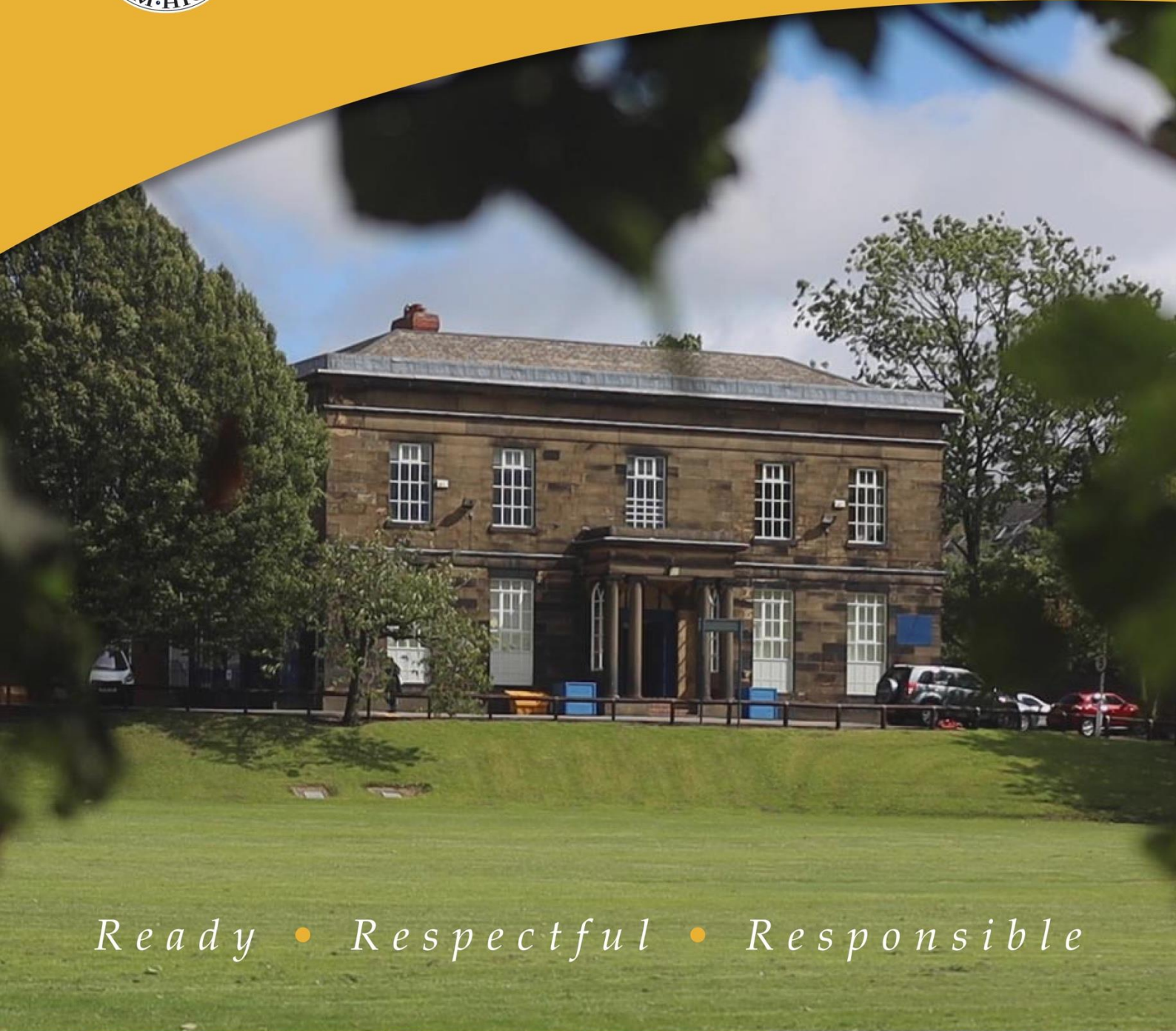




# West Hill School

*Aiming High Since 1927*



*Ready • Respectful • Responsible*





## Head of Geography, TLR 2B Commencing September 2025

***Would you like to teach in a school that has a strong ethos of respect, responsibility and readiness to learn? Where students have a thirst for knowledge and a love of challenge?***

The Geography Department at West Hill School is committed to the school ethos of Aiming High and delivering a curriculum experience that is ambitious and empowers both teachers and learners.

