



Arts & Media School  
ISLINGTON

# Head of Geography Recruitment Pack



**Closing Date: Monday 2nd October 2017 at 12 noon**



Arts & Media School  
ISLINGTON

# Contents

- Letter from the Head teacher
- General Information
- How to Apply
- Advertisement
- Job Description
- Person Specification
- Guidance Notes
- Policy on Recruitment and Employment of Ex-Offenders



## Arts & Media School ISLINGTON

September 2017

Dear colleague

Thank you for your interest in the post of Head of Geography at Arts & Media School Islington, the vacancy has arisen due to promotion of the current leader. Ideally the post holder will be able to not only teach Geography to at least KS4 but some History and RE to KS3. The appointed postholder will be expected to work closely with the head of faculty to continue to build and maintain the progress seen in this faculty.

I would welcome a mindset that was open to collaborative and creative thinking as we all work together to realise the school's vision of every child a scholar. In a nutshell, can you demonstrate:

- Teaching skills that are at least consistently good when delivered
- A record of pupil progress in Geography
- A secure understanding of the Geography syllabus and curriculum

I welcome your application and please take a look at our website as it will give you a real flavour of the wonderful school that we are!

I am looking for a colleague to join us and bring enthusiasm and creative ideas. You can be assured of a full commitment to your development within our school community.

Yours sincerely

Susan Service  
Head teacher



Arts & Media School  
ISLINGTON

## General Background information

### Humanities information

We are a very successful department with an emerging trend of success that needs to be built on and exceeded. Our summer 2017 examinations resulted in 59% of students achieving A\*-C grades in Geography and 56% A\*-C in History. The performance for our most able students was realised with 10% A\*- A in Geography and 25% in History.

The expected progress for our students has been above average for the subjects and we are continuing this work of preparing our students, starting from KS3 to progress confidently. Hard work, dedication and a relentless focus on teaching and learning is evident in the faculty. We are a supportive department who continually collaborate to ensure we secure the best student outcomes at the end of Key Stage 4.

### About the school

We are a diverse community of learners and our school is an exciting place to be. We serve a local area that features a wide range of ethnic and social backgrounds and are committed to ensuring that our students enjoy a creative and rich educational experience, as well as one that prepares them for further education. Our creative school curriculum is rooted in an academic core.

We previously completed an £18m building project with a brand new building and theatre in addition to our refurbished facilities. Creative arts form our specialism; this means that staff and students are regularly engaged in innovative and exciting teaching and learning processes. Ofsted graded the school "Good with many outstanding features" in our last inspection.

Our vision, centred on four cornerstones, inform the decisions that we make

- **Confidence** - we secure and embed our strength and challenge ourselves to develop further
- **Aspiration** - in all areas we actively hold the highest expectations
- **Respect** - every member of the community is celebrated
- **Reflection** - we stop and think regularly about what we are doing and why

Our website, prospectus, and Ofsted report give further insight into our community; the staff are extremely hardworking, selflessly giving their time and commitment to the students success and are in regular communication with parents and carers. The students are extremely receptive to good teaching and thrive on the curriculum and pastoral care provided.

We welcome your application.

Susan Service  
Head teacher



### How to apply for this post: writing your personal statement

- Complete the application form carefully, ensure there are no gaps within your career timeline (account for all of the years of employment within education upon completing first degree)
- Detail carefully on 2 -3 sides of A4 how you meet each area of the essential criteria within the person specification

e.g.

- **At least 3 years teaching successful experience at KS3 / KS4 in relevant subject areas**
- **Track record of success in examination results for personal teaching classes.**

Tell us what you have taught, key positive features of your teaching, the actual results you obtained for your personal classes (e.g. 80% A – C, class of 30, set 2). Strategies you employed to ensure success, strategies you led or shared with others and the results of this collaborative work. The impact of your results, your teaching and effort upon the department or school

e.g.

- **Successful leadership experience of initiatives / courses in subject area**

Tell us what the initiative was, what the result of the initiative was and what impact this had on the pupils, department or school as a whole. Include numerical data or facts in your results rather than long descriptions or feelings.

From your personal statement we should be able to easily match what you have done with a majority of the requirements on the person specification, a good statement will take some time to write and it should be checked by another colleague to ensure it is free from error and grammatically correct.

### Overall

it should contain actual numbers and trends to give hard evidence of success in your current role (that relates to the job you are applying for)...try to relate the following bullet points to as many of the aspects in the person specification as you can, it leads to concrete examples in your statement.

