

Assistant Curriculum Leader – Humanities (Geography Specialist)

In this document, you will find more information about this particular role. Use the contents page below to skip to a specific section.

The department has a dedicated page on the school website: <http://www.isleworthsyon.org/subjects/mathematics>.

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Reminders

The closing date for this post is **9.00am on Monday 16 May 2022**.



About

The Post

The post will offer the successful candidate a fantastic opportunity to join our excellent school, and to work within an inspirational and supportive team of staff. This post is permanent and will suit a colleague wishing to progress their career. The position is required to start in September 2022.

The Role

FACULTY ETHOS

The humanities faculty has high expectations and offers a well-designed learning experience for all students. The key aim is to provide an excellent education in geography, history, RE and PSHCE across the age and ability profile. The commitment to meet the abilities, skills and attributes of all, allows our students to work towards, and achieve, their maximum potential.

At present, there are nine full-time members of staff, with three other experienced members of staff who contribute on a part-time basis. The Curriculum Leader is supported by a Deputy Curriculum Leader and an Assistant Curriculum Leader, who share the responsibilities of leading the team.

Staff teach all age groups with as wide a range of abilities as possible. Our current teaching team is a dedicated group of individuals committed to seeing all students achieve their potential. Colleagues collaborate closely and work exceptionally well together, with a clear philosophy of openness, sharing and mutual support. Collaboration across the school takes place, with the humanities being a key component of several cross-curricular projects and programmes.

CURRICULUM - HUMANITIES

In support of a whole-school commitment to the development of thinking skills and Assessment for Learning, the humanities programme of study promotes learning skills of a more general application, such as analysis and problem solving. It also aims to develop in our students the ability to plan and organise their work effectively; to self-assess; and to work independently when necessary.

Members of the faculty employ a flexible variety of teaching and learning strategies using a range of differentiated resources. Teaching methods involve individual, pair and group work. Within each Key Stage, students work either at or above their current level of attainment.

Students are clear as to the nature and purpose of the tasks they undertake, and confidence is maintained through effective use of Assessment for Learning and student self-evaluation of progress.

Staff are expected to contribute to the development and production of resources through the department's areas on Microsoft SharePoint and OneDrive. We adopt a "ready, steady, teach" approach to developing resources that are available for all staff and which can be adapted as staff prefer and to meet the needs of particular groups.

SCHEMES OF WORK - GEOGRAPHY

Currently, all students at Key Stage 3 follow a modular scheme using the National Curriculum Programmes of Study as a framework. Teachers are expected to utilise a variety of teaching styles and resources.

The start of Key Stage 3 is focused on core skills which we believe to be the building blocks of geographical understanding. Within the geography department the curriculum develops a wider understanding of synoptic links and also develops fieldwork skills.

At Key Stage 4, students follow the Edexcel A Linear Course and students take their GCSE in Year 11. Geography is a very popular and over-subscribed choice at GCSE and is also a popular Advanced level option.

In the Sixth Form, we work in a partnership of schools (several of which are girls' schools) and students from those schools will often be in the teaching groups.

TEACHING GROUPS

Throughout Key Stage 3 students are taught in mixed ability groups. At Key Stage 4, the particular needs of the cohort will determine whether students are taught in ability groups or remain in mixed ability groups.

Our aim is to set challenges and provide support to enable students to make progress and achieve their full potential. We foster success by using termly assessment tests, with commendations related to improvement in performance.

FACILITIES

The faculty is housed in a suite of nine classrooms. These rooms each have a teacher wall which includes state-of-the-art touchscreens to enhance learning and they also incorporate plentiful discreet storage. Computers are available to support learning in class, as required.

Staff contribute to constantly updated schemes of work stored in a shared online area. Display boards are largely electronic, with students' work displayed and updated regularly to encourage motivation and to continue to engage student interest. We expect our staff to be able to utilise on-line platforms to support learning.

EXTENDED SCHOOL

Our extra-curricular provision is extensive across the age and ability profiles, ranging from local trips at Key Stage 3 to residential field trips at Key Stages 4 and 5. In addition, we welcome a range of speakers and visitors to the school to enhance learning in geography.

Parents/carers are supportive and are kept informed of all aspects of their child's life at school through, for example, the school website, new stories, the weekly newsletter, social media, and the Annual Review. The Student Planner and Insight App records all homework set and is also a means of communicating positive comments, commendations and important dates.

Applying

HOW TO APPLY

You must submit either:

- an application via the GOV.UK Teaching Vacancies site;
- the 'Quick Apply' form from the TES site; or
- our 'Teaching Staff' application form from the school website, ensuring that all sections are fully completed.

The application will include a supporting statement, which should demonstrate how your qualifications and experience make you a good candidate for the post.

