



Head of Geography

City of Derby Academy

Permanent

1.0FTE

MPS/UPS + TLR 2.2

Do you want to genuinely make a difference to young peoples' lives? Do you want to make an impact in an improving school with exciting times ahead?

QEGSMAT are seeking to appoint an enthusiastic **Head of Geography** to join our hardworking team at City of Derby Academy.

We serve a very diverse community with over 30 home languages. The school's vision is "improving the life chances of all students". We aim to achieve this through a broad, balanced and ambitious curriculum that enables students to achieve the best academic, technical and vocational outcomes possible. Moreover, we continually strive to develop our students' character through our core values of *Respectful, Responsible and Ready to Achieve* which underpin everything we do, every day.

City of Derby Academy is also a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities provide the successful formula for this.

At QEGSMAT we believe and promote that an exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and
- Unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.
- Access to Teacher Pension Scheme (employer contributions of 23.68%).
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.
- A location which has excellent transport links.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found -

<https://www.qegsmat.com/documents/safeguarding>

Please be aware, the School/Trust may also consider performing an online presence check as part of their pre-employment checks.

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call 01332 270450. Further details about our school can be found on our website: <https://www.cityofderbyacademy.org/>

To apply for this position, please visit our Trust Website (<https://www.qegsmat.com/current-vacancies/>) where you can apply via TES.

Closing date for applications:	Monday 17th April 2023
Interview date:	Week commencing 24th April 2023
Salary:	MPS/UPS + TLR 2.2
Potential Start date:	September 2023



JOB DESCRIPTION

Post Title: HEAD of GEOGRAPHY
Reporting to: SLT Line Manager
Scale: MPS/UPS + TLR 2.2
Disclosure Level: Child Workforce - Enhanced, Children's Barred List

PURPOSE OF THE POST

- Teach Geography across all Key Stages in accordance with the Teachers'/Post-Threshold Standards (as appropriate);
- Be accountable for leading, managing and developing the Geography curriculum across all Key Stages;
- Contribute to the provision of an appropriately broad, balanced, relevant, ambitious and differentiated curriculum in accordance with the aims of the school, the QEGSMAT, and Governing Body;
- Monitor and be accountable for the attainment and progress of all students and discrete groups of learners, including Eligible, EAL and SEND students, across all Key Stages within Geography;
- Be accountable for raising standards of student achievement within the curriculum area;
- Effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area;
- Monitor, develop and enhance the teaching practice of others;
- Promote students' social, moral, spiritual and cultural development;
- Help to develop confident, independent life-long learners;
- As a Form Tutor (if applicable), monitor student attendance, behaviour and progress, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary, including contact with parents;
- Contribute to the life of the school community, support its distinctive ethos of being Respectful, Responsible and Ready to Achieve, and encourage students to follow this example.

MAIN DUTIES: CURRICULUM LEADER - GEOGRAPHY

Curriculum and Assessment

- Lead and be accountable for the delivery and enhancement of the Geography curriculum, including schemes of work, resources, and pedagogy;
- Ensure continuity of student learning and progress within the Geography curriculum, including the review and selection of appropriate exam boards and specifications;
- Develop and enhance appropriate assessments and criteria linked to the subject-specific knowledge, skills and understanding expected of students to facilitate their progress;
- Keep up to date with and respond to national, regional and local initiatives within the Geography curriculum, including changes associated with any new exam specification content and assessment;
- Implement whole-school initiatives and strategies, including literacy and numeracy, across the Geography curriculum.

Staff Deployment, Development and Recruitment

- Day-to-day management and deployment of staff within the designated curriculum area;
- Act as a positive role model, promote teamwork and motivate staff to ensure effective working relations;
- Be accountable for the efficient and effective deployment of support staff, cover supervisors and supply within the curriculum area, ensuring that appropriate cover is set during staff absence;
- Work with the member of the Leadership Team to ensure curricular events are calendared and to arrange appropriate cover;
- Act as appraiser for staff within the designated curriculum area in accordance with academy performance management guidelines;
- Work with the Senior Leadership Team to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;
- Participate in the school's ITT/ECT programmes as and when applicable.
- Participate in the interview process for teaching posts when required and ensure effective induction of new staff in line with academy procedures;

