



JACK HUNT SCHOOL

A Specialist Language and Sports College



Bradwell Road, Peterborough, PE3 9PY
Tel: (01733) 263526
web: www.jackhunt.net
email: info@jhs.pkat.co.uk

Headteacher: Mr J Hebblethwaite
Deputy Headteacher: Ms A M Ford

ACTING CURRICULUM AREA LEADER – GEOGRAPHY (TLR 2c - £7,017 for period of Maternity cover)

Required for January 2023 a well-qualified and enthusiastic Geography Teacher to lead a successful and well-resourced curriculum area for a maternity cover, reverting to a permanent Teacher of Geography role thereafter.

This is an ideal leadership and management opportunity for a member of staff who is looking to move into middle leadership in the future. We are seeking to appoint an experienced teacher aspiring to becoming a Curriculum Area Leader and who has taken steps to develop their potential in this regard

If appointed, you will lead a department which has an excellent uptake for its GCSE and A level courses; is forward thinking and innovative; and is committed to collaborative working.

The successful candidate will be required to teach both Key Stage 3 and Key Stage 4; with the possibility of Key Stage 5.

Jack Hunt is an oversubscribed 11-18 vibrant, multi ethnic co-educational, comprehensive school with outstanding community cohesion.

The school provides an exceptional in-house CPD programme to enhance career development. If you want to truly make a difference to the lives and aspirations of our students we look forward to hearing from you.

The Governing Body of Jack Hunt School and the Board of Trustees are committed to safeguarding and promoting the welfare of children and young people.

For further details and to complete an online application visit www.PKAT.co.uk/vacancies

Closing date: Monday 10 October 2022 at 9.00 am

Interviews: Monday 17 October 2022



A founder member of the Peterborough Keys Academies Trust registered in England and Wales as Company Number 1108321



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Headteacher: Mr J Hebblethwaite. Deputy Headteacher: Ms A M Ford

Welcome Letter from the Headteacher

September 2022

Dear Applicant

Application for post of Acting Curriculum Area Leader Geography (maternity cover)

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Thank you for your interest in this exciting role. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care. At Jack Hunt School we have a strong ethos centered on the belief that every student has the right to a first-class education, and we consistently promote high expectations for all our students.

Jack Hunt School is a vibrant place of learning, underpinned by expert teaching of a challenging and broad curriculum. We provide high levels of pastoral care and support via our fantastic House system, as well as a comprehensive PSHE programme. We believe that for students to thrive, they need to be happy, safe and receive high levels of support.

We think that enrichment opportunities are important for all students, and our offer in this area is extensive. We believe in high standards of behavior and conduct, and our school is a happy and calm place to learn where positive relationships flourish. We are a diverse and inclusive school, and we are committed to comprehensive education.

Academic success is very important to us, and we have a strong track record. Our students achieve well and many progress into our successful and flourishing Sixth Form. Our students have strong destinations after leaving Jack Hunt School. However, academic success is only part of our purpose. We also provide excellence in music, drama, sport, and the arts and we value all practical and creative pursuits. We also develop the qualities that are important in any young person such as self-reliance, courtesy, respect, initiative, and determination.

We are an outward facing school. We are proud to belong to Peterborough Keys Academy Trust, and this gives us the opportunity to collaborate with other schools. We also work with an extensive network of education providers, businesses, and charities within Peterborough and beyond. These networks allow us to offer our students a rich blend of opportunities.

If you think that this post at Jack Hunt School could be for you, we would love to receive your application.

Yours sincerely

Jon Hebblethwaite,
Headteacher



JACK HUNT SCHOOL

JOB DESCRIPTION

Post:	Curriculum Area Leader – Geography (maternity leave cover)
Allowance:	TLR 2c
Accountable to:	Assistant Headteacher
Date reviewed:	April 2014

The following job description refers the main duties and accountabilities of a Curriculum Area Leader. In respect of these duties the Curriculum Area Leader is accountable to and supported by the Senior Leadership Team (SLT) link person.

Purpose of Job

The role of the Curriculum Area Leader is to ensure that high quality teaching and learning are promoted and supported within the Curriculum Area to ensure all students can achieve their potential.