We are seeking to appoint a committed, reflective and talented Head of Geography to continue to enrich and grow the experience for our learners in a strong and popular subject. We seek a passionate practitioner who can deliver challenge and support to our students and steer department planning and enrichment so that all learners feel they can succeed and enjoy learning.

The candidate will be an outstanding classroom practitioner, with the drive and capacity to thrive in this role. In return, we can offer you:

- A welcoming and collaborative staff
- A supportive, inclusive and encouraging Senior Leadership Team
- An experienced and stable staff body, committed to our community
- On-going investment into your career development through appropriate CPD
- Smart working practices to help support work-life balance.

Applications are most welcome although this position is not suitable for ECTs.

To find out more about us please visit the school website [www.westhillschool.co.uk](http://www.westhillschool.co.uk)  
Informal visits beforehand are welcome and should be arranged by contacting the school Reception Office on 0161-338-2193 or e-mail: [admin@westhillschool.co.uk](mailto:admin@westhillschool.co.uk).

Applications should be emailed to [recruitment@westhillschool.co.uk](mailto:recruitment@westhillschool.co.uk).

Please ensure that applications are clearly marked for the post you are applying for.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. Shortlisted candidates may be subject to online searches as part of pre recruitment checks.

**Closing Date for applications: Wednesday 23<sup>rd</sup> April 2025, noon.**  
**Interviews to be held on the week commencing: 28<sup>th</sup> April 2025.**



## **Department information**

At West Hill School our ambition for our learners is rooted in the school ethos of 'aiming high' and the belief in our 3Rs of Respect, Responsibility and a Readiness to learn. Our students are polite and caring with relationships at the core of what we do as a warm, strict approach.

Geography is a successful and popular department at West Hill School. Exam results are consistently above and in-line with national average, and uptake of the subject at KS4 is secure. At KS3, Geography is taught 2 hours per week and 3 hours a week at KS4. The Geography Department is a team of 4 including a member of the Senior Leadership Team and a Head of Year, meaning that our department has a range of skills in addition to the teaching of Geography. At KS4 we follow AQA GCSE Geography 8035 syllabus.

Geography is taught as a discreet subject within Humanities. Within lessons, students are challenged to be creative thinkers and reflective learners through a variety of engaging learning activities. The successful candidate would be able to demonstrate a variety of teaching and learning strategies that could contribute to an inclusive and engaging curriculum, underpinned by student engagement and consequent progression. Their professional attitude will be driven to ensure that students of all start points are able to access Geography and achieve their personal best.

We believe in the importance of learning outside of the classroom and its ability to enrich the curriculum. As a subject, notably in such close vicinity to the great outdoors on our doorstep, West Hill is a school that supports experiential learning and our Senior Leaders support initiative and creativity in creating opportunities to bring Geography to life and create lived experiences and understanding. At KS4, we promote a variety of fieldwork opportunities both within and outside of the normal school day with examples include our KS4 residential to North Wales and our KS3 trips to Iceland and Naples. There will be opportunities for the successful candidate to be involved in planning of field trips as the curriculum is continually enhanced. Our Senior Leadership Team is keen to support the growth of these opportunities and to support an individual with initiative and drive.

It is an exciting time for an enthusiastic and established practitioner to contribute to the development in an innovative and forward-thinking school. We believe in empowering staff and enabling them to deliver a world-class curriculum experience for our boys.



## **A message from the Headteacher**

Firstly, thank you for your expression of interest in our school. I hope, like my first visit to the school, you are struck by its heritage, its calm and warm welcome and the sense that our students live our values of Respect, Responsibility and Readiness. As the Headteacher from September 2023, I am impressed with the welcome that the staff, students and community have afforded me, one we hope you get to experience too.

