



# THE PORTSMOUTH GRAMMAR SCHOOL

## PGS JOB DESCRIPTION – HEAD OF GEOGRAPHY (MATERNITY COVER)

**The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

### Summary of the role

The Portsmouth Grammar School is a leading co-educational school located in the historic heart of Portsmouth. We are very much a family school known for excellent teaching, superb pastoral care and wide-ranging co-curricular opportunities and offer an education across the age range from Pre-School to Sixth Form.

The school seeks a dynamic, well-qualified, and experienced teacher to lead its highly successful Geography Department from January 2026 to cover a period of maternity leave for up to three terms. As maternity cover, this temporary contract may be varied according to the return date of the post holder. If preferable to a candidate, we would be able to offer the opportunity of a September 2025 start within the department and this can be discussed further at interview.

We seek a Head of Department who is passionate and knowledgeable about their subject and able to communicate this with enthusiasm. To lead this busy and exciting department it is also important to demonstrate excellent interpersonal and organisational skills. The ability to teach Geography at A Level and to support able pupils in their higher education aspirations in Geography and related subjects is essential.

Outstanding teaching and learning at PGS are achieved by inspirational and creative teachers with excellent subject knowledge and the ability to use ICT and interactive resources to enhance learning. Teachers' planning is informed by assessment for learning, ensuring all pupils make very good progress in each lesson. Our pupils are encouraged to take responsibility for their learning and understand how they can improve using constructive feedback provided by their

teachers.

The school offers excellent training and support to teachers at all stages of their career. PGS teachers convey passion for their subject and seek to maximise progress by knowing their pupils well and adapting their teaching accordingly. We are always looking to develop new ideas and approaches to teaching and are keen to incorporate the particular interests of new members of staff into the overall curriculum scheme.

The successful applicant will be expected to contribute fully to the pastoral and co-curricular life of the school.

### **How to apply**

Candidates are asked to apply by using the online form linked to our advert on [www.tes.com](http://www.tes.com)

Any informal enquires about the role or how to apply are very welcome at [recruitment@pgs.org.uk](mailto:recruitment@pgs.org.uk)

The closing date is midday on **19<sup>th</sup> June 2025** and interviews will be scheduled to take place on **24<sup>th</sup> June 2025**. Shortlisted candidates will be invited to teach an observed lesson as part of the interview day. We ask candidates to allow a whole day for the interview process.

### **The Department**

The post-holder will lead a dynamic, experienced, and well-resourced department. Digital learning and fieldwork are top priorities of Geography teaching at PGS with every year group having a relevant and exciting fieldtrip, including a residential Year 12 trip to the Lake District. The ethos of the department is that pupils should study a balance of physical and human topics set in real place contexts, in order to be able to make carefully considered judgements and decisions about the world in which they live. At all levels of the school Geography is taught as a separate subject and all pupils in Years 7 and 8 study Geography. In recent years, about 40 candidates have opted each year to study GCSE Geography, which follows the OCR Specification B. In the Sixth Form, pupils continue to follow the OCR specification which combines contemporary Geography with skills, and 20% of the marks accounted for by an NEA. Results at both GCSE and A Level are strong, with a quarter of GCSE pupils scoring grades 9 or 8 and 70% scoring grades 9-6 in 2024. 20% of our A level Geography pupils scored an A\* Grades at A Level in 2024, and 76% gaining an A\* to B grade. Many pupils studying A Level

	<p>choose to continue their studies at university; in the current Year 12 70% of pupils in the department are applying to read Geography or related subjects at degree level.</p> <p>In Years 7 and 8, pupils develop skills in mapping, including GIS. They also study a mixture of human and physical Geography topics including Extreme Environments and Health and Disease. Year 9 Geography is optional for the first time in 2025 - 2026, and we are delighted that over three quarters of Year 8 have opted to continue with the subject. The Year 9 curriculum has been reviewed for first teaching 2025 - 2026 and includes greater skills progression to bridge the transition from Key Stage 3 to GCSE, along with critical thinking and oracy.</p> <p>In terms of extra-curricular opportunities, pupils are invited to attend our “Geography Society” which offers a range of experiences from outside speakers and lecturers to the mentoring of younger pupils in their Geography studies.</p> <p>The department occupies a suite of four dedicated teaching rooms that are well equipped with IT and AV facilities. The use of GIS from Year 7 upwards means that pupils are proficient in using Survey123 and ArcGIS by the time they embark on their GCSE and A Level fieldwork. Pupils in Year 9 and above bring their own devices to lessons, and in addition there are four ICT suites which can be booked for whole class teaching.</p>
<b>Line management responsibility for</b>	This role has line management responsibility for staff within the Geography Department.
<b>Main duties and responsibilities</b>	<ul style="list-style-type: none"> <li>• All staff are expected to promote and safeguard the welfare of children and young persons for whom they are responsible and with whom they come into contact.</li> <li>• The role of the Head of Department as a Middle Leader at PGS is central to the success of the school because they ensure that their team works effectively to provide an excellent education for the pupils. They are highly valued for their professionalism, experience and determination to ensure that PGS maintains its position as one of the country’s leading co-educational schools. They combine good organisational skills with the ability to lead a team and inspire pupils.</li> </ul>
<b>Line management duties and responsibilities</b>	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Provide professional leadership and management to secure high-quality teaching, effective use of resources and</li> </ul>

