



Head of History (Full Time, Permanent)

From January 2027



Information about the post for candidates

Our vision:

Girls Enjoying Success

Our mission:

We foster fearless learners through inspiring education, exceptional co-curricular opportunities and meaningful partnerships, creating bespoke outcomes for every child: "Each of us is intended to have a character all our own, to be what no other can exactly be and do what no other can exactly do." (William Ellery Channing)



Our Unitarian ethos encourages our pupils to be intellectually curious, open-minded and respectful. We build on the power of an all-girls education to develop kind, confident, articulate young women who are ready for life's challenges.

Girls at Channing enjoy academic success from a tailored educational programme that encourages confidence, independent thinking and provides girls with life skills to take on the next stage of their education as thoughtful, responsive, socially aware adults, prepared for the challenges of the world today.

This emphasis on bespoke outcomes is at the heart of our five new strategic objectives, which you can find here: [Channing 2035](#).

Founded in 1885 by Unitarian sisters Emily and Matilda Sharpe and the Reverend Robert Spears, Channing School, named after notable American Unitarian William Ellery Channing, is well known as a successful, happy community. Remaining true to our Unitarian foundation, the School is an inclusive community that values the individual skills, spiritual beliefs, achievements and contribution of all members of the school community. Our success was endorsed by [our latest ISI inspection in November 2025](#).

Academic achievement

Academic results are excellent. Virtually all our sixth formers go on to University or other higher education institutions, some after a gap year. However, we believe that examination success is not solely the end goal of a pupil's journey through school, rather that it should be an enriching academic and extra-curricular experience that allows girls to develop skills, confidence, creativity and character, instilling in pupils a lifelong love of learning and a firm belief that anything is possible. Experienced, dedicated teachers offer a supportive, encouraging and challenging learning environment that allows pupils to achieve success beyond that which they might have thought possible.

Community spirit

The Headmistress and members of staff know every girl personally and as an individual. We have a strong family tradition and an enthusiastic and supportive parents' association. The atmosphere is calm, focussed and purposeful. We set high standards emphasising concern and respect for the needs of others. A major feature of the school is the huge diversity of the extra curricular activities on offer to pupils and it is expected that all staff will contribute to this side of the life of the school.

Exceptional setting

The school is in an attractive part of Highgate, with convenient transport links by road and underground. Visitors are often surprised at how



light, green and open our site is. We have preserved the character of the older buildings, but completely refurbished and redesigned them to provide bright and spacious teaching rooms. An ambitious building programme, completed in 2017, provided us with excellent dining facilities, a Music Department, a new Sixth Form Centre, Sports Hall with fitness suite and a state-of-the-art Performing Arts Centre. We are currently developing a STEM building complete with DT facilities which is due for completion in Summer 2026.

Teaching & Learning

Channing is a collaborative learning community. We provide an excellent and relevant T&L CPD programme that inspires all staff and pupils to achieve their full potential. We support the ongoing development of outstanding teaching and learning which stimulates and challenges all pupils.

Our current whole-school Teaching and Learning focus is to develop a culture of ambitious and inspirational teaching, alongside a shared understanding of every pupil and how best to support them. Central to this is our use of the [Learning Pit](#), which recognises that deep learning involves challenge and productive struggle, and that pupils make the greatest progress when they are supported to persevere through difficulty.

To promote consistently excellent teaching across the school, we have developed the [Principles of Great Teaching at Channing](#) and the accompanying Trusted Techniques. Together, these provide a shared understanding of what high-quality teaching looks like in practice, using a common professional language. They reflect both educational research and our collective expertise, and emphasise teaching that stretches pupils intellectually and supports them to move from challenge to secure understanding.