As a school, we serve the needs of our local community and wish to remain integral in supporting the future planning of Stalybridge. We have a beautiful school site and our grounds could be mistaken for a grammar school, but as a Single Academy Trust we serve the needs of our students from Ashton, Dukinfield, Mossley and Stalybridge alongside smaller schools within the Peak District. We have maintained our strong connection with our past and the heritage of our site, alongside our looking and growing to the future. We are a homely community with many staff investing their lengthy teaching careers with us due to the respectful climate we maintain, alongside many staff living locally, invested in making our community the best it can be. We believe it is our duty to ensure teachers can teach in a calm and purposeful learning environment and our behaviour, and the student responsibility over their behaviour, is a strength. Not only this, but we heavily value our student leadership opportunities to bring learning to life. We believe in developing the character and resilience of our learners and remain passionate about our curriculum offer inside and outside the classroom.

Why West Hill? As a school community the needs of our students and bettering their life opportunities remain at the heart of what we do. We value our staff voice and staff opportunities to learn and grow in the same way we want to nurture our students. We trust our staff to 'do what makes sense' and our staff rise to this trust and respect. Our site has easy commutable links to the Peak District but also to other districts in Greater Manchester and the city centre itself (accessible via train or tram in around 20minutes). We are a community of staff that enjoy working together and welcome new members to our team and social events. We value an opportunity-based curriculum and wish to work to better our community and show our boys how they can too. We have supportive parents who send their boys here due to our strong reputation of excellence. As an 11-16 school with 170 students per year group, we are an ideal size to really get to know our boys and help them on their journey through school. Our passionate pastoral and teaching teams do this incredibly well and that is why we are consistently over-subscribed and forecast the same in September.

Even if you have not worked in a single-sex school before, come and see us, walk our building and get a sense for the greatness that exists here. This is a special place and I am incredibly proud to lead us forward in our next ventures together as a school and local community, I hope you join us in this. Kind regards,

Claire Cronin  
Headteacher





At West Hill, our ethos runs through all that we do, teach and offer. Our core values of Respect, Responsibility and Readiness; our three Rs underpin our biggest asset, relationships.

### **Our vision**

At West Hill, we have an uncompromised, aspirational vision that:

- Everybody will experience a rich curriculum that expands beyond the classroom, empowering them to feel successful and make ambitious future choices.
- Every lesson enables individual success through quality adaptive teaching and shared expectations.
- Everybody matters and has a right to be safe, valued and treated with kindness.
- Everybody will be supported to develop a healthy understanding of themselves and respect for others.
- Everybody will be ready and take responsibility for their own learning, choosing thoughtful behaviours that show empathy for others.
- Everybody in our West Hill family will collaborate and support each other to realise their aspirations and celebrate success.

**This forms our West Hill Way.**



## **Job Description: Head of Department**

|                         |   |
|-------------------------|---|
| <b>Purpose:</b>         | <p>Under the reasonable direction of the Headteacher, carry out the professional duties of a Head of Department as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Overall responsibility for the professional leadership and management of the department in order to ensure high standards of teaching and learning are delivered, resources are used efficiently and effectively and the curriculum is managed and developed in accordance with school policy.</p> <p>Monitor and support the overall progress and development of students. Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student engagement and achievement.</p> |
| <b>Responsible to:</b>  | The Headteacher/SLT Link  |
| <b>Responsible for:</b> | Department staff  |

### **Strategic Direction and Development**

- Contribute to strategic planning as required, notably curriculum strategy.
- Monitor standards systematically across the department and complete self-evaluation.
- Prepare, monitor and update annual departmental plans in consultation with colleagues.
- Take the lead in ensuring that school policies and strategies are embedded.

### **Leadership and Management of Others**

- Work with the identified SLT link.
- Lead and manage the department, recruiting, inducting, developing, deploying and motivating all department staff.
- Ensure that members of the department have clear expectations of their roles, and that high standards are achieved and maintained.
- Ensure that assessment is used to support learning and school protocols are implemented across the Department.
- Empower members of the department to develop their potential to ensure continuous improvement within the department.
- Manage day-to-day requirements such as examination entry and departmental timetables, delegating as appropriate, to ensure the efficiency of the department.
- Support the management of student behaviour in-line with school protocols.
- Plan and chair departmental meetings to ensure that they are used effectively to drive consistency, promote and share best practice and create a culture of reward and recognition.



