

Curriculum Leader Geography (Deputy Curriculum Leader Humanities)

Line managed by: Curriculum Leader Humanities

Leadership ethos at Bristol Brunel Academy

- Simplicity | nothing more complicated than it needs to be
- “I intend to...because...” language
- We believe in our staff as experts in their area
- We secure everything to the WHY, enable the HOW and leave the WHAT to those that are closest to the action.
- Everyone is a leader and the organisation supports vertical opportunity and influence.
- We are appreciative | we grow the bright spots.

WHY: The Academy believes that teaching is the most important aspect of the Academy; it is what makes teachers professional and what unlocks incredible futures for students. The Academy expects all teachers to typically teach Good to Outstanding lessons, enabling all students to make good progress. The Academy requires strategic improvement across faculties that focuses on simplicity and removes unnecessary complexity. In a culture where owned evaluation is embedded we take control and direct our energies towards things that make a difference to the next generation and to us.

HOW: Through maintaining an excellent working environment for Humanities that is both inspiring and functional for students and teachers. Monitoring progress of all students and developing tailored intervention as appropriate. To help with developing inspiring leadership and a high performing team that uses delegation to provide vertical opportunity and influence.

WHAT:

Deliverables	Responsibilities
The Geography team and the wider humanities team is consistently regarded as an exceptional team delivering strong outcomes for all students through the delivery of an outstanding curriculum.	To build a successful and thriving Geography and Humanities Team that is passionate about pedagogy, works hard for each other and delivers strong outcomes for our students. The learning experience for students is enriched by trips, visits and experiences beyond the classroom.
Working towards 100% of students in KS3 making Age-Related Expectations. Departmental average of BIP8 to be in-line with academy target	To identify students across Key Stages 3 and 4 who are not making good progress; identifying issues that contribute to this, putting the appropriate intervention in place and suggesting curriculum revisions to cater for all students.
Curriculum provision across KS3 and KS4 demonstrates clear lines of progression towards outstanding outcomes at GCSE.	To support the Curriculum Leader closely in curriculum and assessment development, in line with new exam specifications. To plan and evaluate assessment materials in line with this expectation.
All students make expected progress. Staff supported in appropriate interventions for underperforming groups. Staff can demonstrate progress over time, and are supported with tracking student achievement effectively	Responsible for reviewing schemes of work to ensure that they deliver outstanding outcomes for all students, offers challenge to all abilities across all year groups and also supports Pupil Premium students and those with SEN and EAL. To identify key skills to develop throughout the curriculum. To support the aspects that provide evidence of progress over time such as quality of lessons, data and quality of exercise books.
Run effective support for individuals within the team including Performance Management meetings as required. Assess accurately the quality of teaching in the department, and provide developmental support as appropriate.	Actively review and set appropriate PM targets in line with the academy’s policy of Performance Management. Lead CPD developments for the team.
Revision sessions delivered by team tailored to the needs of students. Attainment improves in future assessments.	Use data from assessments to inform the planning of lessons, medium-term plans and assessment opportunities and effective revision sessions for exam subjects or intervention lessons for Key Stage 3 & 4.
Minutes from meetings with action points shared with team and SLT line manager.	Run curriculum team meetings which have strategic agendas with standing items, (schemes of work, student progress, moderation, sharing of pedagogy) and are minuted.
Agendas and minutes from meetings distributed to the department so that teachers are aware of targeted students.	Take an active role within Raising Achievement meetings and to share information from these meetings with rest of team.

Behaviour across the curriculum area is outstanding.	Responsible for department-level sanctions and successful escalation of non-attendance at department level sanctions to whole Academy level sanctions in line with the Academy Behaviour Policy.
Areas of under-performance identified and action plans drawn up	Ensure all Academy reports and data are analysed to check progress over time and that each member of the department completes an analysis of his/hers teaching groups. Action plans drawn up for under-performing classes.
Maintain the profile Geography currently enjoys as a popular and over-subscribed subject	Responsible for the leadership and line management of one or more Humanities subject/s
	Undertake other duties as required by the Curriculum Leader.
	Undertake other duties as required by the Principal.

Bristol Brunel Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.