



Astrea Academy Dearne Recruitment Pack

Head of Geography

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1. Welcome Letter – Libby Nicholas, CEO

Dear Candidate,

Thank you for your interest in this role within the Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of academies. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving long term sustainability for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our Academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit can demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their academy to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Libby Nicholas

Chief Executive, Astrea Academy Trust

2. Welcome Letter – Joanne Wilson, Principal

Dear Candidate,

I am truly delighted you are interested in the post of Head of Geography at Astrea Academy Dearne. It is with great pride that I am able to introduce myself as Principal of the academy and it is a privilege to share with you our ambitious vision for the future. As a parent first, I am resolutely determined to secure an outstanding provision for our community and to ensure that the children who attend our academy have access to the same futures as my own children.

If you choose to join us you will become part of a strong morally driven academy that believe in the highest levels of success for all children regardless of their background. You will be relentless in your commitment and belief in all young people and will ensure only the highest level of academic success and personal fulfilment for all: they deserve nothing less. It is our vision to create outstanding young people who are courageous champions of diversity, equality and mutual respect and who are proud of their community and are enthusiastic advocates of learning.

We offer you unrivalled professional development that actively promotes independent research, collaborative working and constructive feedback and solutions. As an academy working towards a Fair Workload Charter, we will provide unparalleled support and wellbeing strategies and make you feel an integral part of what we call Team Dearne.

If you share our values and want to make the kind of difference to young people's lives that challenge social boundaries then we would love to meet you! Please take this letter as an open invitation to visit our academy and meet the children and staff that make the academy so much more than a building. If you let us know when you would like to visit we can make sure tea and cakes are available too! We believe that is an integral part of teaching!

I very much hope that you choose to apply for this post and I look forward to meeting you.

Best wishes



Joanne Wilson

Principal

3. Astrea Academy Trust

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Astrea benefits from the involvement of leading educationalists, including our Professional Adviser Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.



All members of staff are encouraged to use the Astrea Academy Sheffield Nursery for any eligible children in their care. The Nursery and Primary prospectus can be found here; <https://astreasheffield.org/nursery/>

4. Astrea Academy Trust Ethos

The work of the Astrea Academy Trust is underpinned by five core Value Partners, which are equally applicable to pupils, staff and the work of the Trust itself.

Each pair of Value Partners is accompanied by a call for action in the form of a hashtag, which is used in verbal, digital and hard copy communications.

The Value Partners can be used as a measure of individual, Academy and Trust progress and as a guide to inform the direction of change.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#Astreastars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**

You can learn more about the Values, and hear from staff and pupils across Astrea Academies, at our website: <https://astreaacademytrust.org/>

5. Astrea Academy Trust Family

Academies currently within Astrea Academy Trust:

Primary	Website
• Atlas Primary Academy, Doncaster	http://www.stirling.doncaster.sch.uk/
• Byron Wood Academy, Sheffield	https://astreabyronwood.org/
• Carrfield Primary Academy, Rotherham	https://www.astreacarrfield.org/
• Castle Academy, Doncaster	https://www.astreacastle.org/
• Denaby Main Primary Academy, Doncaster	https://www.astreadenabymain.org/
• Edenthorpe Hall Academy, Doncaster	https://astreaedenthorpehall.org/
• Gooseacre Primary Academy, Rotherham	https://www.astreagooseacre.org/
• Greengate Lane Academy, Sheffield	https://www.astreagreengatelane.org/
• Hartley Brook Primary Academy, Sheffield	https://www.astreahartleybrook.org/
• Hatfield Primary Academy, Sheffield	https://www.astreahatfield.org/
• Hexthorpe Primary Academy, Doncaster	https://www.astreahexthorpe.org/
• Highgate Primary Academy, Rotherham	https://www.astreahighgate.org/
• Hillside Academy, Doncaster	https://astreahillside.org/
• Intake Primary Academy, Doncaster	https://www.astreaintake.org/
• Kingfisher Primary Academy, Doncaster	https://www.astrea-kingfisher.org/
• Lower Meadow Primary Academy, Sheffield	https://www.astrealowermeadow.org/
• The Hill Primary Academy, Rotherham	https://www.astreathehill.org/
• Waverley Primary Academy, Doncaster	https://www.astreawaverley.org/
Secondary	
• Astrea Academy Dearne, Barnsley	http://astreadearne.uk/
• Astrea Academy Woodfields, Doncaster	http://astreawoodfields.uk/
• Cottenham Village College, Cambridgeshire	https://www.astreacottenham.org/
• Ernulf Academy, Cambridgeshire	http://www.ernulf.cambs.sch.uk/
• Longsands Academy, Cambridgeshire	http://www.longsands.cambs.sch.uk/
• Netherwood Academy, Barnsley	https://astreanetherwood.org/
Special School	
• The Centre School, Cambridgeshire	https://www.astreacentreschool.org/
All-through	
• Astrea Academy Sheffield, Sheffield	https://astreasheffield.org/

6. Job Description

Position: Head of Geography

Salary Range: Teachers Main Scale / Upper Pay Scale & TLR 2b (£4679)

Contract Type: Permanent

Reporting to: Head of Humanities

Location of this position: Astrea Academy Dearne

Purpose of this role:

- To raise standards and deliver high levels of progress and attainment in geography for every student at Astrea Academy Dearne.
- To be accountable for the strategic development of the teaching of geography in order to inspire, motivate and influence all staff and students to secure the highest ambitions and aspirations.
- To seek opportunities to work collaboratively with colleagues locally, nationally and globally in order to create a world class provision for the community we serve.
- To build high quality relationships with parents, carers, the academy trust, governors and the wider community.

