



Person Specification Second in Geography

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • A degree in Geography (or equivalent) or in a subject related to Geography. 	<ul style="list-style-type: none"> • Honours degree in Geography or closely related subject.
Experience	<ul style="list-style-type: none"> • Outstanding teaching practitioner. • Delivery of exceptional attainment of all pupils. • Effective use of AFL. • Developing appropriate curriculum plans at both KS3 and KS4. • Successfully implemented a key departmental project/initiative which involved people management skills. • Working effectively as a form tutor. • Experience of leading a team. 	<ul style="list-style-type: none"> • Developing partnerships with other academy and outside agencies. • Experience of successfully leading of a Key Stage. • Experience of writing department policy. • Experience of mentoring ITT Pupils.
Knowledge	<ul style="list-style-type: none"> • Effective use of assessment and attainment data to improve departmental standards and practices. • Understand the wide variety of courses available for pupils across KS3 & 4. • Understand the H&S regulations within Geography. 	<ul style="list-style-type: none"> • An understanding of Key Stage 2 curriculum. • Knowledge of new curriculum and GCSE specification.
Skills and Abilities	<ul style="list-style-type: none"> • Excellent management skills ensuring that areas of development amongst the team are identified and addressed effectively. • Excellent communicator. • Competent user of technology. • Ability to interpret data effectively and implement intervention strategies where necessary. • Ability to adapt to every changing priorities. • Ability to identify skills within the team and utilise those skills to the benefit of the academy, individual and department. • Understand and have the ability to differentiate for the wide range of SEND pupils within an academy. 	<ul style="list-style-type: none"> • Evidence of leading people and motivating others to share and support the department vision. • Evidence of planning department priorities with clear milestones of success.
Professional Development	<ul style="list-style-type: none"> • Ability to provide evidence to show a commitment to professional development. 	
Values	<ul style="list-style-type: none"> • Committed to achieving the best for every pupil. 	



	<ul style="list-style-type: none"> • Support academy ethos and values at all times both within the academy and the wider community. • Committed to inspiring pupils and staff in the development of teaching initiatives and strategies, promoting Geography as a subject. • Active contribution to the wider part of academy life. 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Inspirational, dedicated and motivated individual. • Desire to be the best you can be. • Passionate about the education of young people. • Passion for Geography. • Ability to stay calm under pressure. 	



**Job Description
Second in Geography**

RESPONSIBLE TO	Head of Geography
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MAIN AREAS OF RESPONSIBILITY

- Support the Head of Geography and to deputise when and where appropriate.
- To act as Head of Geography in the absence of the Head.
- Actively contribute to help to raise standards of pupil attainment and achievement within the whole department and to help to monitor and support pupil progress.
- Ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the academy and the curricular policies determined by the Governing body and Headteacher of the academy.
- Lead the development of the curriculum for Geography in either Key Stage 3 or Key Stage 4 and be responsible for leading and developing staff in these areas.
- Assist with the development and enhancement for the teaching practice of others.
- Monitor and support the overall progress and development of pupils as a manager within the department and as a form tutor.

Teaching & Learning

- Manage pupil learning through effective teaching in accordance with the department's curriculum plans and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches to match curricular intent and the range of pupil needs, ensuring equality of opportunity for all pupils.
- Set homework regularly, (in accordance with the Academy homework policy), to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
- Work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Support individual learning for pupils of all ability levels by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Work within the Academy Teaching & Learning Policy, using clear and precise learning intentions and defining criteria for success for each lesson.
- Work effectively as a member of the department team to improve the quality of teaching and learning, by contributing to the department Improvement Plan and implementing and monitoring change.
- Implement new initiatives, academy, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
- Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.



Monitoring, Assessment, Recording, Reporting and Accountability

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
- Track pupil progress, monitoring achievement against targets set, and take appropriate action on pupil outcomes.
- Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
- Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the academy policy.

Subject Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, grade descriptors and specifications for examination courses.
- Keep up-to-date with research and developments in pedagogy in the subject area.
- Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
- Keep up-to-date with technological change and the use of technology to enhance delivery, and pupil access, to the subject.

Professional Standards and Development

- Be a role model to pupils through personal presentation and professional conduct.
- Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
- Cover for absent colleagues as is reasonable, fair and equitable and line with rarely cover regulations.
- Establish effective working relationships with professional colleagues and associate staff.
- Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including safeguarding to implementing the Children Act 2004 and the role of the education service in protecting children.
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
- Be aware of the role of the Governing Body of the Academy and support it in performing its duties.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice and Equality Act.
- Consider the needs of all pupils within lessons (and implement specialist advice) especially those who: have SENs, are disadvantaged, more able, or those who do not yet understand English.

Form Tutor

- Maintain an accurate record of attendance for each pupil in the tutor group.
- Be responsible for the day-to-day pastoral care of each pupil in the tutor group:
 - build relationships based on mutual trust, confidence;
 - be aware of any pupils with special needs;



- build good working relationships with parents;
- offer advice on all aspects of the child's behaviour or work;
- monitor the health and welfare of each member of the tutor group;
- monitor the performance of each child and set goals via action plans developed from the review procedure.
- Attend meetings organised by the Year Leader and/or other members of staff, as appropriate.
- Maintain accurate records on the pupils' progress in all subject areas and to store and to have available all information related to the pupils in your form group.
- Provide information to maintain the accuracy of the academy database.
- Ensure that the personal file of the pupil contains copies of all documents relevant to the student.
- Write or to be involved in writing such references as may from time to time be required.
- Monitor the personal appearance, standard of uniform, progress and behaviour of members of the form tutor group.
- Check pupil planners and equipment regularly and to take the appropriate action in the case of incompleteness.
- Check circulated information closely to ensure that the pupils are kept well informed.
- Attend assemblies as appropriate and take registers.
- Attend Parents Evenings relating to members of their tutor group as appropriate.
- Undertake such other tasks as may from time to time be required within the overall purview of the post.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Have an understanding of visits' procedures and the relevant actions to take when planning out of school activities.

Data Protection and Safeguarding

- To work and process personal and sensitive information in accordance with the Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To ensure that you are kept updated with the requirements of Keeping Children Safe in Education and have responsibility for promoting and safeguarding the welfare of children and young people.

CPD

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the academy curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the Academy Improvement Plan, taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.



- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
- Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
- Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
- Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially ECTs and ITTs.
- Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

All employees of the academy have a responsibility for promoting and safeguarding the welfare of children and young people.

Candidates must also be willing to undertake any other responsibilities in line with their grade as requested by the academy.