



Head of Geography

Unity Academy Blackpool

Information for candidates



Head of Geography

Salary: MPR/UPR + TLR 2a (£2873) (A TLR2b (£4782) allowance may be available for a suitably well qualified and experienced candidate who could fulfil the dual role of Head of Geography and RE.)

Contract: Permanent, Full Time

Start Date: 1st January 2022

Staff development is at the heart of our ethos at Unity Academy and we are delighted to be able to advertise this role following the internal promotion of the current Head of Geography to the role of Senior Leader (SENDSCO) within the academy.

This post represents an ideal opportunity for a candidate eager to step into subject leadership or to continue their career from an existing leadership role. This post will report to the Head of English Baccalaureate faculty. Whilst appointing a Head of Geography is our aim, a higher TLR allowance would be available for a suitably well qualified and experienced candidate who could carry out the role of Head of Geography and RE. The full leadership structure of the faculty is contained within the attached information for candidates. This post incorporates the operational and strategic leadership of the department, working with the support of the Head of Faculty, Senior leaders and FCAT Director of Humanities. We are seeking a Head of geography with the energy and enthusiasm to inspire and develop students and staff in our popular and thriving academy.

A large number of children (over 35% of the current Y10 cohort) currently choose Geography at GCSE level where we study AQA specifications. Students are given an open choice in order that they pick subjects that will inspire and motivate them and lead to good outcomes at the end of year 11. The Key Stage 3 curriculum has been recently updated in order to provide a strong platform for success at key stage 4.

The successful candidate will have a proven track record in teaching geography and delivering good outcomes for students, this will ensure that we continue to provide a high-quality education for all children in a caring, inclusive environment. The nature of the faculty means that the successful candidate is likely to teach RE (non-GCSE) as part of their timetable allocation, we do not offer an examined GCSE course in RE. Some lessons for certain groups in key stage 3 are taught as Humanities in order to ensure stability in teacher for these children. We would welcome applications from those with prior leadership experience but also those new to leadership and keen to take a step into subject leadership. A full and comprehensive package of training, mentoring and coaching will be provided. Unity Academy has a supportive staff team who work together to ensure that the school motto is clearly articulated and we demonstrate that In Unity, we succeed.

Unity Academy is an all through school for children aged 2-16 and as such an awareness of curriculum coverage across all phases of education is required, although the specific remit of this role will be leading the team of teachers who contribute to teaching in years 7 to 11. This post represents an excellent professional development opportunity for any aspiring middle leader at our academy as we continue our journey to being the best we can be.

How to apply

Please complete the online application form at www.fcat.org.uk including a supporting statement. This supporting statement should be no more than two sides of A4.

For any information regarding the position or the school or to arrange a visit to Unity Academy please contact Mrs. K. Linney, Headteacher's PA who will be happy to assist you.

Closing time and date for applications is: 9AM on Thursday 7th October 2021.

Interviews will be held in the week commencing the 11th October 2021.

The Fylde Coast Academy Trust is committed to equality of opportunity for all. Fylde Coast Academy Trust is fully committed to safeguarding and promoting the welfare of all learners, staff and visitors. All staff will be carefully selected using recruitment and selection procedures designed to emphasise our commitment to safeguarding. All posts, including volunteers, are subject to enhanced DBS clearance.

Dear candidate,

Thank you for expressing an interest in the Head of Geography vacancy at Unity Academy, Blackpool. This post is an important appointment for us as we look to further develop the geography department within the academy and thus improve the curriculum offer and outcomes for young people. We are keen to appoint someone who has a passion for their subject and a compelling curriculum vision.

I wanted to take the opportunity to personally thank you for your interest in the post and give you a flavour of the academy. I took up post as Headteacher on the 1st April 2017, prior to this I had worked at the academy as Vice Principal. Unity Academy is a very special place to work and I have certainly felt that the school strap line of In Unity, we succeed is something that very accurately portrays the approach all staff have to working within the academy. Unity Academy serves an area of high socio-economic disadvantage; we are in the highest percentile for pupil premium, free school meals and SEND needs. These challenges make Unity a very special place to work; our children have character in abundance and are highly reliant on the supportive atmosphere that the academy offers them. Students are keen to learn and want to succeed; through the support of staff we make this possible.

Students in geography follow a highly ambitious curriculum with high uptake at GCSE level. As the advert indicated, should you be suitably experienced and interested in leading both Geography and RE, an enhanced TLR allowance would be available. RE is not taught as an examined GCSE subject. There is now a chance for a new Head of Department to review the curriculum further to ensure that whilst we retain the very highest expectations of our students, they develop a love of learning and passion for science.

The academy improvement plan (or Vision 2023) has three very clear goals, to improve the reading ability of every learner in the academy, to ensure our curriculum is the best it can be and to ensure that we are a fully inclusive academy. Humanities is an integral part of the curriculum for children in our alternative provision setting.

Unity Academy opened its doors on the 1st September 2013, at the time the academy had some serious challenges to overcome; by working together we achieved a good Ofsted rating in October 2017 but the journey is by no means complete. Improving outcomes for learners remains a key challenge as does offering a curriculum that develops a breadth of knowledge and skills but also a love of learning. If you feel you are up to the challenge of delivering this, we look forward to receiving your application.

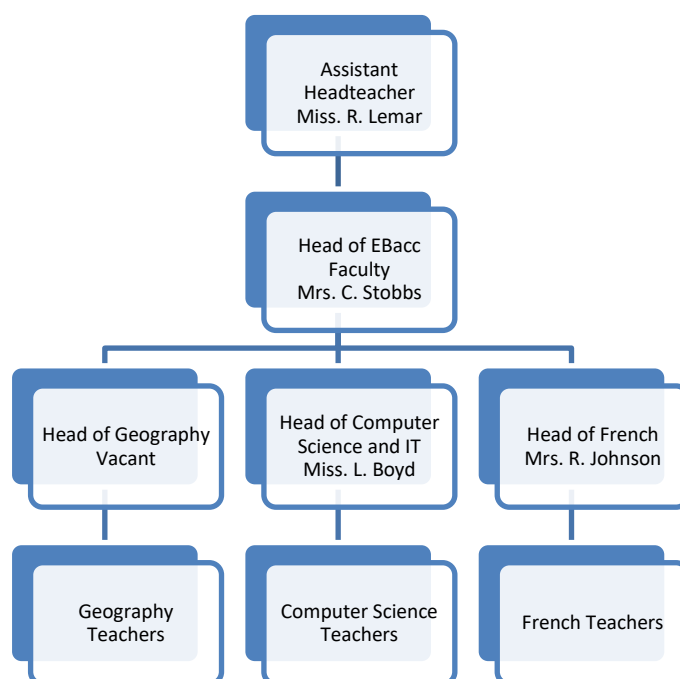
Yours sincerely,



Stephen Cooke
Headteacher

The English Baccalaureate Faculty

The English Baccalaureate faculty includes all those who contribute to the delivery of the suite of English Baccalaureate subjects across the academy, the geography department operates within the wider faculty family. The faculty is led by a Head of faculty who retains overall responsibility for the subjects within it (as well as acting as Head of history) and line manages the respective subject leaders. The Head of Geography is an autonomous role and whilst it sits within the wider English Baccalaureate faculty, the Head of Geography is a key middle leader within the academy. The full leadership structure of the faculty is shown below.



The English Baccalaureate Faculty

From 1st September 2021, the staffing within the department is as outlined below: -

- Head of History: Mrs. C. Stobbs
- Head of Geography: Vacancy
- Head of Computer Science and IT: Miss. L. Boyd
- Head of French: Mrs. R. Johnson
- Teacher of Geography: Mrs. L. McGuinness
- Teacher of French: Mrs. S. Forshaw
- Teacher of History with RE: Mr. J. Manning
- Teacher of Humanities (Temporary): Miss. J. Burrows*
- Teacher of Humanities and Maths (Temporary): Mr. K. Renshaw*
- Teacher of Maths with Computer Science: Mr. D. Nightingale

The following senior staff also contribute to the delivery of English Baccalaureate subjects -

- Senior Leader (SEND/CO): Mr. R. Bold

The department is supported by an FCAT Director of Humanities, Mrs. C. Hall, who works across the multi academy trust to support improvements in humanities across each academy. The Geography department has worked hard over the last few years to significantly improve the curriculum for children and as such the subject is now very popular at GCSE level. The department was awarded the Secondary Geography Quality Mark in 2018 and is moving towards an application for Centre of Excellence status.

As the Head of Geography, you will be joining a team of supportive and experienced teachers, where best practice is constantly shared and collaboration is a standard part of the planning process. This will be essential in ensuring that the curriculum is continuously challenging for all students along their learning journey.

The geography team has strived to create continued progression from Y1 to Y11 by embedding fieldwork and off-site opportunities in all phases. This is something that is hoped to be continued under the guidance of new leadership. Furthermore, it is hoped that the newly appointed Head of Geography will be able to continue the success of the department and develop the provision into a recognised centre of excellence by the Geographical Association.

This academic year students are taught for 2 hours per week in Y7 and Y8 with 1 additional hour for support groups. In Y9 all students have one hours per week of Geography. At GCSE students receive 5 hours across two years (either 3 hours per week in Y10 and 2 in Y11 or vice versa). Teaching is mixed ability in all year groups (a support group exists in Y7 and 8 who have an adapted timetable to support their wider learning needs).

The Geography department also support the delivery of alternative provision and teachers contribute to delivery within this provision.

Students in Y7 to Y10 receive 1 hour per week of RE.

In Y11 students receive 1 hour of PSHE and RE combined.

Fylde Coast Academy Trust (FCAT)

Fylde Coast Academy Trust (FCAT) was established in 2012 by Fylde Coast Teaching School, a partnership of Blackpool Sixth Form College and Hodgson Academy, both “Outstanding” learning organisations recognised for their contribution to education on a national level. Our aim is to ensure first class learning opportunities for all young people on the Fylde Coast and across Lancashire. Learners are at the heart of what we do and their outcomes and successes are what drive us. We are a Multi-Academy Trust working in partnership with educational institutions at the heart of our local community, fostering collaboration and knowledge sharing which is critical to our culture of continuous improvement. Unity Academy was the first academy within the trust opening in September 2013, since then the trust has grown to include 10 academies and 2 partner organisations. Full information about the trust and its work can be found on the website www.fcat.org.uk

Since September 2020 the trust has operated as an independent multi academy trust.

Job Description

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| Job Title: | Head of Department |
| Salary: | TLR 2a/2b |
| Responsible to: | Headteacher, SLT, Head of Faculty |
| Date of Job Description: | September 2021 |

Primary purpose of the Role:

Securing in consultation with the senior leadership team outstanding education within the department for all young people at Unity Academy, ensuring consistently high expectations of students and outcomes, which improve year on year ensuring the curriculum provision is relevant, challenging and engaging.

Ensuring a purposeful, positive and disciplined culture and ethos in the department, with strong focus on a high quality curriculum with leads to good outcomes for students. Thereby, ensuring a high-quality education for all students.

Ensuring the key elements of progress and achievement, quality of education, behaviour and safety and leadership are all of a very high standard within the department.

Working in association with line managers overseeing, as appropriate to this role, staffing and resource management to ensure the school is financially secure and operating within budget.

Main Responsibilities:

Professional Standards: Meeting the professional standards for teachers, core and threshold, as applicable to the post-holder and as revised in the most recent update of the School Teachers Pay & Conditions document.

Acting as a form tutor, carrying out all reasonable duties associated with this role.

Strategic and Operational leadership of the department, in particular ensuring that high quality teaching and learning is embedded daily within the department and that the curriculum delivered is of high quality for all students. Operational leadership of all self-evaluation within the department and contributing to the production and monitoring of the faculty improvement plan.

In carrying out their duties, all post holders will be required to implement the policies of the Fylde Coast Academy Trust and the Academy Council.

Main Duties: Core Responsibilities

- To fulfil requirements of a classroom teacher to Core and Post Threshold standards as defined in the generic job description for teachers.
- To act as a form tutor, carrying out all duties associated with this role.
- To ensure a commitment to safeguarding is evident in all actions taken.
- To ensure all actions taken are in line with the requirements of the DfE guidance and academy policies on safeguarding and child protection.
- To have knowledge and awareness of the academy improvement plan.
- To attend and contribute where appropriate to all meetings as designated by the Headteacher.
- To act as a member of a duty team where required and reasonable.
- To communicate and consult with parents about individual student progress as necessary.
- To attend parents' evenings.
- To pro-actively support other academies within the Fylde Coast Academy Trust as considered necessary or as required.
- To carry out efficiently and effectively specific administrative and organisational tasks allocated to the role.
- To maintain and further develop high standards of Teaching & Learning within the department, through regular monitoring and coaching and by personal example.
- To play an active part in the development of the department improvement plan including taking overall strategic lead for aspects of the plan.
- To perform the duties of Appraisal Reviewer for identified support staff, teachers and Leaders:
 - Reviewing annually the performance of these support staff, teachers / Leaders and setting new objectives in line with the FCAT policy and procedures.
 - Making recommendations on pay progression based on academy policy and consistently applied standards to the Headteacher
- To challenge underperformance at all levels ensuring effective corrective action and follow up;
- To manage delegated budgets to ensure that costs remain in line with budget.
- To manage own workload and that of others to allow an appropriate work/life balance
- To act as a role model, demonstrating FCAT values and actively promote British Values within the Academy
- To adhere to FCAT's Safeguarding policy and procedures to ensure safeguarding and the promotion of the welfare of children and young people in line with FCATs expectations of all staff and volunteers
- To comply with individual responsibilities, in accordance with the role for health & safety in the workplace in line with FCAT's policies and procedures
- To ensure that all duties and services provided are in accordance with the Academy's Equal Opportunities Policy, encouraging and promoting non-discriminatory behaviour.
- To ensure compliance with the General Data Protection regulation and maintain confidentiality at all times.
- To act in accordance with FCAT and Academy policies, procedures and working practices and as a leader to exemplar actions and ensure staff within the Academy are working in line with these policies, procedures and working practices.
- To undertake any training and development commensurate with the post.
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

Main Duties: Specific Responsibilities

Quality of Education

- Overseeing and ensuring that the curriculum coverage in your department is broad and balanced across Y7 to 11 ensuring that the full range of curriculum content is covered using the national curriculum and GCSE specifications as a guide.
- To ensure that the curriculum ensures that students are taught the necessary knowledge and skills in Year 7 to 11 including ensuring that examination specifications are taught to a high standard in years 10 and 11.
- To ensure that the curriculum in Y7 to 11 builds effectively on the work of children in N to Y6.
- To ensure that the curriculum is planned to provide high expectations and challenge for all students and appropriately differentiated for children with SEND needs.
- To plan, implement and evaluate strategies where improvement needs are identified.
- Monitor, evaluate and report on the effectiveness of teaching with regard to students' progress.
- To monitor department performance against any agreed targets.
- Ensure the progress of each individual students is effectively planned for and appropriate intervention is delivered.
- To oversee the quality of intervention activities within the department to ensure that it has an impact on student outcomes having maintained effective student tracking systems to inform which children require intervention.
- To ensure that the department contributes to the delivery of the entitlement curriculum, trying hard to embed this within the standard curriculum offer for all children.
- To ensure that assessment is used effectively across the department and helps pupils to embed knowledge and assists teachers in producing clear next steps for pupils.
- To ensure that reading is prioritised within the department in order to allow pupils to access the full curriculum offer.
- To support the development of the Y5-8 curriculum ensuring that there is no repetition of work completed in years 5 and 6.
- To ensure that student outcomes for the end of Y11 are in line with national indicators within a specified time frame or that key performance targets are met.
- To ensure that disadvantaged children and high ability children make good progress across the academy but particularly in years 7 to 11 and that barriers to achievement are addressed.
- Provide SLT, governors and others with relevant, subject, curriculum or student performance information where required.
- Lead the development and enhancement of pedagogy within the department in line with academy and faculty priorities.
- Ensure these pedagogies are consistent and effective, through rigorous planning, monitoring evaluation and review, training and support.
- Maintain personal expertise and act as a role model for excellent classroom practice, modelling effective strategies and sharing/coaching other teachers.
- Monitor and evaluate standards of teaching, identifying areas for improvement.
- Monitor and assess the standard of student work and feedback within the department.
- Plan, implement and demonstrate the impact of strategies to improve teaching.