## Management of Resources

- Ensure efficient and effective use of all resources.
- Monitor and control the department's allocated budget and purchasing arrangements.
- Identify future resourcing needs and aspirations for the department for consideration in the school budget planning process.
- Ensure that all resources are fit for purpose and used in accordance with health and safety guidelines.

## Teaching and Learning

- Ensure that teaching in the Department is broad, balanced, relevant, motivational and appropriately adapted in order to maximise the potential of all students.
- Promote excellence in teaching and learning to ensure all students develop their potential and are equipped for life beyond school.
- Exemplify, in own practice, the skills of teaching and learning typified by lead professionals, and ensure that good practice is shared throughout the department.
- Ensure that schemes of work are used, reviewed and modified to enable the maintenance and development of high standards of teaching and learning.
- Monitor students' work and the classroom practice of those in the department to ensure high standards are maintained.
- Keep up to date with developments in subject area and education in general to ensure that best practice is adopted within the department.
- Ensure the department's delivery and development of the curriculum is effective in meeting the needs of all students.

## Teaching

- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all students.
- Ensure a high-quality learning experience for students which meets internal and external quality standards.
- Prepare and update subject materials.
- Manage behaviour effectively to ensure a good and safe learning environment.

## Curriculum Provision

- Lead the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Lead the curriculum area and department's development plan and its implementation in response to quality assurance and outcomes.
- Lead curriculum and assessment developments with initiative and opportunity at the heart.

## Staffing



- Take responsibility for improving teaching through appropriate professional development.
- Maximise the impact of additional support, in-line with school protocols.
- Lead appropriate teams and contribute positively to effective working practices.

## Quality Assurance

- Implement school quality assurance procedures to review standards and support colleagues.
- Lead the process of monitoring and evaluation of the curriculum area/department in-line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Lead, as may be required, in the review, development and management of activities relating to whole school improvement.

## Assessment

- Make accurate and productive use of assessment.
- Follow the School's Teaching and Learning Policy.
- Maintain appropriate records and provide relevant, accurate and up-to-date information for school systems.
- Complete the relevant documentation to assist in the tracking of student progress.
- Co-operate with other staff to ensure a sharing of information to the benefit of the school, department and students.
- Undertake assessment of students as requested by external examination bodies.

## Pastoral System

- Undertake the responsibilities of a Form Tutor.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Head of Year 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.
- Communicate as appropriate, with the parents of students, after consultation with the appropriate staff.

## School Ethos

- Play a full part in the life of the school community, supporting its ethos and encouraging staff and students to follow this example.
- Contribute to the wellbeing and safety of all staff and students.
- Model the high standards as determined by school protocols.
- Fulfil wider professional responsibilities.
- Be familiar with, and follow, all school policies.
- An expectation that all Teachers' Standards are met.
- To undertake such other duties, from time to time, as the Headteacher may reasonably request.





## Person Specification

### For information:

**Category (E)** – ESSENTIAL - without which the candidate would be unable to carry out the duties of the post

**Category (D)** – DESIRABLE FEATURES which would normally enable the successful candidate to perform the duties and tasks better and more efficiently than one who did not have the qualifications, training, experience etc.

