



The Tiffin Girls' School

Head of Geography

Information Pack for candidates
March 2018



The Tiffin Girls' School

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Headteacher: Ian Keary

Dear Applicant

Head of Geography post at The Tiffin Girls' School – March 2018

Thank you for your interest in the post of Head of Geography at The Tiffin Girls' School. We are an aspirational school, looking for someone who is forward thinking, passionate about their subject and education, and enthusiastic about leading a high performing department. I hope that the materials we have prepared help you to decide that you would like to apply.

The school is one of the top state schools in the country and in 2017 achieved some wonderful results:

- GCSE: 69% A* and 92% A*& A, Progress 8 1.21
- A Level: 32% A* and 93% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Whilst academic excellence is highly valued, so is the all-round development of the student, and I believe that, the performing and creative arts, sport, student leadership, debating, Young Enterprise, Duke of Edinburgh and other extra and co-curricular opportunities all play a significant role in supporting our students to hone different skills, experience new challenges and develop social and cultural capital.

When I joined the school in January 2016, I asked the staff to share with me what they thought was special about The Tiffin Girls' School, and below are some quotes that for me continue to capture the spirit of the school:

- *The attitude and behaviour of the girls - their willingness to throw themselves into everything with enthusiasm*
- *The students' eagerness to learn, their curiosity, how they embrace challenge*
- *The students (friendly, eager to learn). The staff (supportive, friendly, professional)*
- *The students are driven and love learning. The staff are exactly the same.*
- *The girls' enthusiasm for giving anything a go - being open to new ideas, being open to love something that is hard or not obviously lovable*

The girls take centre stage, and rightly so, as they prove themselves to be bright, articulate, friendly, assertive, caring and highly motivated young women who leave us in Year 13 to go on to a hugely impressive range of destinations: this year 25 students have been offered places at Oxbridge.

The school's motto is *sapere aude*; 'Dare to be wise', and we promote that with the students, challenging them to be the very best version of themselves by:

- demonstrating intellectual curiosity
- taking responsibility for their learning - being self-motivated
- thinking creatively and critically
- going beyond the norm - trying something new
- having the courage to take risks and fail
- reflecting and learning from mistakes
- articulating and expressing their own thoughts and ideas

My approach to leadership can be summed up by 'getting better never stops', and I look forward to watching the successful candidate driving the next phase of the department's development and making a tangible difference to our students and school community.

Every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a child, always acting in the interests of the child;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to lead such a successful department is an appealing one. I look forward to receiving your application.



Ian Keary
Headteacher



The Geography Department

The department is a cohesive unit with three teachers, of which this vacancy is one. Courses are planned collaboratively to an agreed structure and content but staff enjoy flexibility of approach within the framework. The department is well resourced using a variety of text books and audio visual resources and both generic and specific ICT applications.

Key Stage 3

Courses deliver a balance of both physical and human geography. We ensure that skills, current affairs and key issues are addressed within the curriculum to ensure that the content is up to date and highly relevant to the students that we teach. Year 7 receive two hours of teaching per week and Years' 8 and 9, one hour each.

Key Stage 4

We teach the new AQA GCSE covering a wide range of physical, human and environmental topics and will include a residential fieldtrip early in Year 11 to Dorset. Teaching time is two hours per week in Years 10 and 11.

Key Stage 5

We follow the new AQA A Level. Year 12 study changing places, hazards, and coastal systems. Year 13 study global systems and governance, resource security and the water and carbon cycles. There is a day trip to Brick Lane at the start of Year 12, a residential trip to Wales in the middle of Year 12 and a lecture day trip at the start of Year 13. Teaching time is four hours per week in both Years 12 and 13. There is currently one teaching group in both years: 21 students in Year 12 and 15 students in Year 13. Teaching is shared between staff.

Results

Results are consistently high. In 2017 GCSE results were 78% A*, 19% A and 1% B. A level students achieved the following grades: 26% A*, 63% A and 10% B.

