

Moor End Academy
Applicants' Pack



Subject Leader – Geography

Required September 2018

MPS/UPS + TLR2 £4353

Moor End Academy
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Interim Principal: Mr J Wilson & Miss N Stokes

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'A word from the Principal'

Dear Applicant,

Firstly, thank you for showing an interest in applying for a post at Moor End Academy. We hope after reading through the applicants pack that you will decide to apply.

Moor End is an academy converter and converted to an academy as an 'outstanding school' in August 2011. Before this, the academy was a technology college for over ten years, and this grounding in technology still forms a strong part of curriculum and student experience. Our school improvement journey is always determining new destinations and looking for new horizons.

Our students are amazing; they have a thirst for learning, have fantastic relationships with staff and therefore attendance at school is high. We resource our subjects well, both with teachers and associate staff and the learning environment is a key element in student achievement.

The Academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The Academy's mission is for all young people at Moor End to enjoy their education, achieve to the best of their ability and where relevant be supported in overcoming any individual barriers to learning. Attendance at the Academy is above the national average and attitudes to learning are very positive. We are an 11-16 mixed comprehensive Academy with over 940 students currently on roll. Our capacity is 1000 with 200 places available in each year group.

We serve a highly deprived area of Huddersfield with around 45% of our students eligible for pupil premium funding. In addition, over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. Around 50% of our students have a home language that is not English.

Just over a third of our students start education at Moor End Academy from the lower attaining cohort based on the end of key stage 2 data, yet when they leave, over two thirds make better than national average progress by the time they leave. In addition, our cohort now contains around a third of students from the higher attaining group.

We believe strongly that every day of education matters and those eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the sixth form and further education colleges within Huddersfield.

We celebrated our 40th anniversary in 2012 and 'Moor Enders' from far and wide made contact and wanted to let us know, how the school and staff had influenced their lives. We really are making a difference, year after year.

I am sure you will read our Ofsted report, but for us the paragraph that sums us up is;

'Moor End Academy is outstanding. The very strong promotion of students' spiritual, moral, cultural and social development, ensures that they thrive in the supportive and highly cohesive learning community. High aspirations, outstanding teaching and the rich curriculum results in outstanding achievement for all.'

Moor End is an award winning Academy and has continued to be recognised by Ofsted as 'outstanding'. We have good and often invaluable support from parents.

The Academy is an accredited 'Thinking School', the first to be awarded this status in the UK. We have worked closely with the Edward de Bono Foundation UK and Manchester Metropolitan University to become 'An Edward de Bono Foundation UK Centre of Serious Creativity and Constructive Thinking'. Our vision is to become a world class centre of excellence for teaching and learning by 2015. Ofsted quote 'The teaching of thinking skills have a distinctive contribution to the quality of learning'

At Moor End we have the secondary resourced provision for students with visual impairment, with a capacity for 12 students. We have Educational Teaching Assistants in all faculties who support teaching and learning in its widest sense and clerical support in all faculty areas too.

For our staff, we are highly committed to staff improvement and development, if you choose to apply, you will receive excellent induction to our systems, structures and expectations and high quality and regular professional development opportunities.

Please enjoy reading further and we look forward to welcoming you to Moor End.

Yours sincerely

Mr James Wilson
Interim Principal

Miss Natasha Stokes
Interim Principal

South Pennine Academies



South Pennine Academies Trust has grown from strength to strength with eight Primary and Secondary schools that have shared vision of:

- *Strong and effective leadership*
- *High performing staff*
- *Successful students*
- *Engaged community*

South Pennine Academies believe in School improvement through partnership model, this brings expertise and capacity to the School improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, its benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the Trust. You can expect the highest quality professional development at not only Moor End Academy but also Trust wide.

For more information visit <http://www.southpennineacademies.org/>

Dryclough Campus

Campus development at our Dryclough site continues to be an exciting development, with Moor End Academy just one part of a vibrant campus, which includes;

Woodside Pre School - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

Beaumont Primary Academy - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building will open its doors in September 2018 with a capacity eventually of up to 630 children. For more information please see www.beaumontprimary.org.uk

Huddersfield Horizon School Centred Initial Teacher Training (SCITT) - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>

This is a great opportunity to lead the Geography Department in a highly successful academy. Geography is a very popular subject at GCSE and the Geography department is a well-resourced department comprising a dedicated team of colleagues of various levels of experience and backgrounds, committed to ensuring the highest possible learning experience to the students at Moor End Academy.

