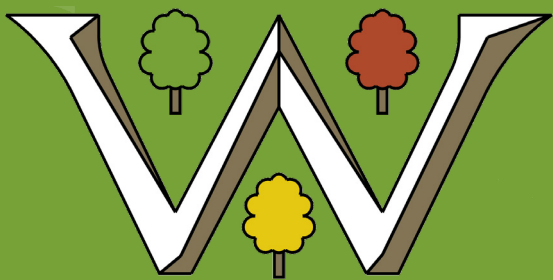




Better Never Stops



Position:
2 1/2 Geography

Welcome to Waingels

Job Description – 2 i/c Geography TLR2

Responsible to: Head of Subject

Responsible for: Management and organisation of department in conjunction with Head of Department
Delivery of specialist subject/s to assigned classes

Strategic Direction and Development

1. To support HOS in the strategic direction for the department
2. To support the HOS to lead, develop and enhance the teaching practice of all teachers of department, evaluating the quality of teaching, securing and sustaining the effective delivery of the subject.
3. Analysis of school and national data to effectively identify areas of strength and areas for development that will inform interventions, targets and teaching methods across the Department.
4. Contribute to the school's robust programme for self-evaluation at a Department and whole school level.
5. Support the Head of Subject in monitoring and evaluating progress towards targets from Departmental Development Plans within the context of the School Improvement Plan.
6. Supporting the Head of Department work through the school's Department Monitoring and Self Evaluation processes.
7. Deputise for Head of Department in their absence, including attendance at meetings
8. Lead responsible for the co-ordination of an area of KS or subject curriculum provision, including production of schemes of work.

Teaching & Learning

1. Ensure curriculum coverage (by schemes of work and syllabuses), continuity and progression for all pupils including those of high ability and SEN.
2. Ensure effective development of pupils' numeracy and ICT skills through the curriculum.
3. Ensure that Department teachers carry out assessment, recording and reporting consistently and in line with school policies.
4. Bring innovative teaching and learning practices to the school. Keep abreast of subject developments and bring these to the School. Engage with school-wide learning initiatives and lead these in the Department.
5. Following each reporting cycle, review assessment data for KS or subject and coordinate any necessary action across the department ensuring assessment for learning practices are fully embedded in the work of the department. Identify appropriate intervention for students.
6. Establish the highest expectations of achievement and behaviour of pupils by teachers.

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7. Set and monitor effective targets for all students in your designated area.
8. Liaise effectively with the examinations officer when necessary, ensuring all entries are made in line with deadlines.
9. Develop effective links with the local community and businesses, partner primary schools, local secondary schools and colleges where appropriate.
10. Organise curriculum enhancement events that raise the profile of your department across the school.

Leading and managing staff

1. Establish constructive working relationships among Department staff, devolving responsibilities and delegating tasks as appropriate.
2. Participate fully in the schools' Performance Management System.
3. Lead professional development of Department staff through example and support.
4. Lead a team of teachers and technicians (where relevant) through:
 - induction, support, advice and guidance
 - effective communication and well-structured meetings.
5. Ensure that Department staff meet reporting and other deadlines with the highest quality of outcomes
6. Mentor and support colleagues including ECT's and ITT's encouraging their professional development
7. Ensure all department staff engage with IIPs and other relevant colleagues to support student progress.
8. Deputise for the Head of Department when required (including at meetings)

Effective and Efficient deployment of staff and resources

1. Maintain existing resources and explore opportunities to develop or incorporate new resources.
2. Establishing staff and resource needs and preparation of teaching groups to ensure the best use of staff expertise.
3. Ensure that there is a safe teaching and working environment in which risks are properly assessed.

Teaching Duties

Knowledge and Understanding

- Show a thorough and up-to-date knowledge of your subject(s)/specialisms.
- Take account of wider curriculum developments which are relevant to your work.
- Show a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements.
- Understand progression in your specialist subject(s), including before your specialist age range.
- Cope securely with subject-related questions which our pupils raise and know about pupils' common misconceptions and mistakes in your specialist subject(s).

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Planning and Setting

- Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs, identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Demonstrate consistent and effective use of information and prior attainment to gain well-grounded expectations for pupils, set appropriate and demanding expectations for pupils' learning and motivation, with clear targets for pupils' learning building on prior attainment.
- Identify pupils who have special education needs, and know where to get help in order to give positive and targeted support. Implement and keep records on individual Education Plans (IEPs).

Teaching and Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.
- To establish and maintain a purposeful working atmosphere which supports learning.
- Attend and contribute to departmental and staff meetings to assist with the implementation of the area development plans.
- To exploit opportunities to improve basic literacy, numeracy and ICT skills.
- To prepare students for examinations and participate in examination arrangements.
- To cover classes whose teacher is not available as and when required.
- To carry out the role of form tutor as required.
- To implement school Policies.
- To ensure teaching is adapted to ensure that Spotlight students (PP, SEN, EAL) make sufficient progress.

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Demonstrate consistent and effective monitoring of pupils' class and homework providing clear and constructive feedback, which supports students to make progress and overcome misconceptions.
- To assess, record and report on pupils' progress with quality feedback.

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Pupil Achievement

- Secure progress towards pupils targets.
- Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. This should be shown in marks or levels in any relevant national tests, or school based assessment for pupils where national tests and examinations are not taken.

Relations with parents and the wider community

- Ensure accurate data is entered to enable the production of student reports in line with the assessment calendar.
- Provide parents with accurate, constructive feedback on students' progress through the parents' consultation evening.

