

**Curriculum Lead Geography**

Recruitment Information Pack

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**Vision, Mission and Ethos**

**Vision:** To be Bradford’s premier secondary school by offering excellence in the classroom, on the sporting field, in the arts and beyond.

**Mission:** Enabling all students to achieve their full potential today and empowering them to become responsible citizens and leaders of tomorrow.

**What is our Ethos?**

* Hanson is renowned for its moral purpose and its unshakeable belief that all can succeed, whatever their circumstances or background, when given a positive climate where support, encouragement and confidence building predominates, backed by high quality teaching and learning.
* Hanson is committed to supporting the development of children, young adults and staff, at ease with themselves and each other, with the knowledge and skills to thrive in the midst of exponential change.
* Hanson aims to achieve high level success through nurturing the adaptability of our staff and students, their passion and ability to work in partnership and sparking each other to be creative and innovative.

**Our Principles:**

* excellent leadership;
* high standards of professional effectiveness;
* a relentless focus on improvement;
* very high standards of behaviour;
* a constant focus on teaching, learning and innovation;
* risk taking and succession planning;
* working hard and having fun.
* We follow Local Authority admissions criteria and believe that local children should attend local schools, we are not selective and we are fully inclusive.
* We provide outstanding personalised professional development and training combined with an extensive range of career development opportunities, every colleague feels valued and appreciated.

**Introduction to Hanson**

Dear Candidate

Thank you for your interest in the position of Curriculum Lead Geography at Hanson School. Hanson serves the population of North Bradford incorporating the communities of Eccleshill, Idle, Wrose, Bolton Woods and Undercliffe, and provides access to all day learning opportunities for our families and our community.

Hanson is a larger than average 11 to 19 mixed comprehensive school with a good reputation in the City of Bradford.  We have 1600 students on roll including 290 in the sixth form.

We are committed to ensuring that talent is nurtured in a safe, orderly and stimulating learning environment. We believe that every child does matter and that by becoming fully involved in their learning, they will get the most out of their time with us and that their learning experiences will be both enjoyable and successful. We are immensely proud of the achievements of all our students and enjoy celebrating them as a school community.

There is a huge emphasis on high academic and personal achievement. We are committed to raising standards of achievement for all pupils and provide extra support for students throughout the educational spectrum.  Hanson is a happy and supportive school which offers a range of educational, social and cultural opportunities to all its young people.

Hanson School is served by new buildings. We have state of the art Sports facilities, practical Science and Technology rooms, modern Media and Creative Arts suites and a variety of learning bases. All of these rooms are served by an innovative ICT solutions.

The School is proud of our on-site Additional Resource Centre (ARC) in which students with additional needs can be supported using up to date specialist equipment and resources. The ARC supports Visually Impaired (VI) and Hearing Impaired (HI) students at the school by providing a personalised programme that includes learning in mainstream lessons and alternative specialised provision.

Hanson also hosts the Goals sports complex (one dance studio, ten floodlit astro turf courts and a full-size floodlit football pitch) as well the Pulse fitness suite that students have access to. The school has an impressive range of extra curricular, cultural and sporting opportunities for our students.

You would be joining Hanson at a very exciting time and we very much hope that after looking at the details you will decide to pursue an application to work with us.

Please feel free to contact the school for further discussion on 01274 776200. We very much look forward to receiving your application.

Yours faithfully



Mr. Richard Woods

Head Teacher

**The Department**

The Geography Department is a dynamic department. There are currently four full time and one part time member of staff. GCSE teaching is shared between all teachers and currently three Geography teachers deliver A-level. Ideally the candidate will be an experienced teacher of GCSE and A-level Geography.

The Department is housed in dedicated teaching rooms, The Geography and History departments share an office.

Our fieldwork provision comprises of trips to Malham, Chester Zoo, Manchester, the Holderness Coast and Leeds. In the past we have run residential trips to London, the Lake District, France and Italy. The Departments are also involved with the Duke of Edinburgh’s Award. The appointee must be willing to oversee and contribute to the planning of field trips and departmental activities.