1. Teaching, Learning and Standards

The main accountabilities are to:

- ◆ lead curriculum development and assessment within the curriculum area
- ◆ ensure that the National Curriculum and elements of the appropriate cross-curricular themes are delivered effectively
- ◆ ensure the production, evaluation and revision of schemes of work and subject syllabuses to meet the needs of each individual student
- ◆ use attainment data provided by the school (SATs, NFER, YELLIS, ALIS, ALPS, SIMS, 4MATRIX) to monitor the progress of students taught in the Curriculum Area. Ensure that effective use is made of the data to set targets for achievement in the department
- ◆ monitor the progress of students and identify underachievement ensuring programmes of support are in place to maximise the potential of all students
- ◆ Monitor the progress and attainment of Pupil Premium students to ensure the department is closing the gap
- ◆ ensure that individual learning targets are set for all students
- ◆ ensure that classroom expectations are enforced across the Curriculum Area and that the Positive Behaviour Policy and Rewards Policy to support learning are implemented
- ◆ monitor and sample the quality of reports to parents written for the department
- ◆ monitor and evaluate teaching and learning in accordance with the school policy, including classroom observation and sampling of student work

- ◆ liaise with Learning Support Leader to ensure access and equality of opportunity for all students
- ◆ ensure a prompt response to parental enquiries about individual student progress within the Curriculum Area
- ◆ liaise with other subject areas on issues of common curricular concern
- ◆ collaborate with partner primary schools to ensure progression in learning.

2. **Improvement Planning, Monitoring and Evaluation**

The main accountabilities are to:

- ◆ actively promote the school's aims and values within the Curriculum Area
- ◆ prepare an annual raising attainment plan and staff development plan for the Curriculum Area in accordance with the school planning cycle and taking into account the school's Strategic Intent and School Raising Attainment Plan
- ◆ implement, monitor and evaluate the impact of improvements outlined in the school and Curriculum Area Raising Attainment Plan
- ◆ provide a termly performance report on the Curriculum Area for the Headteacher
- ◆ meet periodically with the Link Governor for your Curriculum Area
- ◆ chair curriculum area meetings and attend Team Leader meetings in accordance with the published schedule
- ◆ actively contribute to the school's procedure for self evaluation.

3. **Leading and Managing Staff**

The main accountabilities are to:

- ◆ lead, manage and co-ordinate the work of the Curriculum Area team and encourage the process of team building
- ◆ allocate teachers to teaching groups and manage staff in the Curriculum Area
- ◆ monitor staff absence within the Curriculum Area and provide appropriate support and guidance
- ◆ oversee and support the professional conduct of Curriculum Area staff. Monitor and advise staff on appropriate professional conduct
- ◆ induct new staff to the department including newly qualified teachers in accordance with school policy and to oversee the work of initial teacher trainees as appropriate
- ◆ represent department views through attendance at appropriate meetings and provide appropriate feedback

- ◆ meet formally with the link SLT member at least on a termly basis
- ◆ ensure the school's Performance Management Policy is implemented for all Curriculum Area staff
- ◆ to participate in relevant courses related to the role of Curriculum Area Leader and keep abreast of current or new developments in the subject and the curriculum
- ◆ actively encourage and assist members of the department team in their own professional development, recognising their training needs.
- ◆ organise, chair and arrange for the recording of meetings of the Curriculum Area team according to the agreed school schedule. Ensure that minutes of meetings are circulated to team members and the SLT link member
- ◆ actively encourage and assist members of the department team in their own professional development
- ◆ participate in the selection and appointment of teaching and support staff to the Curriculum Area and to contribute to references for staff
- ◆ ensure that cover work is provided for classes when staff are absent and support the work of Class Supervisors / cover teachers within the Curriculum Area
- ◆ ensure that school policies are implemented by all staff within the Curriculum Area.

4. **Efficient and effective deployment of resources**

The main accountabilities are to:

- ◆ ensure and oversee ordering, maintenance and accountability for the teaching and learning resources within the department
- ◆ ensure the care of rooms and other spaces, including furnishings and fittings, in the Curriculum Area
- ◆ ensure the school's Health and Safety Policy is implemented and monitored in the Curriculum Area including appropriate risk assessments when necessary
- ◆ ensure that all classrooms and corridors in the Curriculum Area have displays of material including students' work which is regularly updated
- ◆ manage the department budget effectively
- ◆ maintain and regularly update the Curriculum Area inventory of equipment and audit on an annual basis.

5. **Other Accountabilities**

- ◆ ensure a programme of extra-curricular Geography takes place throughout the year.
- ◆ undertake Senior Staff Duty for one hour per week as part of the published rota.