	<p>improved learning and achievement for all pupils in an attractive physical environment</p> <ul style="list-style-type: none"> <li>• Plan with the members of their department for the development of the department and to write an annual strategic development plan in consultation with the team and within the framework of the School's aims, strategic intentions and annual operational plan.</li> <li>• Maintain appropriate links with, and report to, governors when requested.</li> <li>• Take part in the appointment of staff to the department and other areas of the school if appropriate.</li> <li>• Promote CPD and training opportunities for the department and give or arrange for other support that may be necessary to ensure core teaching standards are met and the career aspirations of departmental colleagues are supported.</li> <li>• Monitor systematically the quality of teaching and learning in the department and give feedback that enables further improvement.</li> <li>• Ensure effective induction of new departmental colleagues and initial teacher training and mentoring of ECTs as required.</li> <li>• Appraise department members in a constructive manner on an annual (for professional development purposes) and triennial (for performance management) basis and complete the relevant documentation in partnership with the appraisee.</li> <li>• Be prepared to be appraised biennially by their SMT line manager in accordance with school policy</li> <li>• Keep abreast of national and international trends and developments in education that are relevant to their subject and pedagogical initiatives, sharing these with departmental and other colleagues and using these to inform wider school policy as appropriate.</li> <li>• Produce a departmental handbook, or the separate key documents therein, according to school guidelines, review this annually and amend when required; make a copy available to department members and to SMT, governors and inspectors as required.</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with the whole department to maintain and develop schemes of work within the framework and requirements of examination boards that reflect best teaching practice.</li> <li>• Arrange in consultation with members of the department, the deployment of colleagues on the timetable to meet pupils' learning needs and the professional development of staff.</li> <li>• Ensure that lesson planning and delivery of all lessons take account of the needs of all pupils, including effective strategies for inclusion for those with AEN and MAGT pupils.</li> <li>• Ensure good practice from within and outside the department is shared so that lessons are engaging, varied and</li> </ul>
--	--

	<p>stimulating.</p> <ul style="list-style-type: none"> <li>• Review and share baseline and value-added data with department colleagues for all pupils and add subject data to maintain an up-to-date department record of pupil attainment and progress.</li> <li>• Ensure that assessment of pupils' work is regularly carried out – including but not limited to in accordance to the annual assessed attainment plan – and gives guidance to pupils on their level of performance and how to improve it, in accordance with department and school policies.</li> <li>• Ensure that pupils are prepared for internal and external examinations, that all internal exam papers are prepared to deadlines and are appropriately differentiated and that analyses of all results are submitted within the published timescales.</li> <li>• Ensure that curricular and assessment records are kept, work scrutiny undertaken, and reports written and sampled on an annual basis.</li> </ul> <p><b>Communication and Meetings</b></p> <ul style="list-style-type: none"> <li>• Run appropriate and regular meetings for the department, ensuring the provision of agendas and minutes.</li> <li>• Support effective communication by encouraging all members of the department to contribute to discussions and meetings and by forwarding minutes of meetings and any other documentation or memos to the relevant members of the department and to SMT.</li> <li>• Consult and listen to department members over matters that impact on them and those they teach and represent their views with SMT.</li> <li>• Attend middle management and other meetings as appropriate (including but not limited to ARM).</li> <li>• Create and sustain opportunities to develop the profile of the department outside the school to encourage people to think highly of PGS, to learn about our work and be encouraged to visit the school</li> <li>• Promote liaison with other departments to create and maintain positive and creative cross-curricular links for the benefit of pupils and staff.</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Manage the department annual budget, monitor expenditure and keep an inventory of equipment, textbooks and all other resources.</li> <li>• Oversee the provision and maintenance of effective resources for learning, including textbooks, pupils' materials, equipment and rooms.</li> </ul> <p><b>Health and Safety</b></p>
--	--

