



# Lynch Hill Enterprise Academy

Head of Geography  
Application Pack



# Contents

## Thank you for your interest in the Head of Geography post at Lynch Hill Enterprise Academy

### This pack contains:

- Letter to candidates
- Information about Lynch Hill Enterprise Academy  
Details of the Slough and East Berkshire Multi Academy Trust
- The job description and person specification

We hope that you find the pack informative. If you do have any further questions, please contact Lynch Hill Enterprise Academy via the details below:

**Sharifa Salahudeen**

**HR Manager**

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You can also visit our website at

[www.lhea.org.uk](http://www.lhea.org.uk)

Closing date: 29 April 2024

Interview dates: w/b 6 May (we reserve the right to interview promising candidates prior to this date if applications are received early)

If you wish to visit the Academy prior to application, then please contact Sharifa Salahudeen.

We are a school that places the safeguarding of all students as our number one priority. Please take the time to review our Child Protection & Safeguarding Policy:

<https://resources.finalsite.net/images/v1578476649/sebmatcom/tdwye22vatvtdcp2cstp/ChildProtectionandSafeguardingPolicy2019-2020.pdf>

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Dear Applicant

Thank you for your interest in the post of Head of Geography at Lynch Hill Enterprise Academy. This is an exciting opportunity to join our rapidly improving school community.

This post would be ideally suited for a dedicated geography teacher keen to step up into a middle leader position. You will be responsible for leading the department and growing what is becoming one of our most popular option subjects at GCSE. You will also have further opportunities for development through our dedicated CPD programme as the school continues to grow and progress and a supportive network of subject leads across the trust.

The school received its first Ofsted inspection in March of 2023, following its move to join the Slough and East Berkshire Multi Academy Trust (SEBMAT). That inspection reflected the significant progress made since the school was first inspected and, most importantly, highlighted the strengths of our student body.

*“Lynch Hill Enterprise Academy is a happy and welcoming community. Teachers know pupils and their families very well. Relationships between pupils and staff are strong and supportive. Leaders have high expectations regarding pupils’ behaviour and they ensure that responses to incidents are measured and fair. This leads to pupils behaving very well. They are courteous and respectful. Lessons and the atmosphere around the site are calm and purposeful. Pupils say that any instances of bullying or harassment are rare and always followed up. This helps pupils to feel very safe and happy at this school.”*  
(Ofsted 2023)

A typical Lynch Hill member of staff is highly committed, motivated and resilient, with a clear focus on improving the life chances of all young people. We firmly believe that high achievement for each and every student is our shared responsibility. Our school community celebrates excellence and enables students to flourish as happy, successful individuals who achieve their best in all they do. It is a special place to work!

If you have enthusiasm and energy and want to be part of our dynamic culture working to ensure:

- teaching and learning engages and challenges
- our students’ aspirations are raised
- our students are happy, supported and motivated

then I would be pleased to receive your application. Together with your completed application form, I would also request an accompanying letter of no more than two sides of A4 outlining your previous experience and how you would fulfil the role. Within this letter, please detail examples of your successes, especially how you have impacted positively on results and life chances for young people.

Yours faithfully



Chris Thomas  
Headteacher of Lynch Hill Enterprise Academy



### **The school**

Lynch Hill Enterprise Academy is a free school which opened in September 2014. We moved into our new building in April 2017 and, in January 2019, Lynch Hill became part of the Slough and East Berkshire Multi Academy Trust. There are approximately 880 students on roll – which means that we are almost ‘full’ and this figure has been consistent now for the last few years as the school grows in popularity.

We are fortunate to have a new building, which provides an outstanding learning environment in which to deliver both an exciting curriculum and broader learning opportunities. At Lynch Hill Enterprise Academy our curriculum intent is deliberately designed to reflect all aspects of school life, not just that which happens in the classroom and is guided by these three important aims:

**Aspire:** To be the best you can be.

**Achieve:** High achievement is the shared responsibility of all.

**Succeed:** To aim for success in academic, personal and future work life, and for this aim to be a personal and collective endeavour.

Underpinning the taught curriculum, we have our ‘culture curriculum’ which serves to educate our students in becoming well-behaved young people who engage in their learning and respect each other and their environment. Our students always receive positive feedback when engaged in off-site activities.