SENDING YOUR APPLICATION

Please address your application to the Headteacher, Mr Euan Ferguson. You may submit applications:

- via the Teaching Vacancies site;
- through the 'Quick Apply' process at TES;
- by email to school@isleworthsyon.org (with a subject line of 'Job Application: Deputy Curriculum Leader Maths'); or
- by post to: Isleworth & Syon School, Ridgeway Road, Isleworth, Middlesex, TW7 5LJ.

Applications must be received by **9.00am on Monday 16 May 2022**. Early application is encouraged, as we may well undertake selection processes on receipt of completed forms.

Rehabilitation of Offenders Act 1974 (Exceptions)

Isleworth & Syon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This Act requires applicants for employment concerned with the provision to persons under the age of 18 of schooling, supervision, training or recreational facilities which allows access to children and young people, to disclose all their previous criminal convictions whether "spent" or "unspent", bind-over orders and cautions, as defined within the Act. The successful applicant will be subject to an Enhanced DBS check, references and other pre- and post-employment checks.

Equal Opportunities

The School is totally committed to avoiding all forms of discrimination as set out in the UK Equality Act (2010), and values diversity amongst its staff and for applicants for posts.

The School, therefore, aims to ensure that all individuals are treated fairly and equally. Unless the job is covered by a statutory exception, we will not discriminate directly or indirectly on the grounds of: cultural background; ethnic or national origin; nationality; age; gender; sexual orientation; disability; religion; marital status; or membership of a trade union.

Read the Job Description on the next page.

Job Description

ALLOWANCE:	TLR 2	DATE:	March 2022
RESPONSIBLE TO:	The Headteacher / Governors / Line Manager		
RESPONSIBLE FOR:	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document.		
RELATIONSHIPS:	HT, SLT, trustees, students and parents/carers.		

1. Main Purpose of the Job

- 1.1. Support the leadership of the subject area with vision, ensuring that the subject continues to be a core area of strength within the School.
- 1.2. To support the professional leadership and management of the subject team and curriculum in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement for all students.

2. Dimensions

- 2.1. **STUDENTS**
Students study the curriculum across the Key Stages.
- 2.2. **STAFF**
The team consists of teaching members of staff and may include support staff.
- 2.3. **FINANCIAL**
The Subject Leader will manage a budget for each financial year.

3. Principal Accountabilities

- 3.1. To assist the Curriculum Leader in establishing and safeguarding a focus and commitment to high quality teaching and learning in the formal curriculum and through additional opportunities, and to ensure that through curriculum provision, students gain successes in formal accreditations and personal development.
- 3.2. To assist the Curriculum Leader in all aspects of the day-to-day leadership and management of the subject area and to deputise for the Curriculum Leader in their absence.
- 3.3. To oversee and coordinate designated areas or aspects of the curriculum, its monitoring and evaluation, to ensure that students are supported in reaching their personal targets and ensuring that there is a measurable contribution to the achievement of whole school targets and the achievement of the School Development Plan. Analyse and interpret student performance data and facilitate intervention strategies to maximise student achievement.
- 3.4. To provide regular feedback for team members in a way that recognises good practice and supports their progress against performance management objectives resulting in a tangible impact in student learning across the subject(s).
- 3.5. To review and report to the Curriculum Leader and where appropriate to the Senior Leadership Team (SLT) and trustees on the standards of leadership, teaching and learning in the subject area(s) consistent with the school's self-evaluation procedures thereby leading to a continual focus on school improvement. To provide regular progress checks to the Curriculum Leader on all successes, issues and concerns relating to the subject area(s).
- 3.6. To engage all subject staff in the creation and implementation and review of schemes of work which encapsulate key learning strategies in the school.
- 3.7. To support the Curriculum Leader in ensuring that all aspects of examination entry and monitoring of assessment data fulfils school policies and supports student achievement and attainment.

4. Core Competencies

TITLE	DEFINITION	LEVEL
Analytical Thinking	The ability to think logically, break things down and recognise cause and effect	2 - recognises cause and effect
Challenge & Support	A commitment to do everything possible for each student and to enable all students to be successful	3 - strives for the best possible provision
Developing Potential	Works to develop the long-term capabilities and potential of others	2/3 - provides tangible support / gives feedback and encouragement
Drive for Improvement	Relentless energy for setting and meeting challenging targets, for students and the school	3 - creates improvements
Holding people Accountable	The drive and ability to set clear expectations and parameters to hold others accountable for performance	2/3 - sets boundaries / demands performance
Information Seeking	A drive to find out more and get to the heart of things; intellectual curiosity	3 - gathers information
Team Working	The ability to work with others to achieve shared goals	3 - gets input from others

