

POST – Head of Geography

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| Start Date: | September 2026 |
| Salary Scale: | United Learning PT1 or EPT3 scale (MPS-UPS), plus TLR Allowance |
| Location: | Tooting, London |
| Contract Type: | Full Time |
| Contract Term: | Permanent |
| Responsible to: | AssistantPrincipal |

The role of will involve working within the Humanities Department and with other key staff both across the whole school to promote the highest standards of learning, achievement and development for all students within Humanities.

In particular, the post holder will:

- Plan and teach inspiring lessons that engage students of all ability levels.
- Excellent organisational ability
- Ability to organise own teaching resources and activities to deadline and quality standards.
- Ability to contribute to the design of subject units, curriculum development and new teaching approaches.
- Inspire, challenge, motivate and empower the school community to carry forward a shared vision.
- Build and maintain effective relationships.
- Listen to, and reflect on, feedback from others, including colleagues and governors.
- Think creatively to anticipate and solve problems.
- Prioritise, plan, and organise themselves and others.
- Set & achieve ambitious, challenging goals and targets.

JOB DESCRIPTION | Head of Geography

Overall Job Purpose:

To contribute to the wellbeing and development of the school by teaching, inspiring, guiding and caring for students inside and outside the classroom. To ensure that all students make outstanding progress and achieve targets and fully implementing policies and procedures.

Key responsibilities:

General:

- To create an exciting learning environment securing department improvement, raising attainment and achievement.
- To plan, resource and deliver lessons to a high standard that ensure real learning takes place and students make good progress.
- To prepare, develop and deliver lessons in the timetabled subject, according to the schemes of work agreed within the department.
- To ensure that all students achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level.
- To monitor and record the performance of students.
- To foster and maintain high standards of effort and discipline amongst the students by the use of appropriate school-based rewards, negotiated goals and sanctions.
- To encourage effective learning by the appropriate use of formative assessment, target setting and the development of teaching and learning styles.
- To foster an atmosphere of mutual respect with students in all classroom activity.
- To develop and foster good working relationships with all staff.
- To be prepared to undertake the pastoral role of a form tutor.
- To comply with all Examination Board regulations regarding the teaching of examination subjects and the completion of coursework.
- To attend meetings as directed by the SLT
- To attend Academic Review Process as appropriate.
- To care for and maintain such equipment and books as may be in use in the teaching base or location.
- To display work or materials which enhance the learning environment.
- To contribute positively to the extracurricular life of the school.
- To be proactive in the pursuit of continuous professional development ensuring you maintain an up-to-date knowledge of teaching practices.
- To liaise with the department on assessment.

Wider Professional Effectiveness:

- Actively contribute to the creation of the school's ethos and culture.
- Raise the profile of the school in the community, are aware of and contribute positively to ULT's objectives, and contribute to continuous school improvement.

Professional Characteristics:

- Excellent organisational ability
- Ability to organise own teaching resources and activities to deadline and quality standards.
- Ability to plan, manage, organise, and assess teaching objectives.
- Ability to contribute to the design of subject units, curriculum development and new teaching approaches.
- Inspire, challenge, motivate and empower the school community to carry forward a shared vision.
- Build and maintain effective relationships.
- Listen to, and reflect on, feedback from others, including colleagues and governors.

- Think creatively to anticipate and solve problems.
- Prioritise, plan, and organise themselves and others.
- Set & achieve ambitious, challenging goals and targets.

Other:

- To receive all visitors in a courteous manner and direct them as appropriate and in compliance with the schools' code of practice and ethos.

This job description is not intended to be all-inclusive and the successful candidate is expected to be flexible and proactive in meeting the needs of the school and willingly undertake any further duties required that are commensurate with the role.

This post is subject to an enhanced DBS disclosure and MUST have the right to work in the UK. The post holder must be committed to safeguarding the welfare of children, and positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the United Learning Equal Opportunities Policy and Code of Conduct.

PERSON SPECIFICATION | Head of Geography

| | Essential | Desirable |
|---|-----------|-----------|
| EDUCATION/QUALIFICATIONS | | |
| Qualified Teacher Status. Appropriate Degree or equivalent qualification. | X | |
| KNOWLEDGE AND EXPERIENCE | | |
| Detailed knowledge and understanding in the subject of Geography and A Level. | X | |
| Ability to apply knowledge and skills from theory in a practical classroom context | X | |
| Ability to motivate and encourage children | X | |
| Effective classroom manager | X | |
| Ability to create effective relationships with a variety of different people | X | |
| Excellent experience and knowledge of IT to support learning | | X |
| Excellent use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life. | | X |
| Experience of marking for examinations boards | | X |
| Evidence of ability to teach across the whole of the 11-16 age range | X | |
| Evidence of use of strategies for raising achievement and achieving excellence | X | |
| Evidence of use of strategies for ensuring inclusion, diversity and access | X | |
| SKILLS, BEHAVIOUR AND QUALITIES | | |
| Ability to prioritise, plan, organise and manage work life balance | X | |
| Ability to work as an effective team player, understanding the strengths and weakness of others to help team development | X | |
| Excellent time management and organisational skills | X | |
| Excellent interpersonal, presentation and communication skills, both written and spoken | X | |
| Ability to contribute to wider school administration and initiatives | | X |