This job description will be reviewed periodically.

Note

This job description is intended to assist the post holder and others in defining the role. It is intended to be a helpful guideline and does not form any part of a legal contract. It does not replace the 'Conditions of Employment of School Teacher' schedule 3 of the Teachers Pay and Conditions Act 1996, which defines a teacher's duties. The description has been drawn up with reference to the Act and attempts to outline the duties and responsibilities which can be reasonably expected by a Headteacher at Jack Hunt School.

JACK HUNT SCHOOL

GENERIC JOB DESCRIPTION - SUBJECT TEACHER

Post: Teacher of Geography

Accountable to: Curriculum Area Leader

Date reviewed: May 2017

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

The following job description refers to the main duties and accountabilities of a Subject Teacher.

Purpose of the Job:-

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students.

In respect of these duties the Subject Teacher is accountable to and supported by the Curriculum Area Leader.

The Main Accountabilities are:-

Teaching and Learning

- To teach assigned classes as appropriate.
- To develop appropriate materials and teaching methods which take into account each student's individual needs.
- To treat all students fairly, with equality of regard for gender, religion, culture and social context.
- To employ a variety of motivating and stimulating approaches to student learning.
- To plan lessons carefully, taking into account the need for differentiation and relevant schemes of work.
- To set and assess homework in accordance with the school policy.
- To contribute to the teaching of whole school developments e.g. ICT, Numeracy, Literacy, Work Related Learning and Citizenship/PDE, incorporating them into lessons as per schemes of work.
- To ensure high standards of effort, accuracy and presentation are encouraged.

Behaviour Management

- To apply the correct procedures to ensure good behaviour as outlined in the school's Behaviour for Learning Policy.
- To be in the corridor awaiting the arrival of the students, where possible.
- To ensure that students enter the room and exit quietly and calmly and sit in their allotted place.
- To record student attendance at each lesson.
- To reward good behaviour and achievement in accordance with the school's Reward Policy.
- To ensure that mutual respect, self-discipline, mature behaviour and good work habits are encouraged.
- To create a classroom environment where all students feel valued.

Monitoring and Assessment

- To assess students accurately using relevant National Curriculum Level descriptions, criteria from national qualifications, predictive data etc. and use the assessment as a basis for setting targets with high expectations that students will achieve their potential and beyond.
- To use SATs, NFER, 4MATRIX, and ALPS to identify vulnerable students and then use appropriate intervention strategies to improve their attainment and progress. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To provide opportunities for students to assess, reflect on and improve their performance.
- To mark students' work on a regular basis in line with the school/ department's Marking Policy.
- To write reports to parents for all students in accordance with the school policy.

Performance Management

- To maintain an up-to-date knowledge of subject areas and national educational strategies.
- To undertake relevant professional development to participate in the school's Performance Management scheme, liaising with Team Leader/Curriculum Area Leader about appropriate Performance Management objectives and aiming to meet all objectives.

Health, Safety and Resources

- To ensure that the classroom is a well organised learning environment.
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning.
- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Curriculum Area Leader.
- To contribute to the development of up-to-date resources for departmental use in the classroom and for communal areas of display.

Duties

- To contribute and co-operate as a member of a team in the creation of schemes of work, shared resources, departmental planning, attendance at meetings.
- To carry out two supervisory duties each week ensuring that the duty is covered in times of absence.
- To fulfil the role of Personal Tutor (please refer to your Personal Tutor job description).

Collaborative Work

- To support collaborative partner work with schools, colleges, universities and businesses, where appropriate.
- To maintain a good relationship with all stakeholders in the community.
- To show a willingness to be involved in extra-curricular activities and whole school initiatives.
- To support the school in its commitment in safeguarding and promoting the welfare of children and young people.

Note

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This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

JACK HUNT SCHOOL

GENERIC JOB DESCRIPTION – PERSONAL TUTOR

Accountable to: **Head of House**

Date reviewed: **May 2017**

The following job description refers to the main duties and accountabilities of a Personal Tutor.

The Purpose of the Job:-

To ensure students' well-being and personal development and learning by collaborating/liasing with other staff and parents and assisting where appropriate in work with external agencies.

The Personal Tutor will receive support from the Head of House and Student Support Officer and the wider pastoral team attached to the House team, to enable these duties to be fulfilled effectively.