In recent years we have had a focus on developing *Fearless Learners*. We believe that it is possible to teach pupils to become more confident, proactive, independent learners in such a way that they become more courageous, fearless learners. To this end we have worked with both teachers and pupils to develop a range of resources that support us all to become more fearless in our learning. These include:

- An Infographic generated from discussions with all teachers ~ [What do Fearless Teachers look like at Channing?](#)
- A student-friendly Infographic based on what our student body thinks [Fearless Learners look like at Channing](#)

'Spotlight' is Channing Senior School's Teaching & Learning publication. It supports the professional development of our teaching staff. It is distributed twice monthly and focuses on the development of classroom practice and current educational research. All teaching staff are encouraged to contribute, and it reflects our commitment to being a collaborative, learning community. The most recent Spotlights can be [found on our website](#).

T&L Briefings are held every other Monday. These are an opportunity for teaching staff to come together to discuss educational research and how it might impact on their pedagogy. Recent themes have included: *Protecting Thinking in the Learning Pit, Questioning that Deepens Learning, AI & Tech: Pedagogy First, Integrity, Intelligence, Creativity, and Safety and Strong Starts to Lessons Protect the Flow*.

The *TLC* is our *Teaching & Learning Community*. It is open to all teaching staff. We meet about once a month. It leads on a number of initiatives which support the development of T&L across the school. These include a Journal Club, systems for teachers to share learning with each other, peer observation and the curation The Teaching and Learning Knowledge Interactive Toolkit.

The History Department at Channing

The History Department enjoys a leading profile, has high academic standards and is very motivated. A number of our pupils each year move on to read History at leading universities and are offered places at Oxford and Cambridge. The History Department comprises five specialist history teachers: the full time Head of Department (to be appointed), three members of the Senior Leadership Team, one 3 day

part-time teacher, and the Head of Politics teaching at KS3. All staff work closely together in an atmosphere of mutual support and teamwork. The department prides itself on being rigorous and pedagogically strong. Dynamic, engaging and intellectually rigorous lessons are standard.

In Years 7-9, students follow a syllabus that flirts with the national curriculum but engages in more wide-ranging enquiries adapted to suit the high ability of pupils at Channing and provide a more global historical awareness. There are a variety of visits on offer both in the UK and abroad. For example, Year 9 pupils attend an annual trip to the World War One and Two battlefields of France and Belgium. GCSE students visit Berlin and, in the Sixth Form, students follow the life of Dr King through the American South.

History is a very popular option at GCSE and the girls achieve highly. In 2025, 76.3% scored 9-7. We currently teach the Edexcel IGCSE History specification. We have two classes studying History at A Level in Year 13 and two in Year 12. We follow the AQA specification with students undertaking the 'Tudors: 1485-1603,' 'The Transformation of China 1936-1997' and coursework focused on the campaign for Black civil rights in the USA, achieving 90% A*-B grades in 2026. Students are encouraged to attend one of two History related clubs at which students, staff and guest speakers present on topics. We publish a yearly History Journal featuring student's original contributions. We host an annual History Conference and the Head of History would lead the Pursuit of History Programme for those aspiring to the top universities from GCSE onwards, as well as supporting extra-curricular clubs within the History department particularly by inviting external speakers to Channing.

Job Description & Person Specification - Head of Department

Heads of Department (HoDs) are key middle leaders within the school, directly accountable to the Headmistress for the quality, effectiveness, and ambition of their subject departments. They play a pivotal role in shaping a culture of innovation, academic excellence and professional collaboration, ensuring that girls are best prepared for happy, successful and fulfilling lives in the 21st century in line with Channing's Unitarian ethos and vision of girls enjoying success.

HoDs lead with collegiate professionalism: they are passionate advocates for their subject while also recognising the need to balance priorities across the wider curriculum and school community. They set and model the highest professional standards, supporting staff and pupils to thrive, and are committed to their own continuous professional development as subject specialists and as leaders.

General Responsibilities

Curriculum and Teaching & Learning

- Define and articulate the educational vision for the subject, aligned with the school's strategic objectives.
- Design, implement and review schemes of work that inspire intellectual curiosity, foster independence and encourage creativity and critical thinking.
- Ensure the delivery of high-quality, stimulating lessons that enable every pupil to achieve their potential.
- Monitor and evaluate teaching quality and learning outcomes across the department, implementing strategies for continuous improvement.
- Stay abreast of subject-specific developments, public examination requirements and national and international pedagogical trends.
- Ensure rigorous preparation for public and internal examinations, including coordination and moderation of assessments in line with JCQ requirements.
- Liaise with the Junior School and other departments to promote progression, consistency and cross-curricular opportunities.
- Promote innovation in teaching and learning, making purposeful use of digital technologies.

