



Stour Vale Academy Trust

REDHILL SCHOOL



CANDIDATE INFORMATION PACK

Head of Geography

ABOUT OUR SCHOOL

KEY FACTS AND STATISTICS

Type of School	Academy (Member of Stour Vale Academy Trust)
Location	Stourbridge, West Midlands
Age Range	11–16 years
Gender	Co-educational
Headteacher	Mr J Clayton
Number of students	1,218
Number of teaching staff	76.6 (FTE)
Date school established	1976
Budget	£8.2m
Pupil Premium	24%
% of students with SEN in the school	16%
% of students on free school meals	22%

ACADEMIC ACHIEVEMENTS

GCSE Results 2023	Attainment 8—Whole School 46.78 Basics Standard (English and Maths 9-4) - Whole School 71% Basics Good (English and Maths 9-5) - Whole School 46% E Bacc (4+) - Whole School 45% E Bacc (5+) - Whole School 30% Data used from SISRA Analytics Collaborative Data 2023
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Message from the Headteacher



Dear Candidate,

Thank you for showing an interest in joining our wonderful school. Redhill School is a fantastic place to work and develop your future career. We are a school which places care and support at the heart of what we do. If you are successful, you will play a significant role in enhancing the exceptional Quality of Education and Pastoral support our school offers the children of Stourbridge.

Over the past 5 years we have increased in size, taking in additional students to meet the demand of the local community. We now have over 1200 students across years 7 -11. We are ambitious and have high aspirations for our school. We aim to provide the best opportunities for all members of our school community. Our campus is well maintained and well resourced. We take great pride in all aspects of our school. Our children and staff deserve the best.

We are a school where children flourish in all aspects of their school life. We place a high importance on wellbeing. Our staff are supported with additional non contact time alongside time to attend family events and appointments. We also offer a wonderful CPDL programme with avenues for future career progression.

If this role is of interest to you and you would welcome further information then please contact us and we will answer any questions you have.

I look forward to hearing from you,

Best wishes

Jamie Clayton

Headteacher

About our School

Redhill School continues to provide an excellent all round education for our students. Our 'Commitment to Excellence' shines through in all of our work, with our success being built upon the high quality of our teaching and excellent pastoral support. The comments in the last school OFSTED report, which recognised the impact of the outstanding provision within the curriculum for care, guidance and support, are still true today. Since this inspection the school has not in any sense stood still but has built upon its strengths to demonstrate that it is fully committed to continuous improvement to meet the new challenges.

If you aspire to make an impact on the lives of the students in our care, Redhill offers you a wonderful professional opportunity to work alongside an excellent team of staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Redhill serves the town of Stourbridge with the current pupil numbers on roll being 1232. We have recently expanded our PAN to ensure we can meet the demand for places.

Stourbridge is on the edge of the West Midlands conurbation with easy access to Birmingham, the Black Country, North Worcestershire and the motorway network. It is an educationally rich area with successful primary and secondary schools and Sixth Form Colleges.

Redhill School is popular with parents, being oversubscribed each year, and achieves excellent GCSE results. The school's appeal is based in its strengths in core subjects, modern foreign languages and its strong tradition in other areas such as sport, music and drama.

The school has benefited from a number of developments in the last few years, with new build science, language and sports facilities, the latter in partnership with the Football Association, and a complete refresh of ICT equipment. In 2018 we were successful in two CIF bids and the school estate and facilities have been well managed and are of high quality.

Redhill School is a great place to come to work. We have a full induction programme for new staff, who meet together regularly both formally and informally. The culture of challenge and support is shared not only with our pupils but with staff as well. New staff will often be given a peer mentor to support them in their first year.

Safeguarding

Redhill School is committed to safe working practices and safeguarding for children. Applicants will be required to complete pre-employment checks on suitability for working in a school. We also promote equal opportunities for all.

**To view Redhill School's Child Protection
Policy please follow this link:**

<https://www.redhill.dudley.sch.uk/policies>

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently nine member schools, four primary, one junior and four secondary, with a further primary school and an infant school due to join in 2024.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.