The Main Accountabilities are:-

Registration Duties

- To be responsible for the good order and safety of the Tutor Group during Lesson 5.
- To complete registers according to agreed school procedure.
- To monitor absences and positively encourage attendance and punctuality and where necessary take follow-up action as per agreed procedures.
- To check uniform, encourage pride in uniform and issue uniform cards where necessary. Persistent refusal to adhere to the uniform policy must be referred to the Head of House.
- To check and sign student planners once each week for parent signature and any relevant communication.
- To communicate information provided from staff briefings and other sources.
- To carry out the planned activity for the day including the 'Thought for the Day' and SEAL (Social, Emotional Aspects of Learning) as directed by the Head of House.
- To report promptly to the classroom teacher/Head of House damage to furniture and fittings in the Form room.
- To attend relevant assemblies and monitor behaviour of students during this time.

Monitoring, Support and Assessment

- To have an oversight of the general welfare of students whilst at school and endeavour to follow up any individual personal needs.
- To use student attainment data (SATs, NFER, 4MATRIX, and ALPS) to track student progress, assist students in setting their personal targets across the curriculum and endeavour to provide support for all students. The focus for Pupil Premium students is to close the gap against national figures and within the school.
- To write reports to parents and ensure they are collated for despatch at the agreed times and the returns are checked where necessary.
- To attend Head of House meetings.
- To assist in consultation regarding the students, including Individual Educational Plans (IEPs), Special Educational Needs/Disability (SENCO), CiC, (SENs) review meetings and liaison with outside agencies.

Rewards and Sanctions

- To implement the school policy on Behaviour for Learning.
- To monitor and record rewards and sanctions and report to Head of House.

Liaising with Others

- To liaise closely with Subject Teachers, Head of House, Student Support Officer, Learning Support Department and parents regarding the educational progress, welfare and behaviour of students.

Performance Management/Professional Development

- To liaise with the Head of House about pastoral professional development needs and Performance Management objectives, if appropriate.
- To undertake Professional Development concerned with the role of the Personal Tutor.

Staff Attached to a House

All staff attached to and supporting the Head of House should implement this job description. They should check with the Head of House if they are unsure of their duties.

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APPOINTMENT OF ACTING CURRICULUM AREA LEADER FOR GEOGRAPHY (Maternity Cover – Permanent Teacher of Geography role thereafter) (TLR 2c £7,017 for maternity cover period)

The Board of Trustees of Peterborough Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Post

We are seeking to appoint an experienced teacher with an excellent track record of improving results who will lead our Geography Curriculum Area during the maternity leave of the substantive post holder and become a strong member of the team thereafter.

If appointed you will, besides teaching Geography, join a House team in the school and have responsibility for a Tutor Group. A generic job description for a Curriculum Area Leader is on the website.

Pay and Conditions of Service

Teachers are employed at the school under the pay structure and conditions of service agreed nationally and as set out in the 'School Teachers Pay and Conditions Document 2021'. The Trustees have their own pay policy in line with this document.

The successful applicant will be registered with the Teaching Regulation Agency (TRA) and will be contracted to the Teachers Superannuation Scheme unless he/she opts out.

The Trustees of the school fully recognise the teacher associations and unions and a mechanism is in place for consultation with Union representatives on relevant issues.

If you are appointed to a teaching post, it will be on the understanding that you are prepared to undergo a Enhanced DBS check and if necessary, a medical examination.

Application Procedure

To apply you will need to go the Vacancies Page on our school website www.pkat.co.uk and click on the relevant post and then click on apply now button. As part of the application, you are invited to demonstrate how you fulfil some of the criteria listed in the person specific information listed in the table below and commenting on:

- Why the position of Acting Curriculum Area Leader Geography attracts you and indicate what experience and skills you could bring to the role and what you hope to gain from this opportunity to lead a team.

Closing date is Monday 10 October 2022 at 9.00 am. Interviews: Monday 17 October 2022

Thank you in advance for your application. If you have had no response by Friday 4 November 2022 please assume that on this occasion your application has not been successful. We are unable to reply to all candidates who apply for positions in the school to inform them that they have not been shortlisted. However, I hope you will obtain a suitable appointment in the very near future.