- The Head of History should lead the provision of an extensive co-curricular programme, offering multiple clubs and societies across the school. In addition, they would oversee a wide range of trips and visits, many of which take place outside normal school hours, including weekends and holidays. The Head of History would be expected to lead and/or participate in a significant number of these opportunities as part of the wider life of the department and school community.

Leadership of Staff

- Lead, support and inspire departmental colleagues, fostering a culture where all members feel valued, respected and motivated.
- Balance advocacy for the department with awareness of whole-school priorities, contributing constructively to cross-curricular decision-making.
- Induct, mentor and supervise new staff, ensuring clarity of expectations and strong professional support.
- Encourage ongoing professional growth, both in subject expertise and in leadership skills, through training, research engagement and collaboration.
- Conduct appraisals and provide developmental feedback, ensuring colleagues are supported in delivering high-quality teaching and professional standards.
- Hold regular departmental meetings to share information, coordinate practice and encourage collaborative problem-solving.
- Communicate departmental successes, challenges and concerns to senior leadership with professionalism and integrity.
- Foster strong departmental cohesion through clear and inclusive communication practices, with particular consideration for part-time staff. The Head of Department should ensure that all colleagues are kept appropriately informed, consulted and given sufficient notice regarding departmental developments, expectations and events.

Resources and Budget

- Prepare and manage the departmental budget in line with strategic priorities.
- Ensure efficient use of resources, maintaining up-to-date stock, equipment and digital tools
- Develop and implement a departmental development plan aligned with the school's vision for academic innovation and excellence.
- Plan for the effective integration of IT to support teaching, learning and departmental administration.

Pupils

- Inspire enthusiasm and passion for the subject, encouraging pupils to extend their learning beyond the classroom.
- Provide opportunities for enrichment, including trips, fieldwork, competitions, guest speakers and extra-curricular initiatives.
- Monitor pupil progress and ensure effective systems are in place for assessment, tracking and reporting, liaising with form tutors and Heads of Year as necessary regarding the progress of pupils.
- Celebrate pupil achievement through displays, performances, publications and school events.
- Support admissions, transition and induction processes for pupils joining the school.
- Attend parents' evenings, open events and pupil activities, showing visible commitment to the school community.

Wider Contribution and Safeguarding

- Collaborate with colleagues across the school to ensure the academic life of the school contributes to pupils' holistic development.
- Uphold and promote safeguarding responsibilities in line with school policy.
- Actively engage in whole-school initiatives, demonstrating professional loyalty and commitment to the broader educational ambition of the school.

Professional Expectations

The Head of Department is expected to:

- model excellence in teaching, learning and leadership;
- demonstrate professional integrity, fairness and sound judgment in decision-making;
- be open to innovation and continuous improvement, both personally and departmentally;
- balance departmental advocacy with respect for whole-school priorities and compromises.
- commit to ongoing professional development in subject expertise, pedagogy, and leadership.

Accountability

Heads of Department are appointed by and directly accountable to the Headmistress. They will work most closely day-to-day with the Deputy Head (Academic), and liaise closely with the Director of Studies and Lead for Research and Professional Learning.

Head of Department Person Specification

It is essential that in your written application you give evidence of examples of proven experience in each of the criteria listed in the Person Specification.