Student Progress Monitoring and Reporting

- Monitor and be accountable for the progress made by all students and discrete groups of learners, including Eligible, EAL and SEND students, across all Key Stages within Geography using whole-school and departmental data tracking systems;
- Coordinate colleagues within the curriculum area in identifying underachieving students and the implementation of appropriate mentoring/intervention programmes as required;
- Ensure that reporting deadlines are met by all colleagues within the curriculum area, and that where students are not making expected progress they receive clear information on how they can improve;
- Review student targets after every assessment and in light of amendments to national performance data as appropriate;
- Liaise with the SENCO and their team in order to ensure that the specific needs of SEND students within the curriculum area are being met, and to ensure effective transition between Key Stages.
- Produce reports on external examination performance for the Leadership team and Governing Body;
- Produce reports for the Leadership team and Governing Body on the progress being made by students currently on roll.

Quality Assurance

- Establish departmental expectations relating to teaching and assessment practice, marking and feedback, and homework in accordance with whole-school standards and expectations;
- Monitor the delivery of the Geography curriculum through observations/learning walks, work scrutinies, student interviews, etc.;
- Identify areas of effective practice to be shared, and areas of practice that require development;
- Complete self-evaluation reports (SEF) for the Leadership Team and Governing Body relating to the quality of teaching, learning and assessment, external examination performance and the progress being made by students currently on roll as appropriate;
- Produce departmental improvement plans linked to self-evaluation and whole-school priorities to enhance the curriculum;
- Produce reports for the Leadership team and Governing Body on the impact of departmental improvement plans as appropriate.

Other Curriculum Leader duties

- Implement whole-school policies, procedures, and initiatives as appropriate;
- Ensure that Health and Safety policies and practices, including risk assessments, throughout the curriculum area are in line with statutory requirements and are updated where necessary through liaison with SLT and the Site Team;
- Lead and manage the financial aspects of the curriculum area, and ensure that the planning activities of the curriculum area reflect the needs of students within the curriculum area;
- Liaise with the Leadership Team Line Manager and/or Exams Officer to maintain accreditation with the relevant examination and validating bodies;
- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the curriculum area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

Pastoral Duties

- Act as a Form Tutor (if applicable) and carry out the duties associated with that role, including supporting the Head of Year in monitoring and maintaining student progress, behaviour and attendance;
- Support with duty rotas as appropriate;
- Liaise with Heads of Year and monitor positives and negatives within the curriculum area to identify where support is required in order to maintain high behaviour standards.

MAIN DUTIES: TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge students:

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by students:

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well - structured lessons:

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

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 students 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 students' 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 students' 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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PROFESSIONAL STANDARDS FOR TEACHERS (POST-THRESHOLD)

(1) PROFESSIONAL ATTRIBUTES

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) PROFESSIONAL SKILLS

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Please note:

Employees will be expected to comply with any reasonable request from the Headteacher/SLT Link/Line Manager to undertake work that is not specified in this job description.



QEGSMAT

Person Specification – Head of Geography

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> Honours Degree PGCE (or equivalent) GCSE Maths and English C or equivalent 	<ul style="list-style-type: none"> Evidence of relevant and ongoing CPD 	Certificates
Experience	<ul style="list-style-type: none"> Mainstream teaching 11-16 Teaching across the ability range Teaching examination classes 	<ul style="list-style-type: none"> Pastoral / form tutor role Proven ability to raise standards. Contributions to departmental / whole-school improvement initiatives. Experience of leadership/curriculum responsibility 	Application form Interview
Skills	<ul style="list-style-type: none"> Communication (Oral & Written) Creativity & Problem Solving Interpersonal Negotiation Organisation & Planning 		Application form Interview
Knowledge	<ul style="list-style-type: none"> Effective behaviour management strategies Building positive relationships with students Secure subject and curriculum knowledge Strategies to reduce cognitive load Strategies to promote long-term memorisation and recall Using data to inform planning for students across the ability range, and for those with SEND/EAL Using formative assessment to improve learning Providing feedback to facilitate progress 	<ul style="list-style-type: none"> Current issues and recent developments in the curriculum area 	Application form Interview Lesson observation
Personal Qualities	<ul style="list-style-type: none"> Self-motivated Flexible Reflective Resilient Enthusiastic Committed Organisation & Planning Excellent role model 		Application form Interview

PRINT NAME _____

SIGNATURE _____

DATE _____