



Ryburn Valley **High School**

Head of Geography  
TLR2b

Closing date: Friday, 26th April 2019 at 12:00noon

Interviews will take place w/c: 29th April 2019

Start date: September 2019

# Say yes to new adventures.



# Everyone matters and every dream counts.

Welcome to Ryburn Valley High School. We're a thriving 11-18 comprehensive school, in a well-equipped, modern building with a truly stunning setting looking out across the Calderdale hills. Our core purpose is to inspire a generation of high performing, joyful students with a love of learning, a zest for life and a genuine confidence to excel in a colourful world.

We do that through excellent teaching and learning, and by putting creativity at our heart. Our staff are amazing, in both the incredible range of opportunities they make possible, and in the relationships they build as a foundation. We get results, but we give so much more, shaping a generation with the kindness and character our future needs.

We're rightly proud of our strong exam results, each grade telling the story of a student's effort and dedication, the support of their family and school community, and the encouragement and skill of their teachers. Our teachers are our biggest asset. They bring passion and care, and back that up with highly effective teaching strategies. We cherish our staff to support their wellbeing and enable them to thrive. We never stop learning, so we continue to invest in both our teachers' and our school's development by reflecting deeply on our own practice, and by reaching out to leading educational research to keep ahead of our game.

Join the Ryburn family, where everyone is supported and challenged to excel.

**David Lord, Headteacher**

# Geography at Ryburn



Watch our faculty showreel:

<http://bit.ly/RyburnHumanities2018>

We have an experienced and enthusiastic team of four Geography teachers. Geography is taught as a discrete subject and time allocation is favourable in all areas.

The department works as a team. We have created our own schemes of work to keep the subject relevant and interesting and are always adapting topics to keep up with global events. The emphasis is on producing exciting resources in house, rather than 'teaching by text book', with a variety of styles and an emphasis on active learning. The successful candidate would be expected to contribute new ideas and creative resources.

We consider fieldwork an integral part of the subject and take field visits to a range of localities across the key stages. This includes residential fieldwork at A level and European visits - Iceland last year, Bay of Naples this year and a possible two visits in 2019. We welcome an enthusiastic approach to fieldwork and ideas for the future development of visits.

This is an exciting time for another enthusiastic professional to join the department. You will like working here if you want to:

- Work in a caring, supportive and happy school
- Teach students who are interested, responsive and well mannered
- Be part of a well organised and creative department
- Be supported in developing interesting lessons of the highest standard
- Actively encourage students to realise their potential
- Want the opportunity to develop your own resources within the department framework
- Enjoy involvement in extra-curricular activities – clubs, sport and overseas visits

In return, we expect you to work cheerfully and enthusiastically lead and develop the team and produce purposeful lessons where pupils are engaged and well behaved, using resources you have helped create. You must foster students' enthusiasm both in lessons and beyond the normal curriculum and help maintain Ryburn's calm and positive working environment.

Kath Parker  
Deputy Head of Curriculum



## Key Stage 3

In Year 7 and 8 students are taught for two lessons a week in mixed ability form groups. Programmes of study are based around themes (for example Y7 Higher, Longer, Deeper, Colder) designed to broaden their knowledge of place whilst developing geographical concepts, theories and processes in preparation for GCSE. In March of Y8 students make their options choices.

## Key Stage 4

All students study AQA specification with the Hodder text book for reference. Recent fieldwork has been based around Huddersfield (urban) and Hornsea (coastal processes and management).

## Key Stage 5

We currently offer A level Geography, following the OCR specification. Fieldwork takes place at the FSC Blencathra Centre which is the basis for our NEA.