Qualifications:	● Degree and teaching qualification in the relevant subject(s). ● An experienced teacher with suitable qualifications who can motivate and inspire children and young people.
Experience:	● Proven ability to inspire, challenge and support young people to achieve their full potential. ● Experience of delivering high-quality teaching and learning, with evidence of strong student outcomes. ● Understanding of, and commitment to, safeguarding, child protection and promoting the welfare of students. ● Awareness of data protection and confidentiality in an educational setting.
Attitude and Approach:	● A passion for working with young people and a belief in their potential. ● Alignment with the school's Unitarian ethos, vision and values, and a willingness to contribute to the wider life of the school. ● Personal integrity, resilience, adaptability and professional curiosity. ● Positive, collaborative and open-minded, with the ability to both give and receive constructive feedback. ● Enthusiastic about innovation and embracing new ideas in teaching and learning. ● Able to provide evidence of recent, relevant professional development. ● Demonstrate commitment to the Channing vision of Fearless Teachers and Learners and a willingness to embed this through leadership of the department
Knowledge:	● Sound understanding of 11-18 curriculum ● Demonstrate a commitment to continuing professional development in order to provide up to date leadership to the department ● Awareness of current educational research and evidence-informed practice. ● Commitment to continuous professional learning and reflective practice ● Knowledge of effective teaching, learning and assessment strategies that meet diverse learner needs.
Leadership and management:	● A person willing to work as a team member – giving as well as receiving advice, discussing ideas and experiences as a shared purpose.

	• An experienced teacher who is able to implement change in a sensitive way, and able to gain the commitment of others to their and the school's vision. • Ensure the maintenance and development of a high quality curriculum where teaching and learning are at its heart. • Ability to lead by example, demonstrating high standards of professionalism and commitment. • Strong organisational skills, including the ability to plan effectively, prioritise and delegate where appropriate. • Confidence in using data and digital tools to support teaching, monitor progress and drive improvement. • Capacity to contribute to curriculum development and support the strategic direction of the department.
Relating to and Influencing others:	• Excellent interpersonal and communication skills, with the ability to engage confidently with students, staff, parents and the wider community. • A team player who contributes positively to a supportive, inclusive culture. • Ability to build strong, respectful relationships and manage them with professionalism and empathy. • Confident in promoting the school and department within the community and beyond.
Organisational Skills:	• Demonstrate a high level of organisational skills and the ability to plan and organise effectively in leading the department. • Have effective project management skills including budgeting and strategic planning.
Decision Making:	• Reflective and evidence-informed in decision-making. • Able to balance initiative with consultation, seeing both the immediate and long-term impact of decisions. • Solution-focused and calm under pressure.
Communication Skills:	• An effective and open communicator - with children, adults, colleagues and professionals. • A firm commitment to consultation and communication both internally and externally, supported by excellent communication skills. • Able to promote the school and the department. • Excellent IT skills (Channing is a Google and Apple school) and proficiency in data analysis.

Salary & Benefits

- Competitive salary scale, point dependent on qualifications and experience
- Enrolment into the APTIS pension scheme with a 10% employer contribution and minimum 2% employee contribution
- Laptop and iPad provided
- Free lunch and refreshments throughout the day
- Use of School sports facilities when available
- Annual Flu Vaccination
- Employee Assistance Programme provided by Education Support
- Extensive budget for INSET and CPD, with opportunities for internal progression

Applications

Applications are to be made via **TES.com in the first instance**. A CV will not be accepted in place of the completed application form.

Incomplete application forms will be returned to the applicant where the deadline for completed application forms has not passed. If you are unable to submit your application via TES please contact the HR department at recruitment@channing.co.uk.

Please note that once you submit an application via TES the system will automatically retain your details for a period of six months.

Deadline for applications: Wednesday 15 September 2026 at 9am

Interviews: Monday 21 September (interviews will be in person; please allow all day)

Channing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. To assist in this, the school follows a formal recruitment procedure for the employment of all staff which adheres to the recommendations of the Department for Education (DfE) in "Safeguarding Children and Safer Recruitment in Education" and the school's Child Protection Policy. A copy of this procedure is available on request.

Subject to statutory provisions, no applicant will be treated less favourably than another on the grounds of a protected characteristic. Ability to perform the job will be the primary consideration.

In line with our Safer Recruitment Policy, all shortlisted candidates will be subject to online searches including social media and third party Safehire.

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