**Context to the Geography department**

Candidates are encouraged to visit our geography department for themselves.

The department is located on the ground floor of our school with a central location, looking onto our atrium area near the front entrance. The department has two dedicated classrooms next to each other and teachers teach in their own classrooms.

Every classroom has the latest C Touch interactive screen, as standard across the school. Each classroom also has teaching walls for storage in classrooms.

There are two full time teachers of Geography, with a third Geography teacher who teaches approximately half a timetable due to his commitments as behavioural lead in school. There are also some other humanities teachers who teach a number of periods of the subject.

Results in Geography still have some way to go, though they are improving. The first aim of the successful candidate would be to improve results to consistently in line with target. The department run a number of additional opportunities for students, including an awareness of wider world issues and some fieldwork opportunities. There is an opportunity to develop these areas. At the moment History is far more popular as a GCSE option subject and this is an opportunity to make that change!

At school level, the school is in the midst of a period of change, with a new headteacher started in September 2015 and a new Deputy Headteacher in February 2017. Heads of English and Mathematics have also been new in 2015/16, and are securing improved outcomes in those areas. The school has scrutinised most of its practices and procedures, and there has therefore been a period of rapid adjustment, generally well received by staff.

The school is described by the authority as “rapidly improving” and external data supports this judgement though there is some way to go to achieve the long term aims that the school can achieve. The school serves a significantly deprived priority area, though the overall intake is comprehensive. The general ability profile is below national average. It is therefore crucial that the school invests in improving relationships, and our recently acquired Inclusion Mark for restorative practice places us as a lead practitioner for this in Stockport.

The school’s June 2017 OFSTED report resulted in a “requires improvement” judgement. The report was a fair comment of where we are, and an improvement plan is in place. We expect to continue our improvement journey over the next 12 months.

ACO – March 2018