Following a whole school curriculum review we are returning to a 3-year KS3 from September 2021. The department is proud of its reputation for high quality learning and teaching, providing a stimulating and enjoyable curriculum for students at KS3, KS4 & KS5.

The KS3 curriculum will be taught over three years. In years 7, students receive topical teaching. Topics include, fantastic places, the coast, Asia and the UK. Year 8 will have 2 hours a week and their topics include, our planet, the America’s and Africa. In Year 9 students will have 2 hours of Geography a week, and their topics include Hazardous world, Poverty and development, rivers.

At GCSE students study AQA. The curriculum takes a thematic approach, which comprises of three exams. Paper one comprises of human geography, Paper two is physical geography and paper 3 is a fieldwork and issue evaluation exam.

**At A Level students study EDEXCEL syllabus.**

Topic 1: Tectonic Processes and Hazards

Topic 2: Landscape Systems, Processes and Change - Dynamic Landscapes

Topic 3: Globalisation

Topic 4: Shaping Places

Topic 5: The Water Cycle and Water Insecurity

Topic 6: The Carbon Cycle and Energy Security

Topic 7: Superpowers

Topic 8: Global Development and Connections



Job Description & Person Specification

**Curriculum Lead Geography**

**Job Description**

**Job Title:**  **Curriculum Lead Geography**

**Salary:** MPS/UPS + TLR 2b

**Hours of work:** Full-Time

**Departments:** History and Geography

**Location:**  Hanson School

**Responsible** **to:**  Director of Humanities and RS

**Responsible for:**  The delivery of the Geography Service programmes

**Job Purpose**

* To manage all aspects of the teaching and learning in Geography.
* To raise standards of student attainment and achievement in Geography and within Humanities and to effectively monitor and support student progress.
* To be accountable for student progress and development within Geography.
* To lead, manage and develop Geography.
* To support effective management and deployment of teaching staff (including setting cover work) and resources within Geography.
* To support the engagement of students both in lessons and through extra curricular and enrichment opportunities.
* To support the learning and pastoral needs of individual students through the school's pastoral policy and the school's aims and values.
* To support the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying Geography in accordance with the aims of the school and the curricular policies determined by the Governing Body and Head teacher of the school.

All teachers appointed to Hanson are expected to contribute fully to the co-curricular and pastoral life of the School.  As a member of the Humanities Leadership Team you may be asked to support additional extra curricular activities outside of school hours and you may choose to support weekend activities. In addition to the core job purpose and main duties and responsibilities of a teacher, as outlined in the attached Teacher job description, the Curriculum Lead will:

* Contribute to whole School policy-making and strategic planning as required by the Head.
* Prepare, monitor and update subject plans in consultation with colleagues.
* Take the lead in ensuring that school policies and strategies are embedded in schemes of work and team plans to support the schools improvement.

**Main Duties and Responsibilities:**

**Leadership & Management of others**

* To line manage Geography.
* Lead management of day-to-day requirements such as examination entry and team timetables, delegating as appropriate, to ensure the efficiency of the team.
* Lead and support in meetings to ensure that they are used effectively to review performance, progress, monitor actions, implement strategies and provide professional development opportunities.
* Ensure that members of the team meet regularly to moderate assessments in order to enhance their knowledge and understanding of assessment criteria.
* Ensure that all members of the team regularly record students’ progress and track progress towards end of year targets.
* Ensure that formal assessments are undertaken in accordance with the school’s policy and recorded appropriately.
* Ensure that members of the team provide progress information to year teams in advance of termly progress reviews.

**Leadership and Management of Teaching and Learning**

* Promote excellence in teaching and learning to ensure all students develop their potential and are equipped for life beyond Hanson.
* Exemplify in own practice the outstanding skills of teaching and learning typified by lead professionals and ensure that good practice is shared throughout the team.
* Ensure that schemes of work are used, reviewed and modified to enable the maintenance and development of high standards of teaching and learning and where appropriate delegate tasks to other members of the team.
* Ensure that marking, feedback and assessment is completed regularly and in accordance with the schools policy to impact positively on student progress.
* Monitor students’ work and the classroom practice of those in the team to ensure high standards are maintained.
* Keep up to date with developments in subject areas and education in general to ensure that best practice is adopted within the team in liaison with Director of Humanities.
* Ensure the team’s delivery and development of the curriculum is effective in meeting the needs of all students in liaison with Director of Humanities
* Ensure that where appropriate lessons contribute to students’ spiritual, moral, social and cultural development.
* Ensure that policies, syllabuses and schemes of work are fit for purpose and meet the requirements of external examinations in liaison with Director of Humanities.
* Contribute to the broader life of the school by planning, supporting and leading curricular and co-curricular events, such as concerts, plays or activities.
* Complete regular appraisals of staff and support their professional development in accordance with school policy (as required).

