



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Head of Geography



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Head of Geography at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

I am very proud to welcome you to Heworth Grange School. Heworth Grange is an exciting place to learn and a school where we are committed to giving each student equal opportunities to succeed, regardless of their background. We expect the best for all our young people and we continuously strive to ensure they can engage with the highest quality teaching and learning as well as opportunities to develop personally. We know that our young people learn best when they feel cared for and well supported. Heworth Grange is a 'family away from home' where in endeavour to ensure all our young people feel safe and secure so that they feel confident to engage fully in all aspects of their learning.

Our school ethos and values provide an important cornerstone in realising the potential of all students that we are proud to support. At Heworth Grange we do this through a blend of academic and therapeutic strategies underpinned by a well-developed personal development curriculum. To ensure our young people have the best opportunity to learn, we expect exemplary standards of behaviour, attendance and respect for all within our inclusive school community and strive to encourage a thirst for learning.

We put students and staff at the heart of our decision-making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

We are very excited about the future of Heworth Grange School and I look forward to welcoming you to our community soon.

Mrs A Denholm
Headteacher



About the School

Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: Head of Geography

Start date: September 2022

Contract: Permanent

Salary: MPS/UPS + TLR2b

This is an opportunity to join a dedicated team of staff at Heworth Grange School, part of Consilium Academies who are committed to providing the best possible education for our students.

We have high expectations of students, both in terms of their progress and their behaviour. In particular, we expect them to invest in their own learning, and we encourage them to enjoy and make a positive contribution to the wider life of the school. They, in turn, can expect from us the highest possible quality of teaching, care and support.

We are looking for an outstanding teacher who is ambitious and wants to further their career. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Jane Scott at jane.scott2@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 3pm on 16th May 2022

Interviews will take place on a date to be agreed

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Head of Geography
Reports to:	Headteacher/Senior Leader
Based at:	Heworth Grange School

Main purpose of the Role

- To lead and manage the implementation of a challenging, coherent and cumulative Geography curriculum that leads to excellent outcomes.
- Leadership and Management of all aspects of the Geography Department, linking with other subjects where possible.
- Implementation of Geography curriculum and related projects.
- Achievement of consistently outstanding teaching, learning and assessment in Geography.
- Achievement of outstanding pupil progress and attainment in Geography.

Core Responsibilities & Tasks

Teaching

- To undertake an appropriate programme of teaching demonstrating excellence at all times.
- To maintain the national standards for QTS/Performance Threshold/LT/Subject Leaders.
- Teach all year groups to an outstanding level.
- Contribute to PHSE, SRE, Citizenship and Enterprise according to school policy.
- Act as a role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- Have a substantial role in promoting an atmosphere conducive to effective teaching and learning ensuring that pupils are exposed to the highest quality teaching.
- Oversee the preparation and delivery of schemes of work for all year groups in order to promote continuity, breadth, balance and progression in pupils' learning, ensuring that each pupil has the opportunity to maximise his / her potential.
- Lead and take responsibility in the management of pupil behaviour within the Faculty and ensure that relationships between staff and pupils are harmonious leading to highly productive and well-motivated classes.

Operation/Strategic Planning

As Head of Geography you will:

- Participate in the decision and policy making process relating to the wider needs of the school.
- Promote an atmosphere conducive to effective teaching and learning.
- Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school.
- Actively support the Head Teacher, Governors and staff in the promotion and achievement of the aims and objectives of the school.
- Be involved in the planning, monitoring, evaluation and development of the school curriculum through the School Development Plan.
- Through middle leadership meetings contribute to the school's organisation and overall strategy of the school.
- Act as a role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.

- Undertake the implementation of performance management of colleagues and integrate this into their professional development.
- Participate where appropriate in the appointment of teaching and support staff.
- Write a subject development plan, set teaching and academic targets and embed a meaningful monitoring and review process.
- Develop all Faculty teachers to ensure teaching is consistently effective.
- Monitor and assess teaching, learning and assessment in Geography.
- Assist in the professional development of teachers, supervise and support trainee teachers and NQT's.
- Manage the Faculty budget to ensure value for money and impact on teaching, learning and attainment.
- Ensure staff are well informed on all aspects of school life relating to the post of Head of Geography in order to promote good communication and high morale.
- Encourage the practice of working as a team.
- Show commitment to the extra-curricular activities of the school and particularly those of your Faculty.
- Assist the Head Teacher in maintaining and developing a positive and constructive partnership with parents and the local community.

Curriculum Provision

- To liaise with the SLT Link Line Manager and relevant teachers to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum and intervention programme which complements the School Development Plan
- Be accountable for the development and delivery of curriculum programmes
- Lead curriculum development for the whole Faculty
- Keep up to date with National developments in the Faculty area, teaching practice and methodology
- Actively monitor and respond to curriculum development and initiatives at National, Regional and local levels
- Liaise with the SLT link Line Manager to maintain accreditation with the relevant examination and validating bodies
- Ensure that the development of schemes of work is in line with National developments

