

JOB DESCRIPTION

Head of Geography

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| POSITION TITLE Head of Geography | |
| GRADE: MPR/UPR (Inner London) plus TLR2b (£5,870 per annum) | SECTION: Humanities |
| REPORTS TO: Head of Humanities | |

INTRODUCTION

Teachers at H3 Federation fulfil the duties covered by the Teachers' Standards and the School Teacher's Pay and Conditions Document. They will be expected to work closely in line with the SEND Code of Practice (2015).

The Head of Geography will be an excellent classroom practitioner with a proven track record of success in raising standards and innovation who is keen to develop their knowledge and understanding of school leadership.

The following are the main responsibilities of the post:

- 1. Job purpose**
 - To provide high quality, inclusive teaching, intervention and support for students.
 - To carry out all the duties and responsibilities outlined in the latest Teachers Pay and Conditions Document and to uphold and strive to fully meet the Teachers Standards.
 - The post holder will need to be flexible and adaptable, willing to train and be prepared to adapt and evolve with the provision, commensurate with their role and job description.
 - This job description may be amended at any time following discussion between the post holder and the Head of School, and will be reviewed annually to ensure it meets the needs of the Federation.
- 2. Specific roles and responsibilities**
 - To lead the department and be accountable for delivering the highest standards of Teaching, Learning and Pupil Progress.
 - To ensure high standards of teaching and learning across the department through continuously developing and enhancing its quality.

- To ensure the provision of an appropriately broad, balanced, relevant and adaptive curriculum for students in the subject, including students with SEND, in accordance with the school's aims and policies.
- To ensure that all school policies and procedures are implemented and applied consistently by all staff in the subject area.
- To effectively and efficiently manage and deploy teaching/support staff, financial and physical resources across the department.
- To develop a safe, secure and healthy environment within the subject area to enable staff and students to enjoy learning.

3. Student Achievement and Assessment

- To promote good progress and outcomes by students.
- To plan teaching to build on students' capabilities and prior knowledge and ensure they are well prepared for appropriate forms of assessment.
- To demonstrate highly effective knowledge and understanding of how students, and particularly students with SEND, learn and how this impacts upon teaching.
- To lead the adaptation of teaching across the department to respond to the strengths and needs of all pupils and use differentiation appropriately, using approaches which enable pupils to be taught effectively.
- To have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- To have a clear understanding of the needs of all pupils, most especially those with SEND.
- To track student personal and academic progress across the department using standardised measures.
- To demonstrate consistent and effective use of information about prior attainment to set and communicate challenging targets and expectations for students.
- To use assessment to diagnose students' needs, set realistic and challenging targets for improvement and plan future teaching.
- To analyse student data, detect variation and develop appropriate intervention for individuals and groups.

4. Quality of Curriculum and Teaching

- To ensure the delivery of an appropriate, comprehensive, high quality and cost effective curriculum that has high expectations of achievement for all students.
- To lead development of the curriculum and its delivery, reviewing it regularly in the light of school and national policies, as well as the impact on achievement.
- To be responsible for the selection of appropriate examination syllabuses, ensuring coverage and providing the examinations officer with accurate and appropriate information when requested.
- To undertake an appropriate programme of teaching in accordance with the duties of a qualified teacher.
- To plan and prepare courses and lessons in line with school policy,

- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high quality learning experience for students, which meets internal and external quality standards.
- To prepare and update curriculum materials.
- To ensure effective and efficient deployment of classroom support
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, Faculty and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the school and elsewhere

5. People Management and Staff Development

- To lead and develop teachers within the department so that they deliver improved outcomes and build additional capacity within the school.
- To induct, guide and support all staff in the department, ensuring training needs are met.
- To support with the performance management of staff in the department, in line with the school's performance management policy.
- To liaise with the SLT on all matters concerning recruitment and retention of staff, including participation in any interview process to ensure recruitment of high quality personnel.
- To be responsible for the day to day management of all teaching and support staff in the subject area and to act as a positive role model
- To make appropriate arrangements for classes when staff are absent

6. Operational and Strategic Management

- To lead on the development of appropriate curriculum maps, schemes of work, resources, teaching and learning strategies, that are innovative, will motivate

students to learn and raise achievement across the department.

- To lead on rigorous self-evaluation and review of department performance.
- To formulate, monitor and evaluate department improvement plans which support the whole school improvement plan.
- To foster and oversee the application of Literacy and ICT in the department, including the development of materials.
- To ensure that Health and Safety practices in the department are in-line with national requirements and are updated where necessary.

7. Quality Assurance

- To ensure that challenging targets for achievement are set, communicated to staff and students and that all staff work positively towards reaching them
- To monitor and evaluate the work of the department, in line with agreed school procedures, including evaluation against quality standards and performance criteria
- To be accountable for ensuring rigorous and effective systems of self-evaluation and review are carried out in line with school policy and that information collected through the process is used to make changes that will impact positively on student achievement.

8. Management of Information

- To ensure the input and maintenance of accurate student data and information as requested and in line with the school's assessment policy.
- To make use of analysis and evaluate performance data provided in comparison with school, local and national performance.
- To identify and take appropriate action on issues arising from evaluation of data, setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports on student progress and attainment within the quality assurance cycle for the department, including for governors when requested.

