

Second in Charge (2i/c) of Geography

Job Description and Person Specification

Post: Second in Charge of Geography

Remuneration: MPS/UPS + TLR 2a

Status: Full Time, Permanent

Purpose of Job

To support the Curriculum Director/Subject Leader in leading, managing and developing Geography to secure consistently good and outstanding teaching to ensure that students make excellent progress.

To deputise in all matters related to Geography for the Subject Leader in his/her absence

Principle Accountabilities

1. Teaching and Learning

- a. Plan, prepare and deliver outstanding lessons to provide students with the opportunity to achieve their potential;
- b. Ensure that lessons are engaging and stimulating taking into account individual needs of the students;
- c. Manage, develop and share resources to enhance teaching of Geography. Contribute to objectives of the curriculum area within the school objectives and take part in an annual review of Geography.
- d. Prepare lesson plans and schemes of work as agreed with the Curriculum Director/Subject Leader of Geography.
- e. Ensure that students' work is regularly assessed with high quality feedback, which identifies strengths, sets targets for improvement and allows students to reflect on and respond to feedback;
- f. Monitor the progress and achievement of the students following the course and identify the appropriate intervention strategies for underachieving students;
- g. Maintain effective behaviour management in classroom using positive behaviour strategies to ensure learner's engagement in the lesson;

2. Second in Charge responsibilities:

- a. Support the Subject Leader in leading, managing and developing the subject (including setting clear targets) ensuring all departmental work meets the ethos, aims and objectives of the Academy.
- b. Oversee areas of the curriculum and be responsible for the production, monitoring and evaluation of Schemes of Learning to ensure student needs are met.
- c. Plan, implement and evaluate strategies to promote progress for all students.
- d. Participate in the Quality Assurance programme to carefully and regularly monitor and evaluate:
 - Student progress and to plan and implement intervention accordingly to enable all students to achieve their best.
 - Staff within the department to ensure they are working to school policies, contributing to school and departmental targets and working to help every student achieve their best.
- e. Share line management responsibility with the Subject Leader.

- f. To promote good quality, innovative teaching and learning opportunities (including extracurricular activities) for all departmental staff to enrich learning for all students.
- g. Attend any relevant meetings.
- h. Participate in the collaboration and sharing of good practice at a whole school level.
- i. To support with the monitoring the production of homework by the students and lead interventions to ensure all students produce homework.
- j. To support in ensuring that all exam board administration is completed to a high standard and on time.
- k. To lead extra-curricular provision in Geography
- l. Communicate effectively with parents, colleagues and other stakeholders

Secondary Accountabilities

3. Managing People

- a. Take part in the Performance Management process both as a teacher and a reviewer
- b. Lead, develop and enhance the teaching practice of others
- c. Support subject self-evaluation, planning improvement and monitoring activities
- d. Contribute to the professional development of teaching, support staff and lead CPD within the subject area.
- e. Line manage colleagues to hold them appropriately to account and provide support where necessary
- f. Observe lessons, scrutinise work and feed back to teachers
- g. UPS teachers are required to make a 'substantial and sustained' contribution to the wider life and ethos of the school. This may include the coaching and mentoring of other staff members.

4. Management of Resources

- a. Monitor and make sure that effective use is made of the delegated budget to provide value for money
- b. Ensure the provision of high quality, appropriate resources
- c. Ensure that student group lists are kept up to date using the SIMS system

5. Make a strong contribution to the day to day management of the academy

- a. Support the Subject Leader/ Curriculum Director in managing day to day behaviour issues
- b. Ensure that Health & Safety and Child Protection procedures are strictly adhered to in the subject area
- c. Model the highest expectations and act as a strong presence around the academy, including duties and assemblies
- d. Act as a role model for staff and students through personal and professional conduct.

Commitments

6. All staff must be fully committed to:

- a. the highest possible expectations of all students;
- b. equity, diversity, inclusion and social justice;
- c. safeguarding and promoting the welfare of children;
- d. their own professional and personal development.

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Qualifications

1. First degree or equivalent in the relevant subject(s)
2. Qualified Teacher Status
3. Recent and relevant professional development
4. Higher degree or other professional qualification in a relevant area (Desirable)

Experience

5. Teaching that is good or better which impacts positively on student progress
6. A broad knowledge of relevant curriculum areas at Key Stages 3, 4 and 5, including a sound understanding of assessment and monitoring.
7. Experience of the use of data, tracking and target setting to raise attainment at individual student and cohort level and identify under performance.
8. Experience of mentoring or coaching a colleague or team to make improvements or address underperformance'.
9. An understanding and appreciation of the value of interesting and stimulating display and other motivational materials.
10. A familiarity with Information Technology and with its educational use to enhance learning and teaching.

Knowledge and Skills

11. A commitment to and knowledge/experience of effective strategies to maintain and raise attainment, in particular to address the differing needs which exist in the mixed ability classroom, which include second language learners.
12. To be aware of current statutory and educational developments in relation to the post, including the SEND code of practice.
13. An understanding of target setting and improvement planning
14. Experience of curriculum design and development which impacts positively on student progress
15. The ability to think and work strategically and with vision
16. An understanding of the principles of management and leadership with an ability to engage others and potential to lead a team to achieve its goals.
17. To understand the importance of monitoring staff and being accountable for Key Stage outcomes.
18. An awareness of staff professional development and the enthusiasm to deliver and promote on-going staff training.
19. Ability to communicate effectively, both orally and in writing with a range of audiences.
20. Proven administrative and organisational skills.

Personal Qualities and Attributes

21. A commitment to the aims and values of community comprehensive education, the academy's vision and ethos, as well as to the implementation of equal opportunities policy and practice
22. A commitment to, and understanding of the wider aspects of student development including PSHCE and tutoring.
23. A willingness to initiate and participate in both cross curricular and extra-curricular activities, as well as demonstrating successful involvement in all aspects of academy life
24. The ability to establish effective and appropriate relationships with students and staff.
25. The ability to relate well to parents, external agencies and the wider community.
26. Is flexible, able to work under pressure and meet deadlines.
27. Is a reflective practitioner who responds to change positively.

28. Understands the importance of professionalism and confidentiality.
29. Is a strong role model for staff and students.
30. Has a proven record of excellent attendance and punctuality.
31. Has the potential for further promotion and a commitment to career development

EQUALITY AND DIVERSITY

The Petchey Academy is committed to promoting equality for all students and employees. Every individual will be treated with courtesy and respect and their contribution to the learning process will be valued. All employees are expected to understand and promote equality and diversity in the course of their work.

SAFEGUARDING CHILDREN

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

All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check.

A Section 128 check will be carried out on individuals applying for any role that retains or has been delegated any management responsibilities under the terms of a direction made by the Secretary of State for Education.

Note: This job description will be reviewed annually.