I would urge you to visit this wonderful school and see for yourself what makes Lynch Hill Enterprise Academy such a special place to work.

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## The Trust

Lynch Hill Enterprise Academy is a member of the Slough and East Berkshire C of E Multi Academy Trust (SEBMAT). SEBMAT includes both primary and secondary schools, which may have a Church of England link, but this does not prevent non Church of England schools from joining the Trust. SEBMAT supports schools to achieve very effective education with high levels of performance through coaching, sharing good practice and helping to secure good value for money.

### SEBMAT values

We fully subscribe to the National Society's determination since 1811 that the education we offer as Church of England schools does not depend on the background of the pupil but on a profound investment in their character and in the sparking of their aspiration. Every pupil will be encouraged to respect and honour their similarities and their differences as well as achieve success and be a positive contributor to the local and wider community.






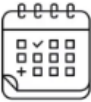




Schools joining SEBMAT will be expected to commit themselves fully to open, honest and transparent collaboration that aims to help every pupil in the Trust to achieve the highest standards.

SEBMAT aims to provide:

- School improvement and has a track record of success
- Excellence in leadership
- Sustained momentum across the improvement journey
- Curriculum innovation
- Standards monitoring, data analysis and trend information
- Links to local, national and international groups
- Facilitated school-to-school networks, coordinating and brokering expertise
- Excellent staff by attracting the best to the Trust and by providing good development opportunities
- Excellent financial management and value for money



## Staff Benefits

	<p><b>Healthcare and mental health</b></p> <ul style="list-style-type: none"> <li>• Free annual flu vaccination</li> <li>• Eye care vouchers to cover some/all the costs of eye tests and spectacles.</li> <li>• Free confidential and independent counselling helpline</li> <li>• Healthcare package opt in for staff and their families which includes a 24/7 GP advice line and a 24/7 Mental Health helpline.</li> </ul>
	<p><b>Social connection</b></p> <ul style="list-style-type: none"> <li>• Staff social committee who arrange social events</li> <li>• Buddies scheme for new staff</li> <li>• End of term events with refreshments provided</li> <li>• Supportive and committed team of staff</li> </ul>
	<p><b>Timetabling and cover</b></p> <ul style="list-style-type: none"> <li>• Additional protected PPA time for form tutors</li> <li>• We employ Cover Supervisors to reduce the amount of cover by teachers</li> <li>• Maximum teacher contact time set at 43 hours (about 2 days) per/fortnight</li> </ul>
	<p><b>Planning, marking, assessment and reporting</b></p> <ul style="list-style-type: none"> <li>• Specific staff support for administration planning of educational visits and other activities</li> <li>• Teachers encouraged to set homework when it is meaningful, not to a rigid timetable</li> <li>• Feedback policy designed to make marking and feedback demands on staff manageable</li> <li>• Reporting requirements reviewed regularly and streamlined where possible</li> <li>• Friday afternoon department planning meetings run from 2.30-3pm each week.</li> </ul>
	<p><b>Communications and technology</b></p> <p>All staff are supplied with a laptop</p> <p>Communication streamlined using daily message document and weekly staff briefing</p> <p>ClassCharts used to help teachers work more efficiently and flexibly</p>
	<p><b>Calendar planning</b></p> <ul style="list-style-type: none"> <li>• Deadlines and events scheduled to spread workload where possible</li> <li>• Programme of after school meetings is relatively light compared to many schools</li> <li>• Term dates are carefully set to maximise the number of weekends in school holidays</li> </ul>
	<p><b>Professional development</b></p> <ul style="list-style-type: none"> <li>• Extensive in-house CPD programme and opportunities for external training</li> <li>• Funding to support teaching and support staff working towards relevant professional qualifications</li> <li>• In-house Outstanding Teacher Programme</li> </ul>
	<p><b>Flexible working and leave of absence</b></p> <ul style="list-style-type: none"> <li>• Staff absence policy is applied generously</li> <li>• Informal and formal requests for flexible working considered</li> <li>• End of term early finish for all staff</li> </ul>
	<p><b>Staff wellbeing</b></p> <ul style="list-style-type: none"> <li>• 2-week Autumn Half-term</li> <li>• Free tea/coffee and biscuits</li> <li>• Friday treats such as cheese/biscuits, doughnuts, fruit and chocolate for all staff at break</li> <li>• On site Dining Hall which offers a free lunch when you 'dine in'.</li> <li>• Late start following Open evening</li> </ul>
	<p><b>Other benefits</b></p> <ul style="list-style-type: none"> <li>• Cycle to work scheme and ample on-site parking.</li> <li>• Refer a friend incentive of £500.</li> <li>• Long service awards</li> <li>• London fringe allowance</li> </ul>