9. Communications.

- To ensure all members of staff are familiar with the aims, objectives and policies of the department.
- Ensure effective communication/consultation as appropriate with the parents/carers of students.
- To attend meetings as appropriate
- To communicate with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external agencies as appropriate.
- To organise regular department meetings.
- Arranging details for internal and external examinations, ensuring clear

communication to parents and students.

10. Management of resources

- To manage the available resources of space, staff, delegated budget and equipment effectively within the school's policies and procedures.

11. Pastoral Leadership.

- To ensure the Behaviour Management system is implemented consistently in the department, so that effective learning can take place.
- To liaise with the pastoral team where a student is causing concern, attending planning meetings where appropriate.
- To contribute to and implement the school's policy on rewards and support taking responsibility for student behaviour

12. School Ethos

- To promote equal opportunities and celebrate diversity in all aspects of the school.
- To play a full part in the life of the school community, to support its aims and ethos and to encourage staff and students to follow this example.
- To adhere to the school's Dress Code.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To fully adhere to DfE Guidance "Keeping Children Safe in Education" Policy and other statutory policies as appropriate.

13. Other

- To take on any additional duties as requested by the SLT, and appropriate to the TLR that comes with this post.
- This is a job description only and is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment, after consultation with the post holder.
- Haverstock School and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation
- The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

14. Safeguarding Children.

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he

comes into contact, will be to adhere to and ensure compliance with the Safeguarding Policy at all times

15. Behaviour and Safety

- To demonstrate knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- To provide a classroom environment in which students feel welcome and valued.
- To establish a safe, clean, tidy and stimulating environment for students, rooted in mutual respect.
- To set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- To manage behaviour effectively to ensure a good and safe learning environment.
- To have high expectations of behaviour, and use a range of strategies including praise and rewards consistently and fairly.
- To establish a positive relationship with students and actively encourage student's independence, self-esteem and self-awareness.
- To model strategies designed to encourage appropriate behaviour and to promote students' psychological and emotional well-being.
- To reinforce appropriate behaviour in a variety of settings to facilitate access to the curriculum and to support appropriate behaviour at unstructured times, e.g. breaks and lunchtimes.
- To build positive partnerships with parents / carers and with other professionals to support students.

16. Wider Professional Responsibilities

- To make a positive contribution to the wider life and ethos of the school.
- To liaise with other professionals to ensure students are able to access and engage in learning, any barriers to learning are removed and to ensure positive transition and progression.
- To support the implementation of the vision of the school, ensure it is clearly articulated, shared, understood and acted upon effectively by all.
- To contribute to the development of a service ethos which enables everybody to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

17. General Responsibilities and Expectations

- To contribute to the overall ethos/work/aims of Haverstock School and H3 Federation.
- To understand and actively promote all school policies and procedures.
- To commit to safeguarding and promoting the welfare of children and young people.

- To take responsibility for your own professional development by actively seeking formal and informal learning opportunities and by actively engaging in the Federation's CPD programme.
- To participate in training and promote strategies around positive behaviour management, including restorative approaches and de-escalation.
- Recognise your own strengths and areas of expertise and use these to support and develop others.
- To take responsibility for your own physical and emotional health.
- To attend and participate in meetings as required.
- To observe the Code of Conduct at all times, and comply with all policies and procedures.
- To present a positive personal image, contributing to a welcoming environment which supports equal opportunities for all.
- To promote and ensure the health and safety of pupils, staff & visitors (in accordance with appropriate health & safety legislation) at all times.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head of School.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

The postholder must demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ Date _____

Postholder

Signed _____ Date _____
Head of School

Person Specification

Head of Geography

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| Education, Qualifications & Experience | <ol style="list-style-type: none">1. Graduate with qualified teacher status.2. Evidence of continuing professional development or further professional study in their specialist lead area3. A proven track record in raising achievement within his/her own teaching |
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| <p>Knowledge, Skills & Understanding</p> | <ol style="list-style-type: none"> 1. Strong classroom practitioner. 2. Knowledge of the relevant legislation and guidance with regard to education, safeguarding/child protection, SEND and inclusion of students with autism, including the SEND Code of Practice 2015 3. Understanding of the principles of effective learning for children with SEND and the ability to promote a culture of learning throughout the school 4. Understanding of the principles of good curriculum provision. 5. Understanding of the role of assessment in students' learning 6. Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion 7. Effective ICT skills 8. Ability to write clearly and accurately and communicate effectively with an appropriate sense of audience |
| <p>Professional Expertise</p> | <ol style="list-style-type: none"> 1. Develops excellent relationships with students. 2. Ability to be a role model for young people. 3. Ability to communicate effectively with staff, parents and students, and to work as part of a team. |
| <p>Monitoring, Evaluation & Review and Accountability</p> | <ol style="list-style-type: none"> 1. Has the skills and aptitude to be accountable for student outcomes. 2. Ability to monitor performance (student, curricular, faculty, pastoral). 3. Is able to evaluate and review progress and evaluate and implement change as necessary. |

Other Professional Requirements

1. The post holder will need to have a flexible and responsive attitude to changing work environments and staffing structures.
2. A willingness to initiate and participate in both cross curricular and co-curricular activities.
3. Has the ability to work with parents, external agencies and the wider community.
4. Determination to promote a culture that celebrates success.
5. Desire and aptitude to develop professionally beyond this post.
6. The post holder must display excellent interpersonal skills and apply these to develop relationships with all teaching and support staff, the multi-agency team, parents / carers and students.
7. Excellent motivational skills to engage students with a range of complex needs in their curriculum area.