Geography Department

Due to the promotion of the current post holder, we are seeking to recruit a dynamic Leader of Geography. The successful candidate will be working alongside a team of brilliant staff within a really successful department.

Our middle leaders drive forward school improvement. They work collaboratively with the Quality of Education team to raise standards and deliver exceptional learning opportunities.

We offer an excellent CPDL package for our middle leaders, with many going on to senior leadership posts within our school and beyond. The information below provides some context to our Geography Department.

Welcome to our Geography Department! We are delighted that you are considering a leadership position with us. This information pack will provide you with an overview of the department, the curriculum, teaching expectations, and the support we offer to our staff.

About Our Department: Our Geography Department is a dynamic and passionate team of educators dedicated to providing high-quality geography education to our students. We believe in fostering a love for the subject and developing students' geographical knowledge, skills, and understanding.

Curriculum: At Redhill, we follow a well-structured and engaging geography curriculum that is designed to meet the requirements of the National Curriculum. Our curriculum aims to provide a broad and balanced geographical education, covering both physical and human geography topics.

The curriculum provides a range of fieldwork opportunities across a 5-year curriculum which supports Redhill's personal development programme and wider enrichment.

Year 7 students receive three lessons a fortnight, studying Global Ecosystems and the Amazing Amazon, Changing Coastal Areas in the UK (including a specific focus geographical skills), Changing Urban Spaces in the UK, World at Risk and The Black Country (including fieldwork skills and Black Country Mooch).

Year 8 students receive three lessons a fortnight, studying The Restless, Fiery Earth, Investigating the Qatar World Cup, Global Energy Management, Water on the Land (including fieldwork skills), Fieldwork – River Landscapes, Ice on the land and The Rise of NEEs.

Year 9 students receive two lessons a week, studying Africa - A Continent of Contrasts, What's the Weather like Tomorrow? (including on site fieldwork opportunities), Changing UK Weather, Climate Change Conundrums, Cities of Tomorrow and Sustainable Urban Living, The Living World – The UK as a Deciduous Ecosystem, The Living World – the distribution and characteristics of global ecosystems, The Living World – the importance of tropical rainforests, The Living world – the opportunities and challenges of hot deserts. Students complete end of unit assessments in each topic – assessing geographical knowledge, understanding, application and skills.

The KS3 Geography Curriculum develops a range of cross-curricular and transferable skills beneficial to students during their time at Redhill and beyond.

Students start GCSE Geography towards the end of Year 9 following the AQA syllabus. The course covers Living with the Physical Environment and Challenges in the Human Environment with geographical application and skills running thorough out our well sequenced curriculum mapping. We also offer issue evaluation, fieldwork and geographical skills. As part of the course, we carry out fieldwork investigating urban regeneration in Birmingham and coastal erosion at Brean Down, Somerset. The department has developed a range of resources and revision materials and run intervention and catch-up sessions to support the progress of all learners

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Continued...

As a new member of our school, you will receive a comprehensive induction program to familiarize yourself with our school, department policies, and procedures. We encourage and support our staff to engage in continuous professional development. Opportunities for subject-specific CPD, conferences, and workshops will be provided to enhance your subject knowledge and pedagogical skills. Our school values collaboration and teamwork. We have regular department meetings and encourage sharing of ideas, resources, and best practices amongst colleagues.

Our Geography Department is an exciting and supportive place to work, and we look forward to welcoming a new leader to our team. If you have any further questions or would like more information, please do not hesitate to contact us.

We look forward to receiving your application and discussing the possibility of you joining our team.

Subject Leader of Geography

Job Title: Head of Geography

Contract: Permanent

Salary scale: MPR/UPR + TLR2C

Responsible to: Assistant Headteacher

Due to the successful promotion of the current post holder, we are looking to appoint an outstanding, well-qualified and inspirational Geography Subject Leader. This is an exciting opportunity to join an outstanding, well-resourced school, to work alongside a high-performing and supportive team of colleagues, and to benefit from excellent provision for career development.

Successful candidates will be responsible for leading the Geography curriculum at both Key Stage 3 and Key Stage 4. Candidates should be highly motivated practitioners with a strong record of accomplishment in raising attainment in previous roles. Experienced in the planning and delivery of Geography qualifications to Key Stage 4. Strong knowledge and understanding of the delivery of geography is essential. The ability to develop a Key Stage 3 and Key Stage 4 programme of study that meets the needs of the geography curriculum is essential.

