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| **Post Title** | **Head of Geography** |
| **Grade / Spinal point** | MPS / UPS plus TLR |
| **Accountable To** | Head of Faculty |
| **Accountable For** | Students |
| **Commencement Date** | ASAP |
| **Permanent / Temporary / FTE** | Permanent, 1.0 FTE  |

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| **School Purpose** | **Job Purpose** |
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| Our purpose is *Creating Individuals, Making Futures* | 1. To rapidly improve the teaching and learning in the Geography department.
2. To develop and deliver a robust curriculum that challenges and supports student outcomes.
3. To be solidly good in every aspect of the department and act as a great role model to their staff and students.
4. To support the delivery of good teaching within the department.
5. To increase the number of students choosing Geography at GCSE.

The successful postholder will contribute to raising standards of student attainment; sharing and supporting the school’s responsibility to provide and monitor opportunities for personal and academic growth.The above will be supported by using the Professional Standards for Teachers framework: 1. Set high expectations which inspire, motivate and challenge pupils;2. Promote good progress and outcomes by pupils;3. Demonstrate good subject and curriculum knowledge;4. Plan and teach well structured lessons;5. Adapt teaching to respond to the strengths and needs of all pupils;6. Make accurate and productive use of assessment;7. Manage behaviour effectively to ensure a good and safe learning environment;8. Demonstrate consistently high standards of personal and professional conduct.All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay & Conditions document. |

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| **Key Accountabilities (Overview)** |
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| **A.** | **Specialist Role Functions** | Teacher specialising in Geography |
| **B.** | **Corporate Accountabilities** | Transformation (City & Education), Image & Promotions, Partnerships, Safeguarding |
| **C.** | **Professional** | High Quality Practice, Confidentiality, Data Protection, Professional Development |
| **D.** | **General** | Safeguarding, Professional and Personal Integrity, Best Practice |

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| **Job Description** |
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| **A.** | **Specialist Role Functions** |
|  |  | **Teaching** |
|  |  | To teach students according to their educational, emotional and individual needs, including the setting and marking of work to be carried out by the student in school and elsewhere. |
|  |  | To assess, record and report on the attendance, progress, development and attainment of students andto keep such records as are required. |
|  |  | To provide, or contribute to, oral and written assessments, reports and references relating to individualstudents and groups of students. |
|  |  | To ensure that ICT, Literacy, Numeracy and subject specialism(s) are reflected in theteaching/learning experience of students. |
|  |  | To ensure that the school's intentions relating to a creative and project-based curriculum are upheld and developed, including the regular public sharing of work. |
|  |  | To undertake a designated programme of teaching |
|  |  | To ensure a high quality learning experience for students which meets internal and external qualitystandards |
|  |  | To prepare and update subject materials |
|  |  | To use a variety of delivery methods which will stimulate learning appropriate to student needs anddemands of the syllabus. |
|  |  | To maintain discipline in accordance with the school’s procedures and to encourage good practicewith regard to punctuality, behaviour, standards of work and homework. |
|  |  | To undertake assessment of students as requested by external examination bodies, the subject area andschool procedures. |
|  |  | To mark, grade and give written/verbal and diagnostic feedback in line with the school’s feedback policy. |
|  |  | To engage in a team-teaching approach in studios in line with the school’s pedagogical approach. |
|  |  | **Curriculum Provision** |
|  |  | To assist the subject lead, Phase Lead and Secondary Headteacher |
|  |  | To work with others to ensure that the curriculum area provides a range of teaching which complements and contributes to the school’s Strategic Objectives |
|  |  | **Operational/Strategic Planning** |
|  |  | To assist in the development of appropriate syllabuses, resources, schemes of work, marking policiesand teaching strategies in the subject area. |
|  |  | To contribute to the subject area’s Development Plan and its implementation. |
|  |  | To attend all appropriate meetings. |
|  |  | To plan and prepare courses and lessons |
|  |  | To contribute to the whole school’s planning activities |
|  |  | To research creative education that meets the needs of the school’s community and demographic |
|  |  | **Quality Assurance** |
|  |  | To help to implement school quality procedures and to adhere to those. |
|  |  | To contribute to the process of monitoring and evaluation of the subject area in line with agreedschool procedures, including evaluation against quality standards and performance criteria. |
|  |  | To seek/implement modification and improvement where required. |
|  |  | To review from time to time methods of teaching and programmes of work. |
|  |  | To take part, as may be required, in the review, development and management of activities relating tothe curriculum, organisation and pastoral functions of the school. |
|  |  | **Pastoral** |
|  |  | To be a form tutor to an assigned group of students. |
|  |  | To promote the general progress and well-being of individual students and of the form tutor group as awhole. |
|  |  | To liaise with the Leadership Team to ensure the implementation of the school’s PSHE provision; contributing to PSHE according to school policy. |
|  |  | To register students, accompany them to assemblies, encourage their full attendance at all lessons andtheir participation in other aspects of school life. |
|  |  | To evaluate and monitor the progress of students and keep up-to-date student records as may berequired. |
|  |  | To contribute to the monitoring of Action Plans, progress files and other reports. |
|  |  | To alert the appropriate staff to problems experienced by students and to make recommendations as tohow these may be resolved. |
|  |  | To communicate as appropriate, with the parents of students and with persons or bodies outside theschool concerned with the welfare of individual students, after consultation with the appropriatestaff. |
|  |  | To apply the Behaviour for Learning systems so that effective learning can take place. |
|  |  | To support students’ development in their organisation and readiness for learning, with parents. |
|  |  | **Management of Information** |
|  |  | To maintain appropriate records and to provide relevant accurate and up-to-date information forManagement Information Systems (MIS), registers etc |
|  |  | To complete the relevant documentation to assist in the tracking of students. |
|  |  | To track student progress and use information to inform teaching and learning. |
|  |  | **Staff Development** |
|  |  | To take part in the school’s staff development programme by participating in arrangements forfurther training and professional development. |
|  |  | To continue personal development in the relevant areas including subject knowledge and teachingmethods. |
|  |  | To engage actively in the Performance Management Review process. |
|  |  | To ensure the effective/efficient deployment of studio support. |
|  |  | To work as a member of a designated team and to contribute positively to effective working relationswithin the school. |
|  |  | **Communications** |
|  |  | To communicate effectively with the parents of students as appropriate. |
|  |  | Where appropriate, to communicate and cooperate with persons or bodies outside the school. |
|  |  | To follow agreed policies for communications in the school. |
|  |  | Contribute to the newsletter, website and other communication channels in order to share the work being created |
|  |  | **Management of Resources** |
|  |  | To contribute to the process of ordering and allocation of equipment and materials. |
|  |  | To assist the Subject lead/Phase Lead to identify resource needs and to contribute to the efficient/effectiveuse of physical resources. |
|  |  | To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of theschool, subject area and the students. |

