**Head of Geography Department**

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| Responsible to: | SLT Line Manager Staff Salary Teachers Pay Scale (including fringe allowance) and TLR 2B |

**Job Description**

This job description may be amended at any time following consultation between the Head of School and Head of Faculty line manager, it will be reviewed annually.

**Aims and purpose**

To lead and monitor the Geography Department, ensuring that all lessons focus on the highest standards of academic, personal and social development of all students by:

* Consistently delivering the highest standard of teaching in your own lessons that maximises students’ progress and acting as an ambassador for Teaching and Learning at all times.
* Being relentless in ensuring that all deadlines are met by all members of the team and yourself.
* Having consistently high expectations of all students’ attitudes to learning.
* Be accountable for students’ attainment, progress and outcomes especially that of disadvantaged students across the Geography Department.
* Ensuring that all staff and TLR holders are monitored to effectively to ensure progress and attainment is maximised
* Ensuring that all assessments are written, conducted and moderated in a manner that ensures the accuracy and robustness of assessment data.
* Leading the development and review of Schemes of Work which maximises the progress of all learners within the Geography Department. Ensuring that the needs of all students are met by an ambitious curriculum.
* Ensuring all long term, medium term and short-term plans are in place and communicated effectively to all stakeholders maximising the opportunity for effective planning and differentiation in all lessons.
* Constantly monitoring teaching and learning across the Geography Department through both planning and delivery, ensuring relevant interventions are in place for supporting both students and teachers to maximise student progress.
* Analysing students assessment data to identify areas of strength and development to ensure that appropriate and effective interventions are in place to support rapid improvement where required. This will be reported upon termly following release of the dashboards.
* Ensuring that all homework, marking and feedback is set in line with the Academy’s Policies and that staff are monitored effectively to maximise progress. Using this information, take appropriate measures to address any issues that may arise.

**Promote personal development, behaviour and welfare by:**

* Actively promoting all aspects of students’ welfare within the Geography Department in all years.
* Ensuring students are and feel safe at all times and understand how to keep themselves and others safe in different settings.
* Developing a trusting, reliable and strong professional relationship with the students that ensures rapid and appropriate actions will be taken to resolve any concerns that they may have.
* Establishing a safe and stimulating environment for all students.
* Consistently modelling the positive attitudes, values and behaviour which are expected of students at all times.
* Developing and leading training sessions for staff.
* Ensuring students have an age appropriate understanding of how to stay healthy, what a healthy relationship is and are confident in staying safe from abuse, exploitation and radicalisation.
* Establishing a culture that promotes excellence, equality and high expectations of all students within an environment where mutual respect, tolerance and having fun together are common place.
* Ensuring that the Department area plays a key role in displaying the successes of our students and that you take every opportunity to promote and celebrate students who make positive choices.

**Leading and Managing by:**

* Being acutely aware of your responsibility as a leader and the positive impact that your work can have on shaping the lives of our students.
* Developing an Academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate successes and accept responsibility for outcomes.
* Organising and managing the Geography Department staff, maximising the time allowance within the curriculum through effective Schemes of Work, planning and delivery. Challenging underperformance at all levels and ensuring effective, corrective actions and follow up are put in place when necessary.
* Ensuring the full implementation of the Behaviour for Learning Policy and adhering to other GLC Policies across the Academy.
* Regular Geography Department meetings with the team to ensure they are effective in their roles.
* Having a deep accurate understanding of the Geography Department lessons’ effectiveness informed by the views of students, parents/carers and staff, using this information to ensure the all classes continues to improve.
* Effectively prioritising your workload.

**Teacher specific responsibilities**

***Specific Duties***:

Teachers make the education of their students 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/carers in the best interests of their students.

**PART ONE: TEACHING**

A teacher must:

* Set high expectations which inspire, motivate and challenge students:
* Establish a safe and stimulating environment for students, rooted in mutual respect.
* Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
* Demonstrate consistently, the positive attitudes, values and behaviour which are expected of all students.
* Promote good progress and outcomes by students:
* Be accountable for students’ attainment, progress and outcomes.
* Analyse students’ data and exam performance to inform planning and intervention.
* Plan teaching to build on students' capabilities and prior knowledge.
* Guide students to reflect on the progress they have made and their emerging needs.
* Demonstrate knowledge and understanding of how students learn and ensuring high quality planning of lessons reflects this.
* Encourage students to take a responsible and conscientious attitude to their own work and study.
* Demonstrate good subject and curriculum knowledge:
* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ 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 teachers’ specialist subject.
* If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
* 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 according to the Academy’s timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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 areas.
* Adapt teaching to respond to the strengths and needs of all students:
* Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit students’ 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 students’ education at different stages of their development.
* Have a clear understanding of the needs of all students, 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.
* 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 students’ progress.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Give students regular feedback, both orally and through accurate marking, within the agreed time and encourage students to respond to the feedback.
* Follow the Academy’s Assessments Reporting Policies.
* Manage behaviour effectively to ensure a good and safe learning environment:
* 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 students’ needs in order to involve and motivate them.
* Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.
* Fulfil wider professional responsibilities:
* Make a positive contribution to the wider life and ethos of the Academy including extra-curricular.
* 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/carers with regard to students’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

Teachers are 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 the Academy, 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 Geography 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 Academy 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.