We are looking for a Subject Leader of Geography who:

- Can demonstrate a strong understanding of curriculum design.
- Has strong knowledge and understanding of the Geography National Curriculum including.
- Has strong knowledge of GCSE Geography qualifications.
- Has a proven record of strong outcomes with students at Key Stage 4.
- Is highly organised and a strong classroom practitioner.
- Can demonstrate sound pedagogical teaching principles.
- Can demonstrate an effective ability to lead and motivate colleagues.
- Is creative and dynamic in their approach to teaching and learning.
- Committed to high standards of achievement, progress and behaviour for all learners.
- Committed to the constant improvement of an already vibrant curriculum.
- Highly effective in the use of IT and have an interest in using technology in the daily classroom experience to improve learning.
- Is committed to wider curriculum opportunities.

We offer:

- A workplace where wellbeing matters.
- Extensive CPD including a generous annual fund for further study and training.
- A school with an outstanding record, exceptional facilities, built with the teachers in mind.
- Collaborative working environment—all staff have a voice
- Strong SLT line management
- The opportunity for further professional development

JOB DESCRIPTION

Job Title: Teacher of Geography

Contract: Permanent

Salary scale: MPR/UPR + TLR2C

Responsible to: Assistant Headteacher

Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues;
- Build team commitment with colleagues and in the classroom engage and motivate pupils;
- Demonstrate analytical thinking;
- Improve the quality of pupils' learning;
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Promote the wider aspirations and values of the school.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

- Teach allocated pupils by planning their teaching in order to achieve progression in learning;
 - Understand and apply effective classroom management;
 - Understand and apply a range of teaching strategies;
 - Positively target and support individual learning needs;
 - Maintain high levels of behaviour and discipline;
 - Effectively use homework and other extra-curricular learning opportunities;
 - Demonstrating appropriate consistent progress for pupils:
 - across all teaching areas
 - across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings;
- Effectively manage other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

- Use performance data to evaluate pupils' progress and set appropriate targets for improvement;
- Use assessment to inform planning and teaching; report on progress to all stakeholders.

Pastoral Duties

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the PSHE curriculum according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Contribute positively and effectively to the Every Child Matters agenda
- Undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
- Take responsibility for professional learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A.

This job description may be amended at any time following discussion between the head teacher and member of staff, to be reviewed annually.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Training and Qualifications	<ul style="list-style-type: none"> QTS 	<ul style="list-style-type: none"> Honours degree
Abilities and skills	<ul style="list-style-type: none"> Demonstrate a clear understanding of teaching strategies and curriculum within the context of a secondary school 	<ul style="list-style-type: none"> Confident and competent user of ICT Commitment to further professional development and progression
Experience	<ul style="list-style-type: none"> Successful experience of teaching in both KS3 and KS4 	
Knowledge	<ul style="list-style-type: none"> Thorough subject understanding 	
Personal Qualities	<ul style="list-style-type: none"> A knowledge of equality and diversity issues Emotional self-awareness Accurate self-assessment Self-confidence Empathy Organisational awareness Service orientation 	



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01384 816355

www.redhill.dudley.sch.uk

www.svat.org.uk

For an informal discussion please contact:

Mr James Clayton, Headteacher

(jclayton@redhill.dudley.sch.uk)

Mr Clayton is happy to respond during the Easter holiday.

Please apply via the online application on WM Jobs

<https://dudley.wm-jobs.co.uk/members/?i=379>

If you are unable to complete online, then please contact us on

01384 816355

or

Email: info@redhill.dudley.sch.uk

CLOSING DATE: Wednesday 10 April 2024 (9am)

INTERVIEWS: To be advised

Only successful candidates will be contacted.

Please contact the Headteacher's PA, Mrs Joanne Endicott, to arrange a visit to the school.

**Either call 01384 816355 or email info@redhill.dudley.sch.uk
(please include a contact number).**

Please note only successful candidates will be contacted.

All candidates are subject to safer recruitment procedures.