**Leadership and Management of teaching support staff and teachers who support SEN and EAL**

* Liaise with the Senco and the ARC leaders to discuss strategies and the progress of targeted students.
* Ensure the correct provision and intervention is being made for underachieving students who have been identified in the most recent round of progress reviews.
* Contribute to the monitoring of teaching support as required by the Director of Humanities and RS.
* Complete regular appraisals of staff within the department (where appropriate) and support their professional development in accordance with school policy.

 **Leadership and Management of Students’ Attainment and Progress**

**Work with the Director of Humanities and RS and Curriculum Lead for History and Curriculum Lead for Geography to ensure that teachers’ use assessment for learning effectively so that:**

* Lessons are pitched appropriately and the planning indicates that the activities provided for students are differentiated appropriately so that all students make progress in lessons.
* All students are set end of year targets and incremental targets for each term to help them make good progress.
* Students are given the opportunity to assess their own progress against their targets.
* Teachers’ feedback and marking refer to targets and indicate what students need to do to improve their work. Regular tracking should inform planning and feedback should be personalised.

**Co-curricular activities**

* Contribute to a wide variety of clubs for pupils which could take place before, during and after school and, as required, at weekends and during holidays.
* Coordinate and promote extra curricular activities within Humanities.
* Actively promote interest in the subjects outside the immediate physical and timetabled confines of the college through organising educational visits and field trips.
* Maintain strong and mutually beneficial links with other schools.
* Ensure the health & safety and good behaviour of pupils at all times.

**Reporting and Documentation**

* Support preparation of reports (as required) for inspections, Governors meetings, SLT meetings and Departmental reviews.
* Contribute to curriculum departmental plans/SEF in consultation with Director of Humanities.
* Contribute appropriately to curricular and co-curricular reports for pupils.
* Assign attainment grades, and write bespoke comments where appropriate.
* Support development of schemes of work in liaison with Director of Humanities.

**Marketing and external links, including public occasions:**

* Actively promote the team within the school community to encourage students’ interest in the subject area.
* Contribute to the positive promotion and marketing of the school.
* Ensure that you lead the team’s contribution to marketing events, recruitment and external links.

**Management of resources:**

* Manage the team’s allocated budget and purchasing arrangements, to ensure the efficient and effective use of all resources.
* Ensure that all resources are fit for purpose and used in accordance with health and safety guidelines.

**Training & Development of self and others:**

* As a professional ensure you set personal targets for yourself and others and take responsibility for own continuous professional development.
* Be proactive in identifying training needs within the team, ensuring that they are appropriately met, and that all members of the team are active in their own personal and continuous professional development.

***Hanson School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.***

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and/or line managers.  This job description may be reviewed annually and it may be modified or amended at any time during the year after consultation with the post holder.