	<ul style="list-style-type: none"> <li>• Ensure that effective safeguarding and child protection, and a zero tolerance of peer-on-peer abuse and bullying is at the forefront of departmental practice.</li> <li>• Ensure that safety procedures are reviewed regularly, including risk assessments for trips and of the department environment.</li> <li>• Ensure that staff working conditions are appropriate and meet Health and Safety guidelines.</li> </ul> <p><b>Co-curricular</b></p> <ul style="list-style-type: none"> <li>• Be responsible for promoting and developing appropriate co-curricular activities within their department. These may include, clubs and societies, participation in national competitions and trips.</li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• Attend PGS Professional Development Days, 11+ and 13+ Assessment days, Open Mornings/Afternoons, Sixth Form Subject Forum, Year 12 Aspirations meeting and Open Afternoons throughout the year, and other appropriate events</li> <li>• Attend GCSE and A Level results days or arrange, in consultation with DH (Academic and Staff Welfare), for a department member, to attend</li> <li>• Be responsible and/or delegate responsibility for attractive departmental displays of pupil work in classrooms and communal areas throughout the year and to arrange activities for visitors during Open Events as requested.</li> </ul>
<b>Safeguarding responsibilities</b>	<ul style="list-style-type: none"> <li>• This role involves regulated activity with children.</li> <li>• Ensure that Geography department staff attend all Professional Development Days and attend other essential staff training sessions throughout the year, as required by the Head or Bursar.</li> <li>• Ensure that all newly appointed departmental staff attend suitable staff induction, in liaison with the Deputy Head (Teaching and Learning).</li> <li>• All teaching staff contribute to the pastoral life of the school.</li> </ul>
<b>Benefits</b>	<p>The Portsmouth Grammar School prides itself on being a caring employer and all staff are encouraged to discuss any aspects of their terms and conditions of employment initially with their line manager and, as necessary, with the Bursar who signs all contracts of employment on behalf of the Governing Body.</p>

	<p>The school is a strong supporter of Continuing Professional Development (CPD) and its INSET programme of Professional Development Days provides staff with many personal development opportunities.</p> <p>Key financial benefits of employment at PGS include a generous salary structure supplemented by payment of an additional PGS Allowance. There are many opportunities to take on additional paid responsibilities to assist in the management and operation of the school.</p> <p>The school also has a generous fee concession for the children of teaching staff.</p> <p>PGS became a 'phased withdrawal' school from the Teachers' Pension Scheme from 1<sup>st</sup> September 2023. Teachers joining PGS will be auto-enrolled into the school's defined contribution pension scheme with Aviva. We also have a non-contributory death-in-service policy calculated at 4 times annual salary.</p> <p>The school supports the Cycle to Work scheme and all members of staff have free use of the school's sports facilities which include a well-equipped Fitness Centre. The school provides a two course lunch during term, with a meal provided before all parents evenings. The school offers an Employee Assistance Programme.</p> <p>The school is always looking for innovative ways to improve the working conditions and remuneration of its employees and welcomes suggestions from all staff.</p>
--	---

Person specification			
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment			
	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<b>Qualifications</b>	<p><i>The professional, technical or academic qualifications that the Applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i></p> <ul style="list-style-type: none"> <li>Strong academic qualifications in Geography or a related subject</li> </ul>	<p><i>The professional, technical or academic qualifications that the Applicant <b>would ideally have</b> to undertake the role or the training that <b>they should ideally have</b> received</i></p> <ul style="list-style-type: none"> <li>QTS</li> </ul>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications if necessary</p>
<b>Experience</b>	<p><i>The categories of work or organisations, types of achievements and activities required by the Applicant that would be likely <b>to predict</b> success in the role</i></p> <ul style="list-style-type: none"> <li>Experience of teaching Geography at KS3, KS4 and KS5</li> </ul>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to contribute to</b> success in the role</i></p> <ul style="list-style-type: none"> <li>Experience of a leadership role within a senior school or sixth form.</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>



<b>Skills</b>	<p><i>The skills <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Ability to lead an academic department</li> <li>• Ability to contribute to the pastoral and co-curricular life of the school</li> <li>• Strong interpersonal skills and the ability to work collaboratively in a team environment</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> </ul>	<p><i>The skills that would <b>enable</b> the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Observed lesson with pupils</p> <p>Professional references</p>
<b>Knowledge</b>	<p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Knowledge of GCSE and A level specifications in Geography</li> <li>• Knowledge of university and career options for students of Geography and related subjects</li> <li>• Knowledge and understanding of legislation relating to current guidance in Keeping Children Safe in Education and other guidance issued by the Department for Education and ISSR</li> </ul>	<p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

<b>Personal competencies , qualities, attitude and behaviours</b>	<p><i>The personal qualities, attitude and behaviours that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• motivation to work with children and young people</li> <li>• ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• ability to lead an academic department and line manage a team of staff</li> <li>• willingness to lead the sharing of ideas and best practice within the department</li> <li>• ability to lead the co-curricular and super curricular activities of the Geography department and to contribute to the wider co-curricular programme of the school</li> <li>• ability to contribute to the pastoral life of the school</li> <li>• willingness to support the aims and ethos of the school</li> </ul>	<p><i>The personal qualities that would <b>assist</b> the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
---	---	--	---