are committed to ensuring that Arbinger principles are utilised effectively in daily practice with a focus on outward mindset. We strive to ensure that leadership impact on others is evident in the day to day running of the academy and that barriers to change and development are effectively mitigated.

As part of our programme, leaders have access to:

- Leadership diagnostic tool supports leaders in better understanding their strengths and areas for development against a range of leadership competencies.
- Bespoke in house training opportunities to support their development
- School Improvement dashboard with a range of training resources and materials
- School improvement led leadership conferences
- Trust level training

Curriculum, Leadership & Management

3

MANAGING OTHERS

Building Evidence & Arriving at Suitable Judgements (QA)
Effective Monitoring & Support (QA)
Line-Management (QA)
3A+ Line-Management Model
Appraisal

LEADING PEDAGOGY & PRACTICE

Developing the Team
Developing the Individual
Research & Evidence
Deliberate Practice

LEADING CULTURE & CURRICULUM

Curriculum Design
Embedding Subject Pedagogy
Embedding Responsive Practice
Embedding a Culture of Accountability to Each Other

LEADERSHIP DEVELOPMENT MEETINGS

At Unity, we are committed to developing and supporting our leaders; we want leaders to feel empowered to make informed and strategic choices. Through existing line management structures, all leaders receive a minimum of 2 leadership development meetings per half term.

These meetings support leaders in:

- Identifying strengths and areas for development.
- Thinking strategically about their goals and school improvement.
- Utilising quality assurance to inform next steps.
- Developing the individuals within their teams.
- Thinking outwardly about improvement.

"The leadership meetings have been instrumental in my own development, as someone new to senior leadership. They offer the space to debate and discuss ideas and have encouraged me to think more strategically about the things I implement. The coaching offered to me through these meetings has helped me to align my operational day to day activities with my strategic priorities, massively reducing my workload."

