



# OAKLANDS SCHOOL

## JOB DESCRIPTION

### HEAD OF GEOGRAPHY DEPARTMENT (MATERNITY COVER)

**Responsible to:** Assistant Headteacher

**Salary:** MPS/UPS + TLR 2b

#### A) General Role

See “All teaching staff – JOB DESCRIPTION” on page 6.

#### Subject Leader

The Subject Leader will provide professional leadership and management for the subject. They will secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

We will expect the following standards from all Subject Leaders.

#### **1 Knowledge and Understanding**

The Subject Leader of Geography will have an understanding of:

- Our School Vision Statement
- School Priorities
- The relationship of the subject to the curriculum as a whole
- Any statutory curriculum requirements and the requirements for assessment recording and reporting of pupils’ attainment and progress
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils
- The implications of the Code of Practice for Special Educational Needs for teaching and learning

## **2. Planning and Setting Expectations**

The Subject Leader in Geography will:

- Set expectations and targets for staff and pupils in relation to standards of achievement and the quality of teaching
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject targets and match work well to pupils' needs
- Establish, with the involvement of relevant staff, short, medium and long plans for the development of the department. Contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment

## **3. Teaching and Managing Pupil Learning**

The Subject Leader in Geography will ensure:

- Curriculum coverage, continuity and progression in the subject for all pupils including those of high ability and those with special educational or linguistic needs
- Teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in subject, and communicate such information to pupils
- Guidance is provided on the choice of appropriate teaching and learning to meet the needs of the subject and of different pupils
- Effective development of pupils' literacy, and information technology skills through the subject
- Teachers of the subject are aware of its contribution to pupils' understanding the duties, opportunities, responsibilities and rights of citizens
- Teachers of the subject know how to recognise and deal with racial stereotypes
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

## **4. Assessment and Evaluation**

The Subject Leader in Geography will:

- Analyse and interpret relevant national, local and school data and research inspection evidence to inform policies, practices, expectations, targets and methods

- Establish and implement clear policies and practices for assessing, recording, reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further quality of teaching

## **5. Pupil Achievement**

The Subject Leader in Geography will:

- Establish clear targets for pupils achievement, and evaluate progress and achievement by all pupils, including those with special educational linguistic needs
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement an effective plan of action to support those
- To devise and implement appropriate interventions for pupils, both within lessons and extra-curricular, to ensure all pupils make good progress
- To share in monitoring, reviewing and developing the school's curriculum and co-curriculum (including extra-curriculum) offer to maintain an appropriate, comprehensive, high-quality and cost-effective curriculum that complements the school's strategic objectives.

## **6. Relationships with Parents and The Wider Community**

The Subject Leader in Geography will:

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, and targets
- Communicate effectively, orally and in writing, with parents and governors

## **7. Managing Own Performance and Development**

The Subject Leader in Geography will:

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development
- Take responsibility for their own professional development

## **8. Managing and Developing Staff and Others**

The Subject Leader in Geography will:

- Help staff to achieve constructive working relationships with pupils
- Establish clear expectations and constructive working relationships among staff including through team working and mutual support; devolving responsibilities, delegating tasks, appropriate evaluating practice, and developing an acceptable accountability
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher
- Ensure that trainee and newly qualified teachers are appropriately trained and monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards of induction

## **9. Managing Resources**

The Subject Leader in Geography will:

- Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure.
- Allocate available resources with maximum efficiency to meet the objectives of the school and to achieve value for money
- Deploy, or advise the headteacher on the deployment of staff in teaching SEN or gifted and talented pupils to ensure the most efficient use of teaching and other expertise
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness

## **10. Strategic Leadership**

The Subject Leader in Geography will:

- Develop & implement policies and practices to ensure governors are well informed about subject policies, plans and policies, the success in meeting objectives, targets and subject-related professional development plans
- Create a climate which enables other staff to develop & maintain positive attitudes towards the subject & confidence in teaching it

## **11. General**

The Subject Leader in Geography will

- Carry out any other duties as directed by the Headteacher



## **Job Description – Teacher**

**Post Held: Head of Geography (Maternity Cover)**

**Reporting To: Assistant Headteacher**

**Salary Scale: Main Pay Scale /Upper Pay Scale**

### **Main purpose of the job:**

- The purpose of this role is to provide high quality teaching and learning, achievement and engagement of students in line with our school ethos.
- Be accountable for the attainment, progress and outcomes of students you teach. To help secure the success and on-going development of the School, ensuring high standards of learning and achievement for all students within a specific department
- Be responsible and accountable for achieving the highest possible standards in learning and achievement of all students taught ensuring equality of opportunity for all
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Observe the professional duties and responsibilities of teachers outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for ensuring and promoting the safeguarding and welfare of children within the school
- To help establish and maintain productive relationships with parents and carers and others who support the School in various capacities.
- To work with flexibility, resourcefulness and initiative, undertaking any duties necessary at the reasonable request of the Head Teacher

### **Specific Responsibilities**

#### ***Teaching***

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of innovative and stimulating teaching materials to support schemes of learning
- Be knowledgeable about students' capabilities, prior learning to plan effectively for student progression

- Have a clear understanding of the needs of all pupils, including those with special educational needs; more able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy and oracy
- Make accurate and productive use of assessment to ensure student progress
- Assess students' work accurately and regularly, providing students with regular feedback in accordance with the school's marking and assessment policy and ensure students respond to feedback when appropriate
- Use relevant assessment data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other enrichment activities as appropriate to consolidate and extend the knowledge and understanding acquired in the classroom
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school, or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### ***Behaviour and Safety***

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect
- Have high expectations of behaviour and attitudes to learning, promoting self-regulation and independence
- Manage classes effectively using praise, sanctions and rewards consistently and fairly in order to inspire, motivate and challenge students
- Build and maintain excellent relationships with students, and be a positive role model, demonstrating consistently the positive attitudes, values and behaviour, which are expected of students
- Carry out duties as directed

### ***Team working and collaboration***

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including the pastoral care of students and assemblies
- Contribute to the sharing of good practice across the school identifying opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

- Take part as required in the school's self-evaluation processes and procedures

***Wider professional responsibilities***

- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos and development of the school including extra-curricular activities and the professional development of colleagues
- To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

November 2021