<b>Job Title</b>	Head of Geography
<b>Line Manager</b>	Headteacher, Deputy Head & Senior Leadership Team
<b>Liaising with:</b>	Headteacher, Senior Leadership team, Heads of Year, Class teachers, and Additional Needs Specialists
<b>Salary/Grade:</b>	Full time Teacher plus TLR2b
<b>Key Responsibility:</b>	<ul style="list-style-type: none"> <li>• Teach Geography to students in Key Stage 3 -5</li> <li>• To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department</li> <li>• The day-to-day management of staff and physical resources</li> <li>• To implement School Policies and Procedures on Raising Achievement</li> <li>• To work with colleagues to formulate aims and plans for the department</li> <li>• To lead on specific areas of development in consultation with the Senior Leadership Team</li> <li>• To deliver high quality curriculum provision through effective teaching and learning</li> <li>• To lead on the delivery of GCSE, and A Level qualifications</li> <li>• To raise achievement in the department and to monitor and support student progress</li> <li>• To develop and enhance the teaching practice of others</li> <li>• To ensure the provision of high quality teaching and learning for students studying Geography</li> <li>• To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards</li> <li>• To ensure that Health and Safety policies are updated where necessary, liaising with the School's Health and Safety Manager</li> </ul>
<b>Job Purpose:</b>	<ul style="list-style-type: none"> <li>• To undertake Performance Management Reviews and to act as reviewer for a group of staff within the designated department</li> <li>• To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department</li> <li>• To participate in the interview process for teaching posts and to ensure effective induction of new staff in line with School procedures</li> <li>• To promote teamwork and to motivate staff to ensure effective working relations</li> <li>• To be responsible for the day-to-day management of staff within the designated department and act as a professional role model</li> <li>• Raising standards and improving examination results of the department</li> <li>• The development and implementation of department policies to create a positive learning culture</li> <li>• To develop and implement teaching and learning strategies throughout the department, which raise the practice of all staff and raise student standards and progress</li> <li>• Use data and other information to evaluate learner's progress and attainment and plan the intervention and support programme to improve progress. Use this data to evaluate the success of current practice and make changes accordingly</li> <li>• Take a lead role, working closely with the Senior Leadership Team, to develop and determine policies, procedures and practice and promote collective responsibility for their implementation to ensure high achievement through effective teaching</li> <li>• Carry out subject/quality assurance activities e.g. classroom observations and book checks. Complete the departmental SEF</li> <li>• Support, guide and mentor non-specialists and trainee teachers with their successful teaching</li> <li>• Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Senior Leadership Team link on progress and plans</li> <li>• To monitor all requisitioning in relation to the budget allocation, including taking responsibility for stock control</li> <li>• Managing the production and revision of schemes of learning for all courses in the department</li> <li>• Developing links with other schools and experts to share best practice and ensure individuals and the team are encouraged to improve their practice</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Plan work in accordance with curriculum area programmes of study so that it ensures progress and the personalised learning needs of every student</li> <li>• Liaise with relevant colleagues on the planning of units of work for collaborative delivery</li> </ul>

	<ul style="list-style-type: none"> <li>• Work in collaboration with associate staff attached to any teaching group</li> <li>• Take account of students' prior levels of learning and achievement and use them to set targets for future improvements</li> <li>• Maintain positive relationships with staff and students to enable effective teaching to take place.</li> <li>• Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the Behaviour Policy</li> <li>• Provide students with the opportunities to develop their skills required in order to learn</li> <li>• Listen to the views of students about their preferred methods and styles of learning</li> <li>• Set appropriate and demanding expectations for students' learning, motivation and presentation of work</li> <li>• Work at all times within the Health &amp; Safety regulations of our school and ensure a safe working environment</li> <li>• Maintain a high level of display within his/her teaching room</li> <li>• Adhere to all the guidance as set out in the staff handbook</li> </ul>
<b>Assessment &amp; Reporting:</b>	<ul style="list-style-type: none"> <li>• Maintain notes and plans of lessons undertaken and records of students' work in line with the School's Teaching and Learning Policy</li> <li>• Mark, monitor and return work as directed in the School's Marking Policy</li> <li>• Complete formal assessments through the MIS system in line with policy and as specified in the published calendar</li> <li>• Attend the appropriate Parents' Evening to keep parents informed about the progress of their child</li> <li>• Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans</li> </ul>
<b>Care &amp; Guidance:</b>	<ul style="list-style-type: none"> <li>• Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of students as is required by the School, including tutor, student interviews and coaching and mentoring</li> <li>• Monitor (and set targets for) students to improve motivation, behaviour or achievement as and when required</li> <li>• Be prepared to undertake responsibility as required for the delivery of the PSHCE programme through the delivery of SMSC content in tutor time</li> <li>• Promote good attendance and monitor in accordance with the School's attendance policy</li> </ul>
<b>Professional Standards:</b>	<ul style="list-style-type: none"> <li>• Support the ethos, vision, principles and values of the School</li> <li>• Treat colleagues, students and all members of the community with respect and consideration</li> <li>• Treat all students fairly, consistently and without prejudice</li> <li>• Set a good example to students in terms of appropriate dress, standards of punctuality and attendance</li> <li>• Support the aims of the School through attendance and participation in events such as open evenings, options evenings and the like (appropriate to responsibilities)</li> <li>• Support the ethos of the School by upholding the code of conduct, uniform rules, etc.</li> <li>• Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers</li> <li>• Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence</li> <li>• Read and adhere to the various policies of the School and implement School improvement plans</li> <li>• Participate in the development and management of the School by attending various team and staff meetings</li> <li>• Undertake professional duties that may be reasonably assigned to them by the Headteacher</li> <li>• Be proactive and take responsibility for matters relating to health and safety</li> </ul>
<b>Knowledge &amp; Understanding:</b>	<ul style="list-style-type: none"> <li>• A clear understanding of current educational issues, theory and practice</li> <li>• Have a secure and detailed knowledge of the specialised subject</li> <li>• Have an understanding of effective strategies to deliver their specialised subject</li> </ul>
<b>Planning &amp; setting expectations:</b>	<ul style="list-style-type: none"> <li>• Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught</li> <li>• Set appropriate and demanding expectations for students learning and motivation</li> <li>• Set clear targets for students learning building on prior attainment. Identify students who have Special Educational Needs, and speak English as a second language and know where to get help in order to give positive and targeted support. Implement and keep records on personalised learning needs</li> <li>• To ensure that all members of the department are familiar with its aims and objectives</li> <li>• To ensure effective communication/consultation as appropriate with the parents of students</li> </ul>