Enrichment activities

- We seek to run trips to enhance the learning experience and bring Geography to life. Most recently, the school ran residential trips abroad to Iceland in 2016 and the Azores in 2017.
- We try to take advantage of being close to London by offering girls the opportunity to attend lectures both at the RGS and at universities such as the Royal Holloway and the IoE.
- RGS Geography Ambassadors run an informative session with girls who are keen to take the subject further at university (these are often ex-students who are studying the subject at university).
- Speakers from a range of geographical backgrounds from geology to the energy industry have visited the school to encourage students to think about the practical applications of the subject within the world of work.
- Students across all year groups are encouraged to engage with 'geography in the news'. Their research is displayed in classrooms and the geography department has played an active role in raising students' awareness of important issues from the Scottish Referendum to the Ebola crisis.
- Students across all year groups enter competitions such as the RGS "Young Geographer of the Year" and Sixth Form students regularly enter Cambridge essay competitions.
- Geography teachers play an active role in providing intervention to girls outside lessons both in scheduled group sessions and on a one-to-one basis.



Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,113 girls, aged between 11 and 18, and for over 138 years has been providing an education where girls can live up to the school's motto *sapere aude*; 'Dare to be wise'. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2017, we have 180 students in Years 7 and 8, and 150 each in Years 9, 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, one of which is a fully equipped ceramics room, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasias. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups focused on Assessment, and Teaching & Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the

following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2018-19 are available to read on the website. For admission in 2018-19 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to local girls, and those living locally who are from a disadvantaged background.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing four further options. All students receive PE as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications with the exception of Music, which currently follows the Pre-U course. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Following their AS exams in Year 12, students are given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we combine with Tiffin School for a joint programme of activities designed to broaden their education. The girls enjoy this social link with the boys' school.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example,

mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge and other Russell Group universities, a small number are choosing to study abroad gaining places at Harvard, New York and Washington State universities.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health and Safety and Safeguarding policies and manual. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.



JOB DESCRIPTION: HEAD OF GEOGRAPHY

TLR: 2c (£6,513)

Responsibility for the leadership and management of the Geography Department.

1. Areas of responsibility and accountability:

a) to ensure outstanding teaching and learning by:

- delivering conceptual teaching at the highest level, acting as a role model with similar high expectations of colleagues
- quality assuring and reviewing the teaching practice of self and departmental colleagues, leading critical self-evaluation of the department
- ensuring a relentless focus within the department on teaching and learning and student outcomes, observing lessons and providing focused feedback to colleagues
- leading discussions on pedagogy and methodology, devising and delivering practices and processes to enable the highest achievement of colleagues and students
- managing change within the department e.g. reviewing exam syllabi to ensure best fit with school's high aspirations for students
- ensuring an effective ambience, climate and environment for learning within the subject area
- ensuring assessments are implemented within the department in line with the school's current procedures
- analysing both internal and external assessment data, identifying areas for development or improvement with a specific focus on closing recognised gaps
- regularly monitoring departmental tracking marksheets and general marking
- regularly carrying out work scrutiny to evaluate samples of work in each class/set in each year group
- supporting and guiding individual teacher assessment
- planning, developing and rewriting SoW in your subject area in light of learner performance and feedback
- organising the teaching across all key stages in your subject area
- preparing students effectively for their public exams
- ensuring that all the needs of students are met, including the management of behaviour and its impact on learning
- ensuring that there is appropriate and varied provision of educational enhancement outside timetabled lessons (eg booster lessons, trips/visits)

b) to ensure the agreed policy on performance management is implemented in the department by:

- translating outcomes from departmental evaluation into challenging and developmental objectives for assigned teachers and support staff
- developing induction, reflecting school/department/individual needs and aspirations
- dealing with issues of underperformance and capability
- ensuring the effective professional development of staffing
- using coaching as a means to support staff development

c) to ensure the development of personal and departmental knowledge, skills and expertise by:

- the use of comparative attainment and achievement data
- updating knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information