5. Knowledge and Experience

Please see Person Specification

6. Performance Standards

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

7. Additional Information

- 7.1. This job description describes the range of duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 7.2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time, after consultation with the post holder.
- 7.3. The post requires that you should take an appropriate share of the responsibilities attached to staff generally within the school in connection with the work of the team/department and school.
- 7.4. Post-holders will adhere to the Staff Code of Conduct and the Dress Code for Staff and show a record of excellent attendance and punctuality.
- 7.5. Post holders may deal with sensitive material and should maintain confidentiality in all school-related matters. Child Protection Policies and Procedures, and General Data Protection Requirements are to be followed at all times.
- 7.6. Post-holders will participate in the School's appraisal system.
- 7.7. Post-holders will be involved, as required, with the development of quality standards and performance measures and to ensure they are implemented and maintained.
- 7.8. Post-holders will provide support to students during periods of contact and help promote the values and aims of the School and a general feeling of well-being at all times.
- 7.9. Post-holders will undertake other work of an appropriate nature in the interests of the School, as directed by the Headteacher.

8. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and contract. Within such conditions of employment, the description of your post is as follows:

8.1. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

8.2. This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteacher's direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

8.3. This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you.

8.4. The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

JOB HOLDER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

LINE MANAGER SIGNATURE:		DATE:	
PRINT NAME AND TITLE:			

Read the Person Specification on the next page.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
Qualifications and training	<p>Degree or good professional qualification.</p> <p>Qualified Teacher Status.</p> <p>Successful DBS and safeguarding clearance.</p>	<p>Evidence of in-service training / higher qualifications if teaching for more than two years.</p> <p>Strong A Level grades in the relevant subject(s).</p> <p>At least a 2.1 level degree in the relevant subject.</p>	<p>Application form.</p> <p>Proof of qualifications.</p>
Experience	<p>Experience of successfully teaching main subject(s) to at least Level 2 (GCSE/vocational).</p> <p>Experience of raising attainment or impact on student achievement.</p> <p>Evidence of leadership skills.</p> <p>Evidence of the use of student data to plan teaching and learning and/or intervention programmes.</p>	<p>Teaching experience in a school with a Sixth Form and successfully delivering Level 3 (Advanced Level) qualifications.</p> <p>Pastoral work, including experience as a form tutor.</p> <p>Involved in organising and/or supporting extra-curricular activities.</p> <p>Serving as an examiner or moderator.</p>	<p>Application form / letter.</p> <p>Interview.</p> <p>Reference.</p>
Skills, attributes, and personal qualities	<p>Written and spoken fluency and accuracy in English.</p> <p>Excellent attendance and punctuality.</p> <p>Excellent inter-personal skills.</p> <p>Competence in ICT.</p> <p>High-quality organisational skills.</p> <p>Ability to work to deadlines and, on occasion, under pressure.</p> <p>Ability to explain ideas clearly and succinctly.</p> <p>Ability to utilise an effective range of teaching and learning approaches.</p> <p>Ability to create a learning environment that values all students equally, enabling all to achieve.</p>	<p>An ability to use, or experience of, on-line learning platforms.</p>	<p>Application letter.</p> <p>Interview.</p> <p>Reference.</p>
Professional knowledge & understanding	<p>A thorough understanding of exam board syllabuses.</p> <p>Knowledge of the principles of good teaching and learning and of classroom management.</p> <p>An excellent understanding of assessment, monitoring, recording and reporting procedures.</p> <p>A thorough understanding of current subject initiatives.</p> <p>Understanding the pastoral role of schools.</p>	<p>An experience of working with other organisations and agencies to provide support and learning opportunities.</p> <p>A desire or ambition to develop professionally within the school.</p> <p>A good understanding of what constitutes value-added good student progress in an educational setting.</p> <p>A thorough understanding of current educational initiatives.</p>	<p>Interview.</p> <p>Reference.</p>

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSMENT METHOD
	An understanding that students are likely to learn at different rates and to require different levels and types of support to succeed.		
Commitments & philosophy	<p>A belief in the positive impact of high-quality teaching on the lives of young people and a commitment to achieving high standards.</p> <p>A commitment to providing learning opportunities beyond the school day.</p> <p>Commitment to equal opportunities and to all aspects of an inclusive education.</p> <p>Commitment to the ethos and life of the school.</p> <p>Committed to teaching, to self-reflection and further professional development.</p>	<p>A commitment to always share best practice.</p> <p>A commitment to providing high quality learning experiences for the whole community.</p> <p>A commitment to working with other partners in education and business.</p>	<p>Application letter.</p> <p>Interview.</p> <p>Reference.</p>

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process, an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience. We will consider any reasonable adjustments under the terms of the Equalities Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.