

‘We will endeavour to be a learning community , with a culture that promotes excellence, equality and high expectations for pupils, staff, parents and governors.’

**Job Title**: **Director of Geography**  **(TLR 2B)**

**Responsible to**: SLT Line Manager

**Overall purpose**:

To lead the development of Geography policies, plans, targets and practices, within the context of the school’s aims and policies. To use Geography as a vehicle to support the priorities identified in the School Improvement Plan. To promote highly effective practice and pedagogy within Geography in order to maximise pupil performance against a range of current national performance measures.

To ensure that all pupils achieve at least expected progress against their starting points and that Geography contributes positively to a range of key performance indicators.

**Responsible for**: Leading Geography across KS3 and KS4

***The main duties of the post will be to:***

* + Secure student achievement in Geography through contributing to the development of an innovative curriculum and high quality learning and teaching;
  + Coordinate the production, monitoring and review of Geography schemes of work / learning resources;
  + Promote the importance of Geography as a key component of the school’s curriculum offer and ensure that the number of pupils opting for the subject at KS4 increases year on year;
  + Provide support for teachers (specialist and non-specialist) who contribute to the delivery of Geography;
  + Ensure that all teachers of Geography submit regular and robust data to enable accurate tracking of pupil progress;
  + Present progress data at a range of RAP (Raising Attainment Plan) meetings;
  + Undertake regular and rigorous analysis of key cohorts e.g.Disadvantaged /Most Able and SEND in order to identify and close any achievement gaps;
  + Use data analysis to plan and coordinate intervention strategies across KS3 and KS4;
  + Monitor the quality of teaching and learning across the department;
  + Carry out the appraisal of colleagues as identified by SLT;
  + Ensure that school policies and initiatives are fully implemented across Geography;
  + Generate the Geography development plan as required by SLT;
  + Engage with BLP Subject Hubs, monitoring both local and national initiatives to develop the impact of Geography in the context of current national performance indicators.
  + Be responsible for managing/overseeing internal exams and to assist the school’s examination officer in the entry and organisation of Key Stage examinations and any other externally driven exam procedures;

***Key Accountabilities***

1. **Development of the subject**

* To develop and implement policies and practices for the subject which reflect the school’s commitment to high achievement and effective teaching and learning;
* To lead the effective use of data across Geography in order to identify pupils who are underachieving in the subject and, where necessary, create and implement effective strategies to support those pupils;
* To monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to lead further improvements;
* To lead the implementation of identified initiatives and their monitoring and evaluation;
* To lead relevant staff in supporting short, medium and long term plans for the development and resourcing of the subject;
* Ensure that plans contribute to whole - school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
* Ensure that plans are based on a range of comparative information and evidence, including in relation to the attainment of pupils.

2. **Teaching and Learning**

* To lead on securing and sustaining effective teaching of the subject for self and others, by evaluating the quality of teaching and standards of pupils’ achievements and setting targets for improvement;
* Monitor curriculum coverage, continuity and progression in the subject for all pupils, including those who are most able and those with special educational or linguistic needs;
* To lead the implementation of developments and changes in order to fulfil current curriculum requirements;
* Ensure effective development of pupils’ literacy, numeracy and information technology skills through the subject;
* Implement clear practices for assessing, recording and reporting on pupil achievement and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
* Use information about pupils’ achievements in previous classes and schools to secure good progress within and across the key stages;

* Ensure effective development of pupils’ individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
* Lead the Geography team in working with parents / carers to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets.

3. **Leading and supporting staff**

* Provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching;
* Carry out the appraisal of colleagues as identified by SLT;
* Help staff to achieve constructive working relationships with pupils;
* Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
* To contribute to the ITT / NQT programme.

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

* To manage accommodation, staff, money and equipment effectively within the constraints of the department budget allocation;
* To work with the Deputy Head to ensure the department’s teaching commitments are effectively and efficiently timetabled and roomed;
* Support the effective and efficient management and organisation of learning resources, including information and communications technology;
* Access appropriate resources for the curriculum area and ensure that they are used effectively, efficiently and safely;
* Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
* Liaise with Key Service Staff in the preparation of display work within the subject area;
* Ensure that there is a safe working and learning environment in which risks are properly assessed.

**REVIEW ARRANGEMENTS**

***The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Sharples School will expect to revise the Job Description from time to time and will consult with the post holder at the appropriate time.***

**Prepared/revised by: Ms A Webster, Headteacher, April 2021**

***Agreed by Postholder****:* ***Signature:*** *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* ***Date***: \_\_\_\_\_\_\_\_

**PERSON SPECIFICATION**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **HOW ASSESSED** |
| 1. **Knowledge** | |
| Current curriculum, teaching, learning and assessment issues | Application Form  Interview  References |
| Strategies for raising achievement and achieving excellence |
| Principles of effective teaching and assessment for learning |
| Self-evaluation strategies |
| The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance |
| 1. **Qualifications and Training** | |
| Relevant teaching qualification | Application Form |
| Degree |
| Proven success as classroom practitioner. To be a committed, enthusiastic, active person |
| Knowledge of current national strategies, priorities and accountability measures |
| Recent participation in a range of CPD |
| 1. **Experience of Successful Teaching, Leadership and Management** | |
| Success as a member of a team | Application Form  Interview  References |
| Experience of successful teaching in more than one key stage |
| To be ICT literate |
| Experience of leading staff initiatives/projects to improve pupil outcomes |
| Minimum 3 years’ teaching experience |
| Proven track record of excellent pupil progress and achievement at examination level |
| 1. **Personal Attributes** | |
| Collect and use a rich set of data to understand the strengths and weaknesses of the faculty | Application Form  Interview  References |
| Inspire, challenge, motivate and empower others to carry the vision forward |
| Model the values and vision of the school |
| Demonstrate the personal enthusiasm for, and commitment to, the learning process |
| Be an outstanding practitioner |
| Acknowledge excellence and challenge poor performance |
| Foster an open, fair, equitable culture and manage conflict |
| Develop, empower and sustain individuals and teams |
| Inspire, challenge, influence and motivate others to attain high goals |
| A positive attitude to broad aspects of school life and contributions to new initiatives and developments |
| High standards and expectations for all students, developing self-esteem and positive attitude in pupils |
| Give and receive effective feedback and act to improve personal performance |
| Accept support from others, including colleagues, governors and other agencies |
| Ambitious, dedicated and keen to undertake relevant continued professional development |
| Be aware of current developments and willing to initiate innovative practice in the subject area |
| Sense of humour |
| **DESIRABLE REQUIREMENTS** |  |
| 1. **Knowledge** | |
| Strategic planning progress | Application Form  Interview  References |
| Strategies for ensuring inclusion, diversity and access |
| Work of other agencies and opportunities for collaboration |
| Strategies which encourage parents and carers to support their children’ |
| 1. **Qualifications and Training** | |
| Knowledge of national literacy and numeracy strategies | Application Form |