	<ul style="list-style-type: none"> <li>• To provide information on pupil progress and department developments</li> <li>• To run a departmental meeting as per the calendar</li> <li>• To participate in the annual timetable by providing information on staffing needs, organise evenings promoting the subject as necessary</li> </ul>
<b>Monitoring &amp; evaluation:</b>	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives</li> <li>• Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students; progress</li> <li>• When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses as well as post-16</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To monitor and support the overall progress and development of students within the subject.</li> <li>• To monitor student attendance and progress in relation to targets set for each individual, ensuring appropriate action is taken where necessary</li> <li>• To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description</li> <li>• To ensure the Behaviour Policy is implemented in the subject area for effective learning</li> </ul>
<b>Professional Development:</b>	<ul style="list-style-type: none"> <li>• Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach</li> <li>• Understand the professional responsibilities in relation to the School policies and practices</li> <li>• Set a good example to the students in their presentation and in their personal conduct</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness</li> </ul>

#### **Other Specific Duties**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

#### **Pay Portability**

The School will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If a teacher cannot provide this evidence then the School will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

**We are committed to safeguarding children and all posts are subject to an enhanced DBS check.**

## PERSON SPECIFICATION

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>Educated to degree level or equivalent in (or closely relating to) the identified subject</li> <li>QTS</li> <li>An excellent track record of recent, relevant professional development</li> <li>Evidence of raising standards and performance of a cohort of young people</li> <li>Experience of effective teaching and performance within the curriculum area</li> </ul>	<ul style="list-style-type: none"> <li>Innovative use of resources</li> <li>Working with young people through an extra-curricular setting</li> <li>Evidence of raising standards and improving performance</li> <li>Ability to teach Geography to KS5 students</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Excellent written and communication skills, including appropriate ICT skills</li> <li>A secure knowledge of the importance of data as a means both to measure and to extend progress</li> <li>A high level of organizational skills</li> <li>The ability to create a stimulating visual environment in the classroom</li> <li>Awareness of current issues in teaching Geography</li> <li>Skill to motivate and lead other members of the team</li> <li>Have the vision to plan the way ahead and to get things done</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of key issues</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>Build relationships with students, colleagues and parents</li> <li>Ability to communicate to a range of audiences including parents and the wider school community</li> <li>Demonstrate a high level of skills in written formal communication</li> </ul>	
<b>Decision Making and Judgement Skills</b>	<ul style="list-style-type: none"> <li>Make decisions based on analysis, interpretation and understanding of relevant data and information</li> <li>Demonstrate good judgement</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to inclusive education</li> <li>Evident enjoyment in working with young people and their families</li> <li>Empathy in relation to the needs of the school and of the community</li> <li>Ability to inspire confidence in others</li> <li>Ability to adapt to changing circumstances / new ideas</li> <li>Reliability, integrity, energy, enthusiasm, resilience and a sense of humour</li> <li>Good health and attendance record</li> <li>Personal impact and presence</li> <li>Ability to work under pressure and to deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to contribute / lead on extra-curricular activities</li> </ul>