

JOB DESCRIPTION

School:	St Clement's High School part of West Norfolk Academies Trust
Job Title:	Head of Geography
Grade:	MPS/ plus TLR 2C
Responsible to:	Headteacher Deputy Heads/Assistant Heads Governors
Working With:	Staff Students Parents/Carers

Purpose of the Job

We are seeking to appoint a committed and ambitious Head of Geography who has a proven record for delivering effective strategies to improve standards of teaching and learning to join and complement the friendly, supportive and dedicated professionals within our school.

They will demonstrate a passion for geography, have excellent curriculum knowledge, be a successful teacher and possess strong leadership and management skills.

They will be able to engage and motivate students at KS3 and KS4 supporting them to reach their full potential. This role involves;

- Giving a clear vision and direction to work,
- Identifying key areas for improvement and planning appropriate actions to meet them.
- Lead in raising standards of student's attainment and achievement within Geography
- Monitor and support student progress.

Key Responsibilities

- Leadership
- Teaching and Learning
- Leading and Managing Staff
- Wider Professional Effectiveness

Responsibilities

Leadership

- Establish clear expectations and constructive working relationships among staff including, through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's aims, priorities, targets and action plans.
- Analyse and Interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.

- Write an annual departmental development plan, which is informed by data analysis and the School Improvement Plan.
- Manage issues of student behaviour to ensure effective learning.
- Support the overall ethos of the school as a child-centred, well ordered community.

Teaching and Learning Responsibilities

- To meet all requirements of the Teachers' Standards.
- Within the designated curriculum area, to implement, deliver and contribute to the published scheme of work.
- To shape the learning experience to motivate and encourage students to achieve their full potential.
- To monitor the progress of students and provide support to ensure personal and academic growth.
- To deliver the designated programme of teaching as presented in the published scheme of work.
- To use a variety of delivery methods to stimulate learning, appropriate to student abilities.
- To prepare and update subject materials.
- To ensure a high quality learning experience for students that meets internal and external quality standards.
- Within the guidance presented in the school Assessment Policy and using appropriate I.T. systems, to assess, record and report on the attendance, progress, development and attainment of students.
- To take part in Parent/Carer Information Evenings.
- Within the school's marking and homework policy, to set and mark work appropriate to the needs of each student. To provide constructive feedback to facilitate progression.
- To undertake assessment of students as required by internal and external (e.g. examination boards) procedures.
- To apply the school's Behaviour Policy to ensure that effective learning can take place. To maintain discipline and use appropriate rewards and sanctions in line with school policy.
- To ensure that Literacy, Numeracy and ICT opportunities are optimised within the context of the designated teaching programme.
- To optimise the use of classroom support staff.
- To be willing to participate in the wider requirements of the faculty, such as after school support sessions and enrichment opportunities

Leading and Managing Staff

- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's vision, aims, priorities, targets and action plans.
- Analyse and Interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Complete quality assurance tasks as required including regular work scrutiny.

- Implement our Behaviour for Learning Policy to ensure effective learning.
- Support the overall ethos of the school as a child-centred, well ordered community.
- Support staff to identify areas for improvement and offer advice on appropriate Inset.
- Ensure that the sharing of good practice regarding teaching and learning is high on the department's agenda.
- Ensure all staff are given constructive feedback, including strengths and areas for development, following quality assurance activities.
- Appraise staff as required by the school policy on Performance Management/Appraisal and use the process to develop the personal and professional effectiveness of the teacher.
- To develop effective skills of communication so all staff within the department feel they have a significant role to play.
- Ensure the effective management and leadership of Classroom Assistants assigned to the department.
- Work with the SENDCO and any other staff with Special Educational Needs expertise, to ensure appropriate targets are set and work is well matched to students' needs.
- Ensuring the staff at key points of transition (new staff, NQT, Threshold, GTP) are supported and coached in relation to the standards.
- Ensure accurate examination entries are made.
- To lead, plan and record departmental meetings, informing Senior Leaders of key plans and successes.

Wider Professional Effectiveness

- Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
- To aim for 'best practice' regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- To take reasonable care of the Health and Safety of themselves and of others who may be affected by what they do or forget to do.
- Strive to develop and improve leadership skills.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about subject policies, plans and the success in meeting objectives and targets.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Job context and flexibility

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The 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. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy's financial regulations.

PERSON SPECIFICATION

Qualifications	Essential	Desirable	How assessed
Educated to Degree Level	✓		Appl
Qualified Teacher Status	✓		
Evidence of CPD linked to curriculum development		✓	

Experience	Essential	Desirable	How assessed
A record of successful teaching at KS3 and KS4	✓		Appl/Int/ref
Extensive teaching experience	✓		
Experience of developing the curriculum	✓		
Substantial and relevant leadership experience		✓	
Experience of effective management of student behaviour	✓		
Experience at leadership level in pastoral		✓	
Staff management experience		✓	
Experience of organising school visits		✓	
Contribution to school beyond the classroom		✓	

Skills, Attributes and Knowledge	Essential	Desirable	How assessed
Secure knowledge of subject area	✓		Appl/Int/ref
Knowledge of how to develop AfL and monitor impact	✓		
Clear understanding of planning differentiation into the curriculum	✓		
Understanding of how to develop the use of ICT, numeracy and literacy across the curriculum	✓		
Awareness of Safeguarding and Child Protection issues	✓		
Good understanding of whole school issues	✓		
Ability to hold others accountable by challenging poor performance and setting objectives	✓		
Strong understanding of the analysis and use of data to make improvements/inform planning	✓		
Excellent communication skills (written & verbal)	✓		
Planning, prioritising and managing workload in an environment of conflicting demands	✓		
Sound knowledge of the National Agenda		✓	
Understanding of how to implement and monitor subject developments		✓	
Demonstrate a commitment to equal opportunities	✓		
Ability to achieve value for money within the designated budget	✓		

Personal qualities	Essential	Desirable	How assessed
Committed to safeguarding and promoting the welfare of children and young people	✓		Appl/Int/Ref
Ambition for self and others	✓		
Positive attitude to work	✓		
Genuine concern for others	✓		
Decisive, determined and self-confident	✓		
Integrity, trustworthy, honest and open	✓		
Accessible and approachable	✓		
Excellent attendance and punctuality	✓		
Excellent interpersonal skills	✓		
Strong team leader/lead by example/ability to inspire others	✓		
Commitment to continued personal development	✓		
Ability to build effective and positive working relationships with students, colleagues and parents/carers	✓		

Appl = Application form

Int = Interview

Ref = Reference