**PART THREE: PERSONAL TUTOR**

* To act as a personal tutor within the year group system.
* To be responsible for the wellbeing and academic progress of their personal Tutor Group.
* To act as the first point of contact for parents/carers.
* To actively promote good attendance for your Tutor Group.
* To be responsible for the Academy's reward system within the Tutor Group.
* To meet regularly with the Progress Leader and attend Year Group meetings.
* To support inter-form and extra-curricular activities as arranged by the Pastoral Team.
* To ensure that students follow the Academy's Uniform Policy
* To ensure that students follow the Academy's rules and policies.
* To set a good example in terms of dress, punctuality and attendance.

**Other professional requirements and duties include:**

* Setting a good standard of behaviour and being a good role model for children, supporting the Academy’s Policy on Behaviour and Discipline and sharing responsibility for the behaviour of all children within the Academy.
* Establishing good relationships with parents/carers - creating trust and confidence, communicating with parents/carers about general Academy issues, curriculum matters and individual children’s progress.
* Being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the children.
* Sharing responsibilities for whole Academy events and activities including attending and leading assemblies.
* Developing and maintaining effective systems for communication with other teachers, support staff and the Head of School to ensure continuity of learning, consistency of approach and message.
* Informing the Head of School of any concerns that the parents/carers have in relation to work or other aspects of education at the earliest opportunity.
* Taking shared responsibility for the care and appearance of the Academy’s environment and to encourage all children to have pride in their Academy.
* Being mutually supportive of other teachers and the Head of School, to foster good working relationships and a happy working environment.
* Participating in any arrangements for the appraisal of your performance.
* Taking responsibility for areas of the curriculum to ensure continuity and progression and ensure that standards are monitored.
* Maintaining Academy confidentiality at all times.
* Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in the Academy or when leading activities off the Academy’s site and that all such procedures are followed in line with the Academy’s Policy and Procedures.
* Knowing teachers’ legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children’s Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of students and other relevant DFE circulars

**PART FOUR: CONDITIONS OF SERVICE**

The role of teacher is subject to the following terms and conditions: -

* The post-holder shall be required to fulfil all the responsibilities of a teacher as outlined in the Schoolteachers' Pay and Conditions Document and any orders made under it and fulfil all the standards identified within the National Standards for Teachers.
* The other terms and conditions set out in the National Collective Agreements in force from time to time
* The Academy’s Instrument and Articles of Government as appropriate.
* The teacher shall be available to perform such duties at such times and places as may be specified by the Head of School for the 1265 hours required in the Conditions of Service for full-time teachers. The travelling time to and from the place of work does not contribute towards this time.
* The teacher will, in addition to these requirements, work such additional hours as may be needed to enable her/him to discharge effectively her/his professional duties, including in particular the planning and preparation of children's work, marking and writing of reports, preparing teaching materials. The amount of time beyond the required 1265 hours allocated for such duties shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's professional responsibilities.

***Pension - unless you have notified otherwise, it is assumed that, as a full-time employee, you will contribute to the Teachers’ Superannuation Scheme under the provisions of the Teachers’ Superannuation Regulations. Details of the scheme can be obtained from the Finance Team, your professional association or the Teachers’ Pension Agency, Darlington****.*

**Making the weather**

I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture, or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised. **Hiam Ginott**

**GLC Leadership Code of Practice**

Members of each leadership team across the GLC play a fundamental role in ensuring that the vision of the GLC is developed and achieved. It is expected that all leaders will uphold the vision and values of the GLC and will help others to do this. This Code of Practice is an agreed set of professional expectations that will help all leaders to act as role-models to enable our staff, students, their parent/carers, governors and the wider community to ‘improve upon their best’.

**6 Core Expectations:**

1. **Be professional**
* Maintain the highest level of professionalism and model expectations to staff and students;
* Meet all deadlines.
1. **Be genuine and consistent**
* Make every effort, at all times, to ‘make the weather’ and create a positive working environment;
* Be understanding of the pressures on yourself and other colleagues and provide support as appropriate.
1. **Be knowledgeable**
* Be professionally and intellectually curious and strive to develop skills and knowledge through wider research and practice;
* Be self-reflective and act to improve and understand all aspects of school life.
1. **Be a critical friend**
* Be accountable and hold others to account;
* Be approachable, honest and supportive;
* Model standard language and challenge staff and students when it is not used.
1. **Be involved**
* Model the values and ethos of the GLC;
* Be active and present at student events and celebrate students’ successes.
1. **Take responsibility**
* Use your initiative and be confident to make decisions;
* Be a leader at all times throughout the day.

**The GLC Vision Statement**

**Our mission is to offer everyone opportunities to develop as high achieving, resilient, healthy, aspirational, caring and fulfilled members of society.**

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