The Geography department currently consists of three teachers. The Geography department is supported by an administrative assistant and all rooms have their own interactive whiteboards. Geography is part of the core curriculum in years 7 – 9 and is taught as a discrete subject. In years 10 and 11 students follow the AQA syllabus Geography course. The department is committed to teaching geographical concepts and issues through high quality and exciting teaching and learning strategies. As part of the EBACC, all students study GCSE Geography or GCSE History (half each) in Years 9, 10 and 11.

The Academy is accredited by the Edward de Bono Foundation as an official Centre for Creative and Critical Thinking and these skills are at the centre of our teaching. Students enjoy Geography and they respond positively to our imaginative and stimulating approach. This is a great opportunity for you to come in with some creative, imaginative ideas to help build a curriculum that supports progress from Year 7 through to Year 11 within the eBacc curriculum. Learning outside the classroom is a big focus of Geography and field trips provide an ideal opportunity to show our students real Geography.

As subject leader for Geography in an Outstanding Academy, a wealth of opportunities for personal and professional development will be open to you. Moor End Academy is a fantastic place to work and Geography plays an important part of this, we never stand still, constantly looking at ways to improve and offer our students the best learning experience we can.

Where do we need to go?

The team need a Leader who can convert passion and enthusiasm into increasingly successful results, put further challenge for learners in place to convert 'good' results into 'outstanding' results, and maximise the potential of all learners through development of a team who want to be led by a passionate subject leader. We need someone with a belief in the potential of every child and that, through hard work, all students can achieve success irrespective of their starting point.

The Essentials

- Lead on increasing Geography results;
- Develop a team of Geography teachers into an Outstanding department;
- Respond to the new GCSE Geography specification;
- Build student experiences and excitement for Geography;
- Develop high quality resources to inspire high levels of engagement in the subject and to support strong academic progress and attainment;
- Lead on aspects of fieldwork linked to the GCSE specification.

THE SELECTION PROCESS

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Subject Leader - Geography** at Moor End Academy then you should;

- Follow the link to complete the online application form.
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by **9am Monday 19th March 2018**. *Late applications will not be considered.*

Time table for the selection process

- Advert placed: **Monday 5th March 2018**
- Closing date for applications: **9am Monday 19th March 2018**
- References requested: **Monday 19th March 2018**
- Interview Date: **Friday 23rd March 2018**

Please note: Visiting the Academy

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Joining Moor End Academy

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses Schools Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!
- **Cycle to Work Scheme**
- **Child Care Vouchers** by Kiddicare – Child care vouchers work through a salary sacrifice and they are taken from your salary each month before your usual Tax and NI contributions.



EMPLOYEE SPECIFICATION

POST TITLE: Subject Leader Geography

GRADE: MPS/UPS + TLR2

ATTRIBUTES	CRITERIA	HOW IDENTIFIED	Essential/Desirable
Relevant Experience	<ul style="list-style-type: none"> ▪ Excellent classroom practitioner. ▪ Enthusiastic leader with high standards and a record of proven success in raising achievement of groups of students. ▪ Managing a team of staff including teachers and associate staff ▪ Managing strategic projects or a subject area 	Application/Interview/References	E
		Reference/Interview	E
		Application/References	D
		Application	D
Education & Training attainments	<ul style="list-style-type: none"> • Qualified teacher status. • Degree or equivalent qualification in Geography • Leadership or management training • Excellent ICT capability 	Application	E
		Application	E
		Application	D
		Application	D
General & Special Knowledge	<ul style="list-style-type: none"> • Able to innovate and lead on curriculum development within Geography • Ability to motivate others • Able to demonstrate a thorough knowledge of strategies to maximise student progress and ensure challenging targets are met by students of all abilities 	Interview	E
		Interview	E
		Application/Interview	E