Curriculum Development

- Lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment policies, teaching and learning strategies in the Faculty
- Undertake the day to day management, control and operation of course provision within the Faculty, including effective deployment of staff and physical resources
- Actively monitor and follow up pupil progress, producing a termly on pupil progression for the SLT/link week
- Manage Faculty finances using the School Development Plan to generate Faculty Development Plans and targets
- Liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies
- Responsibility for the on-going assessment of pupils within the Faculty, identifying and taking appropriate action on issues arising from data and reports; setting deadlines where necessary and reviewing progress on the action taken
- In conjunction with the relevant SLT Link / Data Manager manage the Faculty's collection of data
- Be responsible for the presentation of display areas and rooms, in particular pupils' work, ensuring that the rooms and furnishings are safe, in good condition and free of damage / graffiti
- Hold minuted Faculty meetings at least in line with the school calendar, such that they provide appropriate and effective channels of communication and represent Faculty views at appropriate meetings
- Submit reports to the Head Teacher on the work of the Faculty, including areas of development to meet the identified needs of the School Development Plan
- Produce reports on examination performance, including the use of value-added data
- Advise on staffing, resources and timetabling requirements for the Faculty

- Implement all school policies and procedures e.g. equal opportunities, health & safety, COSHH, risk assessments etc.
- Work with colleagues to formulate aims, objectives and strategic plans for the Faculty which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plans of the school
- Responsibility for all stock held within the Faculty and to ensure that an up to date record is kept and audited annually
- Formulate an annual Faculty Development Plan in line with the School Development Plan and to monitor and evaluate progress.
- Monitor the overall behaviour and progress of pupils through the collation of data which provides an overall picture of each pupil, monitoring and dealing with concerns
- Oversee subject entries in external examinations and where appropriate, to co-ordinate appropriate coursework requirements.
- Undertake any other reasonably related tasks requested by the Head Teacher or SLT on behalf of the Head Teacher

Staffing

- To work with the Assistant Head Teacher for CPD to ensure that needs are identified and that appropriate programmes are designed to meet such needs
- To continue own professional development as agreed with Senior Link
- To be responsible for the efficient and effective deployment of support staff assigned to lessons to ensure the support provided to individuals and groups is having a significant impact on academic and technical progress
- To undertake Performance Management Review (s) and to act as reviewer for a group of staff within the Faculty and to integrate this into their professional development
- Monitor and support the overall progress and development of pupils within the Faculty
- Ensure the behaviour management system is implemented in the Faculty so that effective learning can take place
- Ensure that all members of the Faculty are familiar with its aims and objectives
- Represent the Faculty's views and interests at Management Meetings
- Work with the SLT link in order to ensure that the Faculty's teaching commitments are effectively and efficiently time-tabled and roomed
- Make arrangements for classes when staff are absent, ensuring appropriate cover within the Faculty by liaising with the Cover Manager
- Participate in the interview process for teaching posts when required and to ensure the effective induction of new staff in line with school procedures
- Promote team work and motivate staff to ensure effective working relationships

Quality Assurance

- To ensure the effective operation of self-review and other quality procedures and to ensure adherence to those within the Faculty
- To establish the process of the setting of targets within the Faculty and to work towards their achievement
- To contribute to the school procedures for lesson observation and monitoring
- Establish common standards of practice within the Faculty and develop the effectiveness of teaching and learning styles in all subject areas within the Faculty
- Ensure effective communication / consultation as appropriate with the parents of pupils
- Monitor and evaluate the Faculty in line with agreed school procedures including evaluation against quality standards and performance criteria
- Produce reports within the quality assurance cycle for the Faculty
- Provide the Governing Body with relevant information relating to Faculty performance and development
- Encourage the practice of working as a team
- Show commitment to the extra-curricular activities of the school and particularly those of your subject area
- Assist the Head Teacher in maintaining and developing a positive and constructive partnership with parents and the local community

- Be accountable for the work of all members of staff teaching in your Faculty
- Work in collaboration with the designated member of the SLT in planning induction programmes for new staff, including trainees, newly qualified teachers and teachers new to the subject.

Marketing, Communication and Liaison

- To contribute to the school liaison and marketing activities e.g. the collection of material for press releases.
- To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days / Evenings and other events.
- Actively promote the development of effective subject links with external agencies.
- To ensure effective communication/consultation as appropriate with the parents of pupils.
- To contribute to the planning and delivery of school liaison activities.
- To liaise with the Exams Officer about exam entries.

Management of Resources

- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records.

Pastoral System

- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.

School Ethos

- To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively the school's policies.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities.
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust or Academy.

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, the Trust will expect to revise this job description from time to time and will consult with the post holder at the appropriate time.



Person Specification		
	Essential	Desirable
Experience		
Evidence of teaching at an outstanding level along with the ability to reflect on lessons and continually improve own practice	X	
Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work and project based learning activities	X	
Experience of working in more than one school / experience as a middle leader		X
Qualified Teacher Status; degree level or higher	X	
Ongoing CPD such as middle leader/senior leader course		X
A knowledge of and enthusiasm for your subject; the desire and ability to convey this to the students of the school.	X	
A good working knowledge of teaching and learning reflected in own practice, including experience of raising attainment.	X	
A willingness to participate fully as part of a faculty team, being an effective team member and leader who demonstrates resilience, motivation and commitment to drive up standards of achievement	X	
Ability to lead on assessment, evaluation and attainment of all pupils. Understands and interprets complex pupil data to drive lesson planning	X	
Able to set and deliver high expectations for accountability and consistency and embed a culture of learning amongst staff and pupils that creates an ambitious, purposeful and highly motivating environment	X	
Excellent classroom practitioner who models, mentors and monitors workplace behaviour	X	
A commitment to student support and guidance.	X	
A willingness to participate in extra-curricular activities	X	
To be involved in In-class support across the curriculum and an interest in study skills.	X	
A firm commitment to comprehensive education, with a willingness to teach more than one subject across all abilities.	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad (and from September 2017 this includes Welsh second language GCSE		X