- What did you do?
- What was the result?
- What was the impact upon others of your work?



Arts & Media School  
ISLINGTON

**Head of Geography  
From January 2018 or before  
Full time, permanent contract**

**Salary Grade: M6 – UP3 + TLR 1b**

**Actual Salary: £38,623 - £47,297 pa + £9,477 dependent upon experience**

Arts & Media School Islington is a popular and thriving comprehensive school situated in North London; a vacancy has arisen for a Head of Geography within our community following the promotion of the current post holder.

We are a **good school** and our curriculum has a strong academic core that is enhanced by creative teaching. The opportunity is now available for another colleague to join us on our journey to outstanding in all areas.

Tours of the school: arranged to suit by calling the admin office

Closing date for applications: Monday 2nd October 2017 – 12 noon

Interviews: Thursday 5th October 2017.

The application form and further details are on our website: [www.artsandmedia.islington.sch.uk](http://www.artsandmedia.islington.sch.uk)  
Applications should be emailed to the head teacher's PA Hayley King on [kingh@artsandmedia.islington.sch.uk](mailto:kingh@artsandmedia.islington.sch.uk)

We do not accept applications from agencies or via CV's.

# Arts and Media School Islington Job Description

## Head of Geography

### **Confident**

All members are actively learning and developing

### **Aspirational**

An academic core, enriched with creative and specialist pathways

### **Respectful**

All members manage themselves well and respect each other

### **Reflective**

All members celebrate, support and help each other

**All appointments at Arts and Media School Islington are made in accordance with the agreed School's Equal Opportunities Employment Policy.**

**All employees are expected to adhere to the agreed School Policies as set out in the Staff handbook**

Responsible to:      The Headteacher and SLT line manager

### **SECTION 1 - GENERAL MANAGEMENT DUTIES**

To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.

#### **Leadership**

1. To inspire Faculty members by personal example and hard work.
2. To effectively manage the human resources at the Faculty's disposal, including teaching, non-teaching and support staff.
3. To create a vision, sense of purpose and pride in the Faculty.
4. To co-ordinate the production and maintenance of the Faculty handbook, and to implement, monitor and evaluate all of its policies and documentation, including Schemes of Work.
5. To be responsible for continuously improving the quality of teaching and learning in the Faculty.
6. To be responsible for maintaining discipline in the Faculty including supporting staff during lessons when appropriate.
7. To play a major role as a middle manager in the development of all aspects of the School, including its policies and their implementation.
8. To develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
9. To identify and applaud areas of success for individual teachers and the Faculty.
10. To help create an effective team by promoting collective approaches to problem-solving and curricular/Faculty development, e.g. consult when writing the development plan and produce resources as a team.
11. To chair and produce the agenda for effective Faculty meetings. To ensure minutes are made, kept secure and others informed as appropriate.
12. To implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
13. To initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.
14. To support the whole school development of Google Education within the faculty.

## **Curricular/Faculty Development**

1. To contribute towards continuity and progression within the whole school curriculum.
2. To oversee the Faculty development plan, its implementation and the part it plays in the whole school development.
3. To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
4. To develop Faculty strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
5. To monitor and evaluate the teaching in the Faculty; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
6. To develop Faculty strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
7. To work with the SENCO to ensure EHCPs are used to set subject-specific targets, and to match curricular materials and approaches to pupil needs.

## **Stock/Resources/Budget**

1. To manage the Faculty stock, teaching resources and finances efficiently, and to obtain best value for money.
2. To maintain an inventory of all stock items and to oversee the annual stock audit.
3. To carry out stock disposal in accordance with Faculty and school policies.
4. To store resources in such a way as to enable quick and easy access by all staff (and pupils where appropriate).

## **Liaison/Communication**

1. To meet regularly and work with the SLT line manager for professional support and to develop effective Faculty management.
2. To oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.
3. To act as the initial person for others to contact regarding all issues relating to the Faculty.
4. To liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
5. To liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, IT and Citizenship.
6. To inform staff about new developments and ideas related to the subject and the Faculty by means of the regular newsletter – to include Faculty meeting agendas, etc.
7. To co-operate with the Health and Safety management and inspection process.
8. To manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
9. To provide helpful and accurate responses to parent/carer enquiries.

## **Professional Development**

1. To provide or organise in-service training for the Faculty staff (teaching and non-teaching) as appropriate.
2. To have day-to-day responsibility for the monitoring, support and assessment of trainee and newly qualified teachers.
3. To identify development opportunities for staff within the Faculty and through external agencies or courses.
4. To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
5. To use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.