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**Details of vacancy – Head of Geography– TLR 2b (£5,349)**

We are offering an exciting opportunity for an enthusiastic and well-qualified teacher of geography to lead the department in our dynamic school. The successful applicant will teach all year groups as well as leading the development of the department overall.

The Geography department

There is currently a vacancy for a Head of department, following the previous incumbent choosing not to return from maternity leave. The department is well-resourced and sits within a strong and supportive humanities faculty.

**Geography Curriculum**

At Key Stage 3, we study a variety of physical and human topics. In Year 7, students develop their fundamental map skills and locations, fragile environments, rivers and look at Africa in depth. In Year 8, we study population, coastal geography, climate change and the geography of crime. In Year 9, students learn about plate tectonics, Rainforests, Brazil, and extreme environments.

At Key Stage 4 we follow the AQA specification and study a range of physical and human topics. The physical units include the challenge of natural hazards, living world and physical landscapes in the UK. Human units include urban issues, the changing economic world, and the challenge of resource management. These make up two (one physical and one human) of the three exams sat by the students at the end of year 11. The third exam is based on the compulsory fieldwork we complete at the start of year 11 where we visit the coast. The third exam also involves a pre-release booklet that students receive before the exam.

## **Job Description- Head of Geography**

**Responsible To:**

**SLT link**

**Primary Purpose:**

**To promote the highest possible achievement of students in geography through a high-quality curriculum and consistently good teaching.**

### **Main Duties and Responsibilities:**

#### **Job Purpose:**

- To ensure that students make progress equivalent to or better than expected on the basis of prior attainment data
- To ensure that students' progress is monitored and that appropriate measures are taken to address underachievement of groups and individuals
- To ensure effective learning takes place through consistent, high quality teaching.
- To contribute to curriculum review to ensure it remains relevant in our changing world
- To demonstrate achievement of Teachers' Standards.

### **Main Duties and Responsibilities**

#### **Strategic direction**

- Promote the subject, its importance, and the value that it brings across the school
- Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
- Use this understanding to feed into the school development plan and produce an action plan for the subject
- Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
- Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
- Work with the special educational needs coordinator (SENCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)



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- Promote enterprise and careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities
  - Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively

### **Leading the curriculum**

- Develop and review regularly the vision, aims and purpose for the subject area
- Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- Ensure the planned curriculum is effectively and consistently implemented across the school
- Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- Have an overarching responsibility for pupils' achievement and standards in the subject area

### **Leading and managing staff**

- Establish an effective team and hold regular meetings to keep staff informed on any developments or changes
- Provide support to staff regarding teaching and learning, resources, and planning in the subject area
- Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
- Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
- Coach and model team teaching
- Liaise effectively with exam boards to ensure that teachers understand and are familiar with the syllabuses that are being delivered
- Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
- Take responsibility for performance management for your team, appraising staff in line with the school's policy
- Contribute to timetabling and manage setting pupils into attainment groups

### **Efficient and effective deployment of resources**

- Provide support with textbooks and library books in subject area
- Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in pupils
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
- Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience

## Person Specification- Head of Geography

### Experience, Qualifications and Training

- Qualified Teacher Status.
- Educated to degree level
- Evidence of relevant further professional development
- Teaching experience
- Good or better teaching
- Leadership experience (not essential)

### Knowledge and Skills:

- Expert knowledge of the National Curriculum
- Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve
- Awareness of local and national organisations that can provide support with delivering the subject
- Ability to build effective working relationships with staff and other stakeholders
- Ability to adapt teaching to meet pupils' needs
- Ability to build effective working relationships with pupils
- Knowledge of guidance and requirements around safeguarding children
- Good IT skills
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others

### Personal qualities:

- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Uphold and promote the ethos and values of the school
- Ability to work under pressure and prioritise effectively
- Maintain confidentiality at all times
- Commitment to safeguarding and equality