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| **Job Description** |
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| **B.** | **Corporate Accountabilities** |
| **B.1** |  | Sharing the school’s commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.  |
| **B.2** |  | Performing your role , as part of a highly committed team, and delivering your service in a way that helps the school achieve its strategic objectives, annual development and improvement plans - taking account of available resources and national developments. |
| **B.3** |  | Contribute to the evaluation and development of services across the school as part of the school’s ongoing self-assessment cycle.  |

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| **Job Description** |
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| **C.** | **Professional** |
| **C.1** |  | Ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments.  |
| **C.2** |  | Ensure that confidentiality is protected at all times. |
| **C.3** |  | Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development. |
| **C.4** |  | Participate in individual performance review and respond to agreed objectives. |
| **C.5** |  | Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments. |
| **C.6** |  | Attend relevant conferences/workshops in line with identified professional objectives. |

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| **Job Description** |
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| **D.** | **General** |
| **D.1** |  | Contribute to the development of best practice within the service.  |
| **D.2** |  | Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice. |
| **D.3** |  | All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies.  |
| **D.4** |  | It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties.  |
| **D.5** |  | This Job Description does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development.  |

**Person Specification**

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| **Competency** | **Descriptor** | **How Identified****AF** : Application Form**QC** : Qualifications Check**SP** : Selection Process Presentation**SI** : Selection Process Interview**SA** : Selection Process Activity**RF** : Reference |
| **Qualifications** |
| Q1 Essential | Graduate in relevant subject level and DfE recognised Qualified Teacher Status | AF, QC |
| Q2 Desirable | Other post graduate qualification | AF, QC |
| **Knowledge and experience** |
| E1 Essential | Strong content knowledge in both Spanish and French (ideally fluent in Spanish and at least GCSE level in French) | AF, SI |
| E2 Essential | Successful teaching experience at secondary level (can be teaching practice) | AF, SI |
| E3 Essential | Understanding of up-to-date theory and practice of effective teaching and learning | AF, SI |
| E4 Essential | Knowledge of National curriculum requirements at KS3 and KS4 | AF, SI |
| E5 Essential | Knowledge of guidance and requirements around safeguarding policy and practice | AF, SI |
| E6 Essential | Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement | AF, SI |
| E7 Essential | Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers | AF, SI |
| E8 Essential | Knowledge and experience of writing lesson plans, developing resources and assessing students work | AF, SI |
| E9 Essential | Understanding of the importance of being a Tutor | AF, SI |
| E10 Desirable | Experience of working in an all-through school | AF, SI |
| E11 Desirable | Experience of team-teaching | AF, SI |
| E12 Desirable | Experience of working within the Arts or creative industries | AF, SI, SA |
| E13 Desirable | Experience of successful work with young people and families from a similar demographic to the school, e.g. youth or community work | AF, SI, SA |
| **Skills and Competencies** |
| S1 Essential | The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff | AF, SI, RF |
| S2 Essential | Good level of ICT skills | AF, SI |
| S3 Essential | The ability to create a motivating and safe learning environment for all students | AF, SI, RF |
| S4 Essential | The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school. | AF, SI, RF |
| S5 Essential | Good communication skills both writing,speaking and listening | AF, SI, RF |
| S6 Essential | Ability to lead and manage own work effectively and take responsibility for own professional development. | AF, SI, RF |
| S7 Essential | Excellent time management skills and the ability to prioritise and meet deadlines under pressure. | AF, SI, RF |
| S8 Essential | Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning | AF, SI,RF |
| S9 Essential | Skills of empathy and positive communication to build trust, respect and confidence in young people. | AF, SI, SA |
| S10 Desirable | Ability to use ICT innovatively | AF, SI, SA |
| S11 Desirable | Skills in craft or making, which can include film or digital technologies | AF, SI, SA |
| **Training** |
| T1 Essential | Able to integrate training into practice. | AF, SI |
| **Other** |
| O1 Essential | Enthusiasm for and commitment to the achievement of the school’s overall vision for success at all levels. | AF, SI, SA |
| O2 Essential | Commitment to contributing to school life as a whole and willingness to be involved with clubs and community projects. | AF, SI, RF |
| 03 Essential | A positive role model for students | AF, SI |
| O4 Essential | A positive approach to hard work | AF, SI, RF |
| O5 Essential | Passion for teaching own subject specialism | AF, SI, SA, RF |
| O6 Essential | Flexible, adaptable, reflective and able to prioritise; resilient under pressure | AF, SI, SA, RF |
| O7 Essential | Awareness of and commitment to promoting equal opportunities and valuing diversity | AF, SI, SA |