Key responsibilities:

- Secure the commitment of colleagues, including any non-teaching staff designated to the faculty, to the vision, ethos and policies of the academy and to promote the highest levels of outstanding achievement.
- Embed ambition and drive rapid and sustained improvement across the faculty to swiftly secure high levels of achievement and student success beyond national expectations.
- Effectively appraise those colleagues for whom you have responsibility within the whole school appraisal policy.
- Contribute to the implementation of appropriate aspects of the school improvement plan at faculty level, routinely quality assuring, monitoring and evaluating success of strategies.
- Contribute to a whole school approach to parental communication and engagement, so all staff liaise effectively with parents/carers to ensure good relationships between the academy and home to develop trust between the academy and parents/carers and improve teaching, learning, behaviour and aspiration.

Main duties:

1. Behaviour & Safety

- Through rigorous monitoring and support, ensure that colleagues within the faculty implement and adhere to the academy's behaviour management policy, ensuring the health and well-being of students is maintained at all times.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, equal opportunities, confidentiality and data protection, reporting all concerns to an appropriate person.
- Lead a rewards culture within the faculty that recognises hard work, dedication and determination.
- Communicate with parents in a professional manner at all times, promptly responding to parental enquiries by telephone, letter or email as appropriate.

2. Achievements & Standards

- Lead the progress, attainment and achievement of all students studying geography across the academy.
- Ensure that assessment data is used effectively within the faculty to drive achievement beyond national expectations.
- Arrange faculty intervention to address underperformance and swiftly secure high levels of achievement and success beyond national expectations.

3. Teaching & Learning

- Create cutting edge schemes of work that both exquisitely match the demands of new exam specifications and also promote a love of learning and passion for geography.
- Monitor and evaluate standards of teaching and learning within the faculty to plan and deliver high quality CPD to enhance practice.
- Create a climate within the faculty whereby effective, independent learners are supported through innovative and challenging lesson design to maximise their potential.
- Consistently model the teaching of good or better lessons that motivate, inspire and improve student attainment and embed an Open Door ethos across the faculty.
- Work with partner Primary schools/academies to facilitate a smooth transition from KS2 to KS3 and develop a well-structured, impact driven Y5-8 programme.

4. General

- Engage with appropriate training opportunities to promote professional effectiveness in your role and to support the work of the faculty.
- Supervise the work of support staff and delegate administrative tasks where appropriate.
- Ensure rooms and all corridors present stimulating learning environments and are safe and fit for purpose.
- Take on specific leadership and management tasks related to the day to day administration and organisation of the academy as requested by the Principal.

This Job Description should be read alongside the range of professional duties of Teachers as set out in Part 10 of the Teachers' Pay and Conditions Document.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in 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 Principal.

March 2019

7. Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Knowledge, Qualifications and Experience	Essential	Desirable
Relevant Experience You will have a proven track record of:		
Teaching in education at a secondary level and a proven track record of delivering successful outcomes for students.	*	
Experience of successful student outcomes in GCSE Geography for at least 2 years.	*	
Successful experience of monitoring, evaluating and improving student achievement at Key Stage 3 and Key Stage 4.	*	
Designing and developing resources to support learning.	*	
Evidence of excellent feedback and quality assurance around the quality of your teaching and the impact on both engagement and outcomes.	*	
Prepared to teach RE as part of teaching allocation.	*	
Education and Training		
A Graduate with Q.T.S. status.	*	
A degree in a Humanities subject.	*	
An upper second class degree or better in a Humanities subject.		*
'A' level in a Humanities related subject.	*	
'A' level grade in a Humanities related subject at B grade or above.		*
Evidence of additional recent and relevant continuing professional development.	*	
Knowledge You will be able to demonstrate:		
An up to date knowledge of the latest developments in pedagogy.	*	
Excellent subject knowledge in your area of expertise.	*	
High level communication, organisational and management skills.	*	
An understanding of the factors contributing to successful outcomes in education for young people.	*	
An understanding of equal opportunities in secondary education.	*	
Skills and Ability You will be able to demonstrate you are or have:		
An absolute belief and commitment in the capacity of every single child to be successful, and an understanding that every child really does matter regardless of background.	*	
A creative and innovative leader able to communicate and deliver an effective vision and secure impact.	*	
Commitment to abide by and uphold policies on Equal Opportunities, Health and Safety, Child Protection and Safeguarding.	*	
Resilience, self-motivation, courage and stamina and the personal drive and desire to 'make a difference' in an environment which can be challenging at times.	*	

8. Child Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each student's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our pupils.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

Keeping Children Safe in Education 2016

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy as well as other Astrea Academy Trust policies.

9. Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

Safeguarding Children and Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Candidates should be aware that all posts in Astrea Academy Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

Interview Process

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are **not** sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

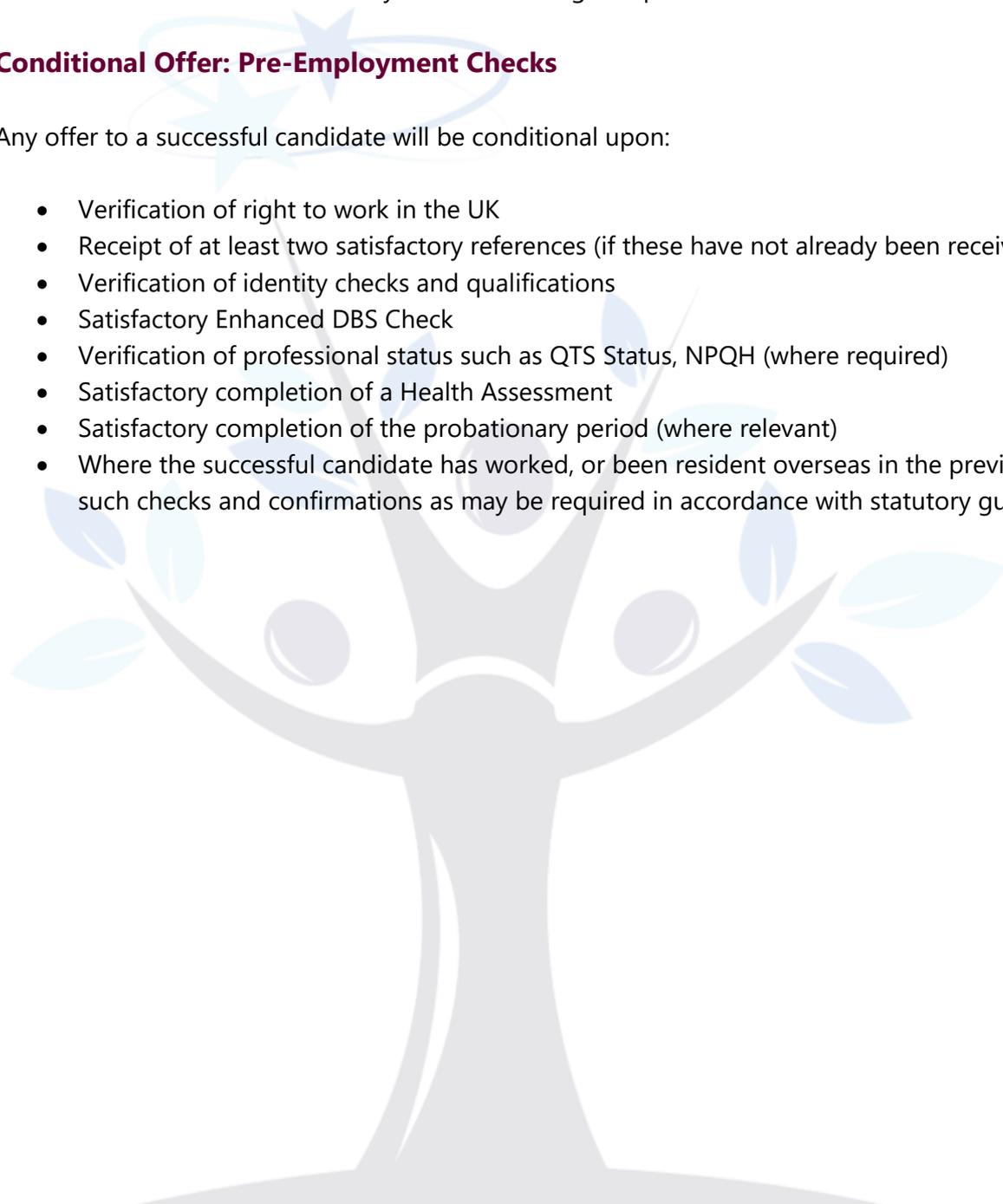
In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



10. How can I Apply?

This is an exciting and very rewarding role and we look forward to receiving your application.

Please complete and send the Application Form and Equal Opportunities Monitoring Form which are available together with this document to the below contact;

Name: Hannah Peace

Position: HR & Finance Officer

Contact: dearnerecruitment@thedearnealc.org

The Application Process

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.



Astrea Academy Trust pays full regard to 'Keeping Children Safe in Education' guidance 2016. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check. Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy. The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the Astrea Academy Trusts Recruitment and Selection Process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.