6. To personally keep up to date with developments and new ideas related to the subject and to disseminate these as appropriate to Faculty members.

The Head of Geography also has the following duties in addition to those of a classroom teacher:

## **SECTION 2 – Geography SPECIFIC DUTIES**

1. Consult, produce and regularly review the Geography Faculty documentation which should state the agreed procedures, practices and aspirations of the Faculty. This should focus on:
  - Aims and Objectives for Geography.
  - Assessment, Recording & Reporting.
  - Pupil Inclusion (SEN, Gifted & Talented, Pupils with English as a second language, Gender, Multicultural, Differentiation, etc.)
  - Citizenship.
  - The range of appropriate learning styles.
  - The use of IT.
  - Health and Safety (in particular the use and storage of chemicals and electrical equipment).
2. To forge appropriate and mutually beneficial links with local and national scientific organisations.
3. To liaise with other Heads of Department and Co-ordinators in order to work creatively to enhance pupils' knowledge and understanding of Geography and its relevance in the Curriculum, and provide professional development opportunities for staff to enhance teaching with real-life contexts.
4. To manage the Faculty's contribution to the School Prospectus.
5. To manage the Faculty's contribution to the School Newsletter and website.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

# **Head of Geography: Person Specification**

## **Arts & Media School Islington**

### **Qualifications**

Essential:

- Qualified Teacher status
- Degree
- PGCE or equivalent

Desirable:

- MA or equivalent Or NCSL leadership training programs

### **Experience**

Essential:

- Successful teaching experience within Geography at KS3 & KS4 and all ability groups
- Evidence of administrative experience in the faculty
- Experience of developing the Geography curriculum
- Ability to develop a curriculum which is sensitive to the needs of all students
- Proven success within a post of responsibility in Geography
- Proven track record of results
- Be able to teach consistently excellent lessons

### **Ability/Skills**

Essential:

- Ability to lead a team
- Imaginative and able teacher with ability to relate well to students
- A good communicator , ability to liaise successfully with parents
- To manage and be responsible for the efficient and effective use of faculty resources
- Ability to manage a budget
- Ability to professionally mentor and develop faculty staff
- Proven ICT skills

### **Disposition**

Essential:

- Ability to work hard with competing deadlines, prioritising appropriately, and maintaining good humour
- To believe in the importance of team work and a collaborative approach across the curriculum
- To be able to build supportive working relationships with colleagues both within and outside the faculty
- Evidence of commitment to and understanding of collective responsibility and creative approaches

**All candidates must be able to give clear evidence against each point within the person specification.**

**Your personal statement may be up to 3 sides of A4**



## Guidance for candidates applying for a job with Islington Schools

**Please read this carefully BEFORE you start to complete the application form.**

### **General**

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

### **Personal Details**

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK\*. Verification of identity is required before confirmation of appointment.

\*A copy of the Asylum and Immigration Act 1996 (Section 8) is available from Schools Human Resources team including a list of the accepted documents.

### **Relatives and Other Interests**

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

### **Education, Qualifications and Training**

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

### **Employment record**

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

### **Gaps in Employment**

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

### **Personal Statement**

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not be accepted.

### **References**

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer.

- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

#### **Disclosure & Barring Service / Rehabilitation of Offenders Act 1974**

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

#### **Childcare (Disqualification) 2009 Regulations**

If this post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations, you will be required to complete a declaration form to establish whether you are disqualified under these regulations.

#### **Additional Information for people considered to have a disability under the Equality Act**

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

#### **Declaration**

Under the Data Protection Act 1998, we must ask you to freely give your explicit consent to the processing of information on this application form in accordance with London Borough of Islington's registration under that same Act for personnel and payroll purposes, equal opportunities monitoring and to fulfil statutory requirements.

#### **Equal Opportunities Monitoring Information**

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

**Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.**



## Policy on the recruitment and employment of ex-offenders

### Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at [www.direct.gov.uk](http://www.direct.gov.uk)). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

### Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

### During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications.

A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

### If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post, proof of relevant qualifications and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

### **Appeal**

You should appeal to the DBS if you believe that the disclosure information is not accurate.

Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

### **Policy on handling disclosure information**

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.



# Arts & Media School

## ISLINGTON

Turle Road  
Islington  
London  
N4 3LS

Tel: 020 7281 5511

[contact@artsandmedia.islington.sch.uk](mailto:contact@artsandmedia.islington.sch.uk)