Skills & Abilities	<ul style="list-style-type: none"> ▪ Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom environment. ▪ Ability to employ a wide range of teaching and learning techniques and styles. ▪ Ability to manage a budget efficiently. ▪ Ability to observe, monitor and evaluate the capability of teachers, including offering support and giving effective feedback. ▪ Ability to identify curriculum priorities, which contribute to the strategic learning and development plan of the academy. ▪ Displays commitment to the protection and safeguarding of children and young people. 	Reference/Interview Interview Application Application/Interview/Reference Application/Interview Application/Interview/Reference	E E E E E
Any additional factors	<ul style="list-style-type: none"> ▪ Must be confident, flexible, enthusiastic, approachable and able to inspire others. ▪ Willingness to undertake professional leadership development. ▪ Willingness to assist in the development of extra-curricular & booster activities. ▪ Must be determined to raise achievement. 	Interview Application Application Application	E E E E

Subject Leader – Geography TLR2

Job Description

This job description should be read alongside the School Teachers Pay and Conditions Document and the Teachers Professional Standards.

1. Strategic Direction and School Development

- a. Responsible as a TLR payment holder for promoting and developing a culture of uncompromising mutual respect between teachers and students.
- b. To promote high expectations and facilitate the highest standards of achievement.
- c. To raise student achievement in the curriculum area by monitoring pupil progress and learning in liaison with the Senior Leadership Team
- d. To contribute towards the aims and objectives of the specialist status of the school.

2. Key Tasks

- a) To support the Senior Leadership Team in the management of the whole school curriculum by establishing with the curriculum area, appropriate Curriculum area policies, which are in line with whole school policies.
- b) To lead the development of appropriate syllabuses, specifications resources, schemes of work, marking policies, assessment and teaching strategies in the curriculum area
- c) To manage the business planning function of the curriculum area and to ensure that the planning activities of the area reflect the needs of the students and the aims and objectives of the school.
- d) To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum programme which complements the school's strategic objectives
- e) To lead on curriculum development within the area including an enriched curriculum diet in the subject of geography.
- f) To ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- g) To monitor the work of the Curriculum area to ensure that all Curriculum area members are consistently applying the policies and procedures of the Curriculum area.
- h) To lead the curriculum area in developments related to local and national requirements.
- i) To be the team leader for the Performance Management of teachers designated by the Principal.

- j) To manage the Ensuring Quality programme as appropriate and seek / implement modification and improvement where required within the curriculum area including correct use of Academy QA Calendar.
- k) To ensure that ICT is used and promoted effectively within the curriculum area.
- l) To ensure the curriculum area participates in the school's ITT programme
- m) To support and mentor newly qualified teachers as appropriate.
- n) To ensure effective communication as appropriate with the parents of students
- o) To contribute to the curriculum area plans for liaison with feeder primary schools, partner schools, examination boards and FE / HE institutions
- p) To cooperate with other curriculum areas to ensure a sharing and effective usage of resources to the benefit of the school and the students
- q) To track and monitor the progress of students in Geography and ensure appropriate intervention programmes are put in place for students. To liaise with the SLT line manager on such matters.

2. Additional / Specific responsibilities agreed with SLT Line manager

Principal authorisation and agreement

3. Accountability

- a) To the Curriculum Leader for Humanities, Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above.
- b) To provide information, objective advice and support to the SLT and the Governing Body on Curriculum area matters to enable them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the school's

performance to a range of audiences including the LEA, OFSTED, DFE the local community and others.

- c) For assisting the SLT in creating and developing an organisation in which all staff within the Curriculum area recognise that they are accountable for the success of the school.
- d) For assisting the SLT in ensuring that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.

Footnotes

- (i) The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or her representative.
- (ii) This job description may be reviewed at any time via consultation between the governing body and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the school. It will be reviewed annually as a matter of course. Trade union representation will be welcomed in any such consultations.

Signed_____ (Postholder)

Date_____

Signed_____ (Principal)

Date_____



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, 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 their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

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

5 Adapt teaching to respond to the strengths and needs of all pupils

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

6 Make accurate and productive use of assessment

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

7 Manage behaviour effectively to ensure a good and safe learning environment

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

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.