Person Specification

Attributes	Essential	✓ Desirable	✓ How Assessed
1. Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Graduate • Evidence of preparation for a management post 		<ul style="list-style-type: none"> • Application form • Letter of application • References
2. Experience	<ul style="list-style-type: none"> • Evidence of successful and effective teaching to the secondary age group • Experience and understanding of teaching a wide range of ability including SEN and Gifted and Talented • Experience of teaching GCSE and AS/A2 Level or equivalent • Experience of implementing systems and processes to monitor and evaluate learning and teaching • Experience of successful strategies for the raising of student achievement/attainment over time • Experience of strategies for the effective management of students • Experience of working successfully with partners in the local community • Experience working with parents and external agencies 	<ul style="list-style-type: none"> • Post-16 experience and understanding of lifelong learning principles • Experience of a multi-cultural school • Experience of a large 11-18 school • Experience of leading policy development and implementation • Experience of Performance Management • Awareness and commitment to achieving key targets within the 14-19 local and national agenda • Experience of evaluating the quality of learning/teaching using Ofsted criteria 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview • Teaching task
3. Knowledge and Understanding	<ul style="list-style-type: none"> • Ability to lead and work in a team • Secure subject knowledge • Ability to motivate staff and students and to convey enthusiasm for learning and teaching • Keep abreast of subject developments • Understanding of equal opportunities issues in schools • Knowledge and understanding of how to enhance literacy, numeracy and ICT in teaching 	<ul style="list-style-type: none"> • Awareness of the importance of Specialist School ethos • Sound knowledge of national policies and developments in education 	<ul style="list-style-type: none"> • Application form • Letter of application • References • Interview • Teaching task



Attributes	Essential	✓ Desirable	✓ How Assessed
4. Skills and Personal Qualities	<ul style="list-style-type: none">• Enthusiasm, ambition and vision• Commitment to raising achievement, attainment and aspirations of students• Personal and professional commitment to the philosophies of the school• Able to communicate effectively orally and in writing• Ability to form good relationships with students, adults and parents• Proven classroom management skills• Ability to work collaboratively within a team• Ability to be well organised and efficient including completing agreed tasks within set timescales• High level of interpersonal skills• Sound ability to use ICT packages and systems		<ul style="list-style-type: none">• Application form• Letter of application• References• Interview



THE GEOGRAPHY DEPARTMENT

Geography is taught by a dedicated and conscientious team of five specialist teachers who strive to best prepare our students for the future by developing an awareness of the world we live in. The team adopts a collaborative approach to constantly look to improve methods of teaching and learning. The teamwork ethos within the department means that it is a very supportive working environment, committed to encouraging and helping students to achieve their potential.

Regular department meetings allow for organisation and development within the department, the sharing of new ideas and promoting good practice. In addition, ideas, experience and support are shared informally. Such a supportive team is key to the success of the Geography department. The curriculum area is overseen by a member of the Senior Leadership Team (SLT).

A highly competent level of support is also available from the Learning Support Department and there is a successful record of collaborative teaching involving them and Geography teachers, both within the classroom and in the field.

The Geography department is based in a modern teaching block and has four spacious, well-equipped classrooms and an office shared with other subject staff. The subject is very well resourced, with a series of comprehensive schemes of work for all Key Stages. These are regularly reviewed and developed throughout each academic year to reflect the key learning skills required for geography teaching in today's modern world. Together with new resources there are well-established banks of materials developed within the department. These cater for all abilities through a range of differentiation methods. Teachers are encouraged to develop and share resources within the department. The standards of presentation and reproduction of materials is very high. Information Technology is an area of real growth within the school and this is clearly evident within the Geography department, most recently through the school's iPad initiative, whereby all KS4 and 5 students are able to utilise their learning through their individual tablets within their geography lessons.

We deliver a knowledge-engaged and challenging curriculum that aims to build student confidence, progress and attainment across the key stages by covering a wide range of physical and human geography. Throughout Years 7 to 11 pupils are organised into mixed ability groups. In the past fieldwork visits have been organised for all key stages and we very much welcome a time whereby these can yet again be enjoyable experiences for students to widen their cultural capital, and make real life links with our subject beyond the classroom.

GCSE is a popular option, whereby students follow the Edexcel A syllabus. At present there are two compulsory fieldwork days that are carried out alongside the specification; focusing on coastal and urban studies. At A Level, students continue to develop their understanding by following the Edexcel syllabus. There are four compulsory fieldwork days that are carried out, currently this involves a residential trip to the North Norfolk coast and their local area of Peterborough.