| <b>Post: Head of Department</b>   |                  |                  |                                       |
|---|------------------|------------------|---------------------------------------|
|   | <b>Essential</b> | <b>Desirable</b> | <b>Method of Assessment</b>           |
| <b>Qualifications</b>   |                  |                  |                                       |
| <ul style="list-style-type: none"> <li>Qualified teacher status.</li> </ul>   | ✓                |                  | Application                           |
| <ul style="list-style-type: none"> <li>First degree or equivalent.</li> </ul>   | ✓                |                  |                                       |
| <ul style="list-style-type: none"> <li>Evidence of further professional development.</li> </ul>   |                  | ✓                |                                       |
| <b>Leadership and Management Experience</b>   |                  |                  |                                       |
| <ul style="list-style-type: none"> <li>Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision.</li> </ul>                       | ✓                |                  | Application<br>Interview<br>Reference |
| <ul style="list-style-type: none"> <li>Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement.</li> </ul> | ✓                |                  |                                       |
| <ul style="list-style-type: none"> <li>Can embed successful change across the department by effectively completing tasks and evaluating outcomes within agreed timescales.</li> </ul>               | ✓                |                  |                                       |
| <ul style="list-style-type: none"> <li>Has the ability to develop effective and cohesive teams and empower individuals to achieve high goals</li> </ul>   |                  | ✓                |                                       |
| <ul style="list-style-type: none"> <li>Has a clear understanding of the impact of change on individuals and an organisation.</li> </ul>   | ✓                |                  |                                       |
| <b>Experience</b>   |                  |                  |                                       |
| <ul style="list-style-type: none"> <li>A proven track record of measurable impact as an individual teacher and/or leader.</li> </ul>  | ✓                |                  | Application<br>Interview              |



| <b>Post: Head of Department</b>  |   |   |                                 |
|--|---|---|---------------------------------|
| <ul style="list-style-type: none"> <li>Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance.</li> </ul> | ✓ |   | Reference                       |
| <ul style="list-style-type: none"> <li>Successful experience of leading change.</li> </ul>   |   | ✓ |                                 |
| <b>Philosophy</b>  |   |   |                                 |
| <ul style="list-style-type: none"> <li>Commitment to the aims of the school.</li> </ul>  | ✓ |   | Application Interview           |
| <ul style="list-style-type: none"> <li>Commitment to continuous improvement and sharing of good practice.</li> </ul>   | ✓ |   |                                 |
| <b>Key Skills, attributes and personal qualities</b>   |   |   |                                 |
| <ul style="list-style-type: none"> <li>A leading classroom practitioner.</li> </ul>  | ✓ |   | Application Interview Reference |
| <ul style="list-style-type: none"> <li>Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference.</li> </ul>  | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Demonstrate personal and professional integrity, including modelling values and vision.</li> </ul>  | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Prioritise, plan and organise themselves and others.</li> </ul>   | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Think analytically and creatively and demonstrate initiative in solving problems.</li> </ul>  |   | ✓ |                                 |
| <ul style="list-style-type: none"> <li>Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.</li> </ul>     | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Demonstrate resilience and optimism.</li> </ul>   | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Communicate effectively and have good interpersonal skills.</li> </ul>  | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Work collaboratively and effectively as a member of teams.</li> </ul>   | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Able to form and maintain appropriate professional relationships and boundaries with staff and students.</li> </ul>   | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>A commitment to inclusive learning.</li> </ul>  | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>The ability to motivate and inspire students.</li> </ul>  | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>Ability to plan and organise time effectively, work under pressure and meet deadlines while managing own workload.</li> </ul>   | ✓ |   |                                 |
| <ul style="list-style-type: none"> <li>A proven track record in improving results and ensuring students make ambitious levels of progress.</li> </ul>  | ✓ |   |                                 |



| <b>Post: Head of Department</b>   |                  |                  |                                       |
|---|------------------|------------------|---------------------------------------|
| <ul style="list-style-type: none"><li>Contribution to extra-curricular activities</li></ul>   |                  | ✓                |                                       |
| <b>Professional Knowledge/Understanding</b>   | <b>Essential</b> | <b>Desirable</b> |                                       |
| <ul style="list-style-type: none"><li>Knowledge of current educational issues including national policies relevant to the subject(s).</li></ul>   | ✓                |                  | Application<br>Interview<br>Reference |
| <ul style="list-style-type: none"><li>Secure knowledge of the characteristics of effective learning, teaching and assessment.</li></ul>   | ✓                |                  |                                       |
| <ul style="list-style-type: none"><li>The ability to implement clear, consistent and effective approaches to learning, securing excellent relationships and behaviour in line with the school's behaviour policy.</li></ul> | ✓                |                  |                                       |
| <ul style="list-style-type: none"><li>A clear understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards.</li></ul>                          | ✓                |                  |                                       |
| <ul style="list-style-type: none"><li>An expectation that all Teachers' Standards are met.</li></ul>  | ✓                |                  |                                       |