Managing own Performance

- Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in teaching.
- Understand your professional responsibilities in relation to school policies and practices. Demonstrate responsibility for your professional development and use the outcomes to improve teaching and pupils' learning.
- Set a good example to our pupils in your presentation and your personal conduct.
- Evaluate your own teaching critically and use this to improve your effectiveness.

Working with other staff

- Establish effective working relationships with professional colleagues including, where applicable; associate staff.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

The Conditions for Employment of Schoolteachers (schedule 3) specify the general professional duties of teachers. These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.

Personal Specification

In due course we would expect all the qualities and attributes listed below to be acquired by the successful candidate. Those marked 'Essential' must be demonstrable at the point of interview.

2 i/c Responsibility		
Qualities and Attributes	Essential	Desirable
Qualifications		
Good quality Honours degree	✓	
PGCE, or equivalent, in Secondary Education	✓	
Qualified Teacher Status	✓	
Experience		
Proven success in teaching KS3 in subject area	✓	
Proven success in teaching KS4 in subject area	✓	
Experience of teaching A Level in subject area		✓
Knowledge/ Skills		
Strong subject knowledge	✓	
The ability to plan and deliver lessons that are consistently 'good' or better	✓	
Good and imaginative use of resources including new technologies	✓	
Good understanding of Assessment for Learning and the ability to put this into practice	✓	
Clear knowledge of the strategies relating to planning and target setting.	✓	
Ability to be lead professional for a given subject area across the whole school		✓
Well-developed behaviour for learning skills	✓	
An ability to forge good positive working relationships with staff and students	✓	
Effective Organisational skills	✓	
Knowledge and understanding of current developments in subject area.	✓	
An understanding of the qualities of a good Scheme of Work		✓
Know how to analyse and interpret data in order to monitor pupil progress and attainment		✓
Knowledge of intervention strategies to improve underperformance, especially at KS4	✓	
Clear ideas about what contributes to good teaching and learning. A commitment to collaborative, active and independent learning	✓	
Ability to support colleagues and monitor the quality of teaching and learning		✓
Co-ordination of related staff meetings/INSET		✓

Personal Specification

Knowledge/ Skills Continued	Essential	Desirable
Involvement in setting and monitoring School Development Plans		✓
Experience of self-evaluation processes within a middle leadership position		✓
Knowledge of the need to safeguard children and protect adults	✓	
Knowledge of and a commitment and understand of the principles of inclusion	✓	
Display a knowledge of all areas of the National Curriculum	✓	
Ensure that whole school policies are implemented consistently	✓	
Personal		
Ability to work hard under pressure	✓	
Ability to prioritise and meet deadlines	✓	
Commitment to continued professional development	✓	
Commitment to contribute to extra-curricular activities and educational visits		✓
General		
Good attendance and punctuality record	✓	
Professional dress	✓	



Department & Curriculum Information

The Geography department is based in the Red Zone building which houses Humanities, Social Sciences, Business and Economics and Design and Technology. The building is modern, open and inviting and Humanities staff have access to a shared work room and kitchen area. These both help to create a very supportive cross-curricular working environment in Red Zone, where staff wellbeing is very much at the forefront. The Geography department consists of five subject specialists who work very closely as a team.

Geography is taught across all key stages. We strongly believe in a three-year Key Stage 3 and have spent the past few years re-designing and developing our schemes of work at Key Stage 3. Students in Year 7 & 8 have four lessons over a fortnight covering a series of topics which build on their learning at primary school. We aim for all students to gain a strong foundation in fundamental geographical knowledge & skills to assist them into Year 9 & beyond. Some of the topics studied include Geography of My Stuff, Rivers & Coasts, Ecosystems, Population & Migration and Fantastic Places Around The World. Students in Year 9 have four lessons over a fortnight. They cover a series of topics developed to give students a taster of those that are studied in more detail in the GCSE course. Some of these include Plate Tectonics, Development, Power & Politics and Geography of Human Health.



At Key Stage 4 students follow the OCR B specification and have 5 lessons a fortnight. Our fieldwork for this specification includes coastal processes at Lancing beach and the changing identity of Worthing.

At Key Stage 5 students follow OCR specification, with our chosen option topics for Paper 1 and 2 including Coastal Landscapes, Global Migration and Power and Borders. For Paper 3 we have traditionally delivered the Disease Dilemmas topic alongside either Hazardous Earth or Changing Climate. Students in Year 12 have 9 lessons and in Year 13 have 10 lessons a fortnight.

The department prides itself on working as an effective and highly motivated team, using skill specialisms where appropriate and developing new ideas and initiatives for the benefit of all. The department operates a very clear system of rewards and sanctions and standards of behaviour are excellent. The Subject Leader and 2i/c liaise closely with teachers, students and parents to ensure a positive learning and teaching environment for all.

Making Your Application

There are **FOUR** steps to making your application:

On the basis of the best information you have, **including a visit to our website on www.waingels.wokingham.sch.uk** decide whether you are the right person for the job and the job is right for you.

Download a copy of our application form and complete it (only completed official application forms will be considered).

Provide a supporting statement (no more than two pages of A4) that addresses the following:

- The reasons why you have applied for this post
- How your experience, professional and personal values make you the right person for the job

Any further information you would like to add to your application

Submit your application form and attachments via:

Email: JenJJN@waingels.wokingham.sch.uk or

Post: Jane Jennings, Waingels, Waingels Road, Woodley, Berkshire, RG5 4RF

Applications should be submitted as soon as possible. Applications will be reviewed as they are received and interviews arranged accordingly.

The school is committed to safeguarding, equal opportunities and to promoting the welfare of all staff and students