- knowing and implementing national statutory requirements
- keeping ICT skills updated to ensure effective use of technology
- committing to own professional development
- mentoring trainee teachers

d) to ensure the contribution of the department at a school level by:

- the consistent application of whole school policies by the department
- contributing to the whole school literacy dimension, by ensuring effective literacy practice within the department to ensure subject specific terminology is embedded and students are confident users of it
- ensuring that staff within the department focus on disadvantaged students and track progress and learning accordingly
- liaising with external agencies
- representing views, concerns and interests of the subject team
- supporting the school ethos and following policies
- ensuring the strategic direction and development of the subject area
- presenting to governors, parents and students as appropriate
- monitoring, celebrating and rewarding pupil progress
- interacting with parents in a professional manner

e) to perform a personnel function for the department and seeking advice and liaising as appropriate with the HR Director by:

- participating in the selection of new staff
- delegating to members of the department as appropriate
- ensuring efficient and effective communication with the department
- good organisation and management of assigned members of the department
- supporting, guiding, developing and motivating teaching and support staff team members
- sharing a common vision with team members to secure their commitment
- developing and ensuring teamwork
- chairing meetings as appropriate
- being responsible for coaching and monitoring staff
- giving advice and support for staff on threshold, UPR scale, promotion, induction, ITT and students

f) to manage the resources of the department by:

- ensuring the assets of the department are prudently managed
- proactively and effectively managing financial resources raised through capitation
- supervising the use of accommodation and the provision of an appropriate environment for learning
- undertaking effective risk management assessments to ensure a safe learning environment
- ensuring value for money when making purchases
- maintaining a purposeful and well presented learning environment within the subject area
- ensuring compliance with the school's Health & Safety Policy
- ensuring that inventories are completed and checked

g) to be an effective Form Tutor by monitoring student progress and supporting all members of the tutor group in making progress commensurate with their ability by:

- being aware of the strengths and needs of each student

- undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
- monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
- promoting high standards of behaviour and attitudes to work within the group
- promptly completing administrative tasks relating to the group
- other tasks appropriate to the tutor role

These duties are in addition to performing those of a main scale classroom teacher as outlined in the STRB documents.

2. **Accountable to:** Headteacher
3. **Accountable for:** Academic progress of the students
Performance management of subject staff in your subject area
4. **Important relationships:** Students and parents
Other members of the teaching and support staff
Heads of other departments
Head of Year and relevant pastoral team
5. **Important external relationships:**
 - Staff in all phases of local schools and other relevant educational establishments
 - Professional associations
 - School improvement partner/external quality assurance



Person Specification: Head of Geography

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Experience		
Manage and organising events and trips including practical co-ordination with support staff, caretakers and Senior Leadership Team	✓	
Experience of involvement in developing and supporting colleagues through coaching and mentoring	✓	
Evidence of raising student achievement	✓	
Awareness of current developments in education training		✓
Strong track record of high success rates and positive value added in teaching at A level, or in Further/Higher Education	✓	
Managing and planning a departmental budget		✓
Experience of undertaking Form Tutor role		✓
Skills and abilities		
Ability to demonstrate excellent teaching practice against the current Teaching Standards at A level	✓	
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques in yourself and in colleagues	✓	
Ability to demonstrate an ambitious vision for academic and extra-curricular performance of students in your subject area	✓	
Ability to devise strategies to ensure outstanding achievements of colleagues and students	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom and department	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to prepare Sixth Form students for Oxbridge		✓
Ability to quality assure and evaluate departmental teaching practice	✓	
Ability to use performance management processes successfully to contribute to school improvement		✓
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Ability to oversee and take a lead in developing the extensive extra-curricular program of the department	✓	
Personal qualities		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
Ability to work effectively as part of a middle leadership and departmental team, demonstrating the ability to inspire and motivate colleagues, working collaboratively across departments	✓	
Ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Be committed to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrate a commitment to safeguarding	✓	



Benefits of working at The Tiffin Girls' School

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare Voucher Scheme
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs