Lincolnshire Gateway Academies Trust

MAIN PAY SPINE TEACHING & LEARNING RESPONSIBILITY
TEACHING JOB DESCRIPTION
MIDDLE MANAGEMENT

Name:

Post: Head of Geography

MGA: **MG3**

Accountable to: **Assistant Principal / Curriculum of Humanities**

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General

You are required to carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document and you are required to carry out such duties as the Principal may reasonably request.

Part 1
Trust expectations/ethos

1. To consistently uphold the Multi-Academy Trust's mission statement
2. To work in a polite manner with all colleagues, stakeholders and partners
3. To promote the ethos of the Trust both internally and externally
4. To insist upon the highest possible standards of dress and behaviour from students
5. To work with students and ensure that their highest possible educational attainment is reached
6. To promote the outcomes of Every Child Matters
7. To seek constantly to improve the Trust's image and to assist in promoting our values and ethos

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PART 2
Overall Purpose

You should assist the Assistant Principal, Curriculum Manager in improving standards of learning by securing high quality teaching and the effective use of resources.

Main Accountabilities

Key Accountabilities

The key accountabilities of the role are outlined below. However, this is an overview of the role and is not exhaustive. The Trust reserves the right to assign other duties commensurate with the role as required

Learners

To assist in the monitoring of learners' progress in the Curriculum Area.

To assist the Assistant Principal, Curriculum Manager in maintaining a disciplined working environment for all learners.

To assist the Assistant Principal, Curriculum Manager in providing a suitable curriculum for all learners and amending Schemes of Work as appropriate.

To assist the Assistant Principal, Curriculum Manager in ensuring assessment data is up to date and recorded and to complete reports for the Principal on learners' progress

Staff

To assist the Assistant Principal, Curriculum Manager in monitoring the quality of all aspects of the work of staff within the Curriculum Area.

To assist in the induction of new staff and the mentoring and support of ECTs, GTPs and ITTs within the Curriculum Area.

To assist in the Curriculum Area's performance management programme and support staff in their professional development

Resources

To assist the Assistant Principal, Curriculum Manager in maintaining high quality resources for the Curriculum Area.

Management

Contribute to the strategic leadership and management of the Curriculum Area to improve standards of teaching and learning.

Assist the Assistant Principal, Curriculum Manager to produce strategic plans and self-review documentation

Assist in the monitoring of the Curriculum Area's progress towards achieving targets for continual improvement.

Additional

- Line-manage the Geography and Travel and Tourism faculties within Waltham Toll Bar Academy and contribute to the wider Humanities department.
- Lead the implementation of the KS3-KS5 Curriculum within Geography to ensure an outstanding quality of provision for all learners.
- Ensure disadvantaged and SEND students achieve as highly as their peers in Geography.
- Maximise progress and achievement through monitoring, intervention and review in Geography and Travel and Tourism.
- Organise and lead staff meetings and CPD within the Geography faculty.
- Lead on enrichment and educational visits for all Geography students including Key Stage Three.
- Work with Senior Leadership and Curriculum Manager to implement whole-school change.
- To raise the profile of Geography across the Academy

Any additional requests as directed by the Chief Executive, Principal or designated line manager

PART 3
In addition to the above MG job description you must take into account your duties as a teacher and these are listed below:

PROFESSIONAL ATTRIBUTES
You should:

Relationships with children and young people

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

(a) Communicate effectively with children, young people and colleagues.

(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Have a commitment to collaboration and co-operative working, where appropriate.

Personal professional development

Evaluate their performance and be committed to improving their practice through appropriate professional development.

Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING
You should:

Teaching and Learning

Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and Monitoring

Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

Know a range of approaches to assessment, including the importance of formative assessment.

Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT

Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities

Achievement and diversity

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

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Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Know the local arrangements concerning the safeguarding of children and young people.

Know how to identify potential child abuse or neglect and follow safeguarding procedures

Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.