Leadership and Management

- Provide strong, effective, clear and purposeful leadership of the department including ensuring that your curriculum vision is clearly defined, well implemented and has impact.
- Responsible for ensuring the highly effective leadership and management of the department.
- Responsible for creating a learning culture across the department that encourages students to define, desire, demand and deliver success.
- Responsibility for implementation, monitoring, self-evaluation and review of Academy and departmental policy and procedures as relevant to your specific responsibilities.
- Responsible for departmental self-evaluation to ensure students receive a high quality education.
- Provide the Governors, Headteacher or other designated leadership post-holders, with relevant performance information and supporting commentary as appropriate.
- To oversee collaborative planning time and chair department meetings where appropriate.
- Ensure that teaching and learning within the department is highly innovative and effective.
- To attend and represent the interests of the academy at external meetings as appropriate to the role.
- To line manage teachers within the department.
- Assist in the induction, support and monitoring of new staff including ECT/Teach First and ITT.
- Continue to take an active interest in your own CPD and that of others.
- Define and agree appropriate improvement targets for the department.

Behaviour and Safety

- Responsible for standards of behaviour and attitude within the department.
- Ensure optimum conditions for effective teaching and learning prevail.

Personal Development

- To support and contribute to the academy's responsibility for safeguarding students.
- To ensure that the department curriculum provides opportunities for broader development.
- To ensure that the department curriculum and the wider work of the department supports pupils to be confident, resilient and independent, and to develop strength of character.
- To support the academy in ensuring that the personal development of students is highly valued.

Accountability

- Accountable for the standards of achievement (attainment and progress) of all students in your department.
- Ensure that appraisal arrangements are executed appropriately.
- Accountable for the quality of education within the department (including curriculum and quality of teaching).
- Accountable for a positive, purposeful and productive team spirit within the department.
- Line management responsibility, substantial direct and indirect responsibility for teaching and support staff.
- Planning the deployment of staff expertise to achieve academy/department improvement objectives.
- Accountable and responsible for the well-being of people within the department.

Flexibility

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Head of Department. Depending on the needs of the academy, these may be altered from time to time in consultation with the Headteacher.

Job Description prepared by: Stephen Cooke, Headteacher, September 2021

Person Specification

Head of Department (Core Subjects)

Essential requirements (E) are those without which an applicant will not be considered for appointment. Desirable requirements (D), whilst desired, a candidate will still be considered for appointment without these.

| Personal attributes required based on Job Description | |
|--|--|
| Qualifications <ol style="list-style-type: none"> 1. Qualified Teacher Status 2. Qualified to degree level 3. Relevant post-graduate qualification in education or management (e.g. NPQML). | E E D |
| Experience <ol style="list-style-type: none"> 1. At least 3 years successful teaching which includes KS4 teaching. 2. Raising attainment at KS3/4 in this subject. 3. Teaching a broad ability range of students including high ability students 4. Experience of middle leadership (e.g. 2nd in department) | E E D D |
| Knowledge and Understanding <ol style="list-style-type: none"> 1. Detailed knowledge of 11-16 curriculum and current developments relevant to your subject. 2. Comprehensive knowledge of KS1 and 2 curricula and how these influence KS3 and 4 schemes of work in your subject. 3. Able to effectively use data to set targets, monitor and raise standards, initially with support. 4. Solid understanding of issues related to the national curriculum | E D E E |
| Skills and Abilities <ol style="list-style-type: none"> 1. Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively; to achieve desirable outcomes. 2. Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information. 3. Strong resilience and mental toughness to operate in a challenging environment. 4. Readiness to seek and respond to advice and guidance. 5. Excellent collaborative working skills to perform effectively as part of the wider team of the Fylde Coast Academy Trust. 6. Expert and robust people management and leadership skills, to lead by example. 7. Determination to promote equality of opportunity throughout all aspects of academy life. 8. Ability to set, expect and monitor excellent standards. 9. Strong ability and drive to achieve challenging personal and organisational goals. 10. Positive outlook, good sense of humour | E E E E D D E E E E |
| Other Attributes <ol style="list-style-type: none"> 1. Evidence of having undertaken recent and relevant continuous professional development relevant to this role and to demonstrate the impact of this in work practice. | E |