**PERSON SPECIFICATION**

**Curriculum Lead Geography**

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| --- | --- | --- | --- |
|   | **Ess**  | **Des**  | **MOA**  |
| **KNOWLEDGE/QUALIFICATIONS**  |
| Graduate with qualified teacher status  | \*  |   | A/C  |
| Knowledge of KS2 curriculum  |   | \*  | A/I  |
| An awareness of current issues in Geography education  | \*  |   | A/I  |
| Knowledge of national curriculum requirements at KS3 and KS4 Geography | \*  |   | A/I  |
| Knowledge of courses and requirements at KS4 and KS5  | \*  |   | A/I  |
| Understanding of use of data to assess and inform teaching and learning  | \*  |   | I  |
| Experience of exam board marking  |   | \*  | A/I  |
| Degree (or equivalent)  | \*  |   | A/I/C  |
| Further qualifications e.g. Masters, PHD  |   | \*  | A/I/C  |
| **EXPERIENCE**  |
| Experience of leading, developing and enhancing the teaching practice of other staff  |   | \*  | A/R  |
| Experience of teaching A level Geography |  | \* | A/I  |
| An excellent classroom practitioner that can model best practise  | \*  |   | I/R  |
| Relevant management experience of teams |  |  \* | A/I  |
| Teach intervention groups at all Key Stages | \*  |   | A/I  |
| Evidence of effective budget management  |  | \* | A/I  |
| **SKILLS**  |
| Excellent classroom practitioner  | \*  |   | A/I/R  |
| Good organisational and personal management skills  | \*  |   | A/I  |
| Effective planning and teaching  | \*  |   | A/I/R  |
| Effective behaviour/classroom management  | \*  |   | A/I/R  |
| An ability to demand high standards  | \*  |   | A/I/R  |
| Ability to lead effectively | \*  |   | A/I/R  |
| Ability to work independently and be a team player  | \*  |   | A/I/R  |
| Ability to develop and support other staff to develop a variety of teaching strategies  | \*  |   | A/I/R  |
| Ability to enthuse and direct students and staff towards raising expectations and levels of achievement  | \*  |   | A/I/R  |
| The ability to meet deadlines  | \*  |   | A/I  |
| Good ICT skills  | \*  |   | A  |
| **BEHAVIOUR AND OTHER RELATED CHARACTERISTICS**  |
| Flexible and committed to work across our group of partnership schools  | \*  |   | A/I  |
| Takes the initiative  | \*  |   | I/R  |
| Is self-motivated  | \*  |   | I/R  |
| Work in ways that promote equality of opportunity, participation, diversity and responsibility  | \*  |   | A/I  |
| A commitment to abide by and promote the School’s Equal Opportunities, Health and Safety and Child Protection Policies  | \*  |   | A/I  |
| A commitment to the ethos and values of the School  | \*  |   | A/I  |
| To display a responsible and co-operative attitude to working towards the achievement of the School’s aims and objectives  | \*  |   | A/I  |
| An ability to respect sensitive and confidential work  | \*  |   | I  |
| Commitment to own personal development and learning  | \*  |   | I  |
| The post holder will require an enhanced DBS  | \*  |   | C  |

Key: ESS = Essential; Des = Desirable; MOA = Method of Application; A = Application; I = Interview and assessment; R = Reference; C = Certificate

**The Advert**

**HANSON SCHOOL**

**Curriculum Lead Geography**

**MPS/UPS Full time**

**TLR 2b (£4780)**

We are looking to appoint an experienced, committed and ambitious Curriculum Lead Geography, who will, as part of the Humanities leadership team, play a key role in the School’s journey towards excellence to start in January 2022 or as soon as possible.

The successful candidate will be an inspirational and outstanding practitioner with excellent curriculum knowledge who has a desire to ensure the best life chances for all students. We are looking for an individual who has a proven record for delivering effective strategies to improve standards of teaching and learning, in order to create an ambitious, innovative and collegiate department.

As a valued member of the team you will:

* Lead in managing all aspects of the teaching and learning in Geography
* Lead in raising standards of students attainment and achievement within Geography
* Monitor and support student progress.
* Lead, manage and develop Geography.

You will be joining an ambitious and innovative organisation which is looking for imaginative practitioners to secure positive outcomes for our young people. We offer bespoke leadership and professional development opportunities and we look forward to you joining our dedicated and supportive team.

**Closing Date: 8am on 11th October 2021**

**Interviews: w/c 11th October, 2021**

**An application pack can be downloaded from**

[**www.hansonschool.org.uk**](http://www.hansonschool.org.uk)**. or**

**contacting our recruitment team on**

**01274 776200**

**or e-mail**

**recruitment@hansonacademy.org.uk**

We are committed to safeguarding the welfare of students and the successful applicant will be subject to full employment checks including an enhanced DBS Disclosure. We promote diversity and aim to establish a workforce that reflects the population of Bradford.