



FROGMORE

COMMUNITY COLLEGE



SUBJECT LEAD OF GEOGRAPHY
CANDIDATE INFORMATION



WELCOME TO OUR SCHOOL

Dear Candidate

I am delighted that you have shown an interest in the role of Subject Leader for Geography.

This is a fantastic opportunity to join the school at an exciting stage in its history. The school has recently joined Weydon Multi Academy Trust and shares its vision and values (www.weydonmat.co.uk). Joining the trust has made the school ambitious and hungry for further success in the future.

In the next couple of months, the school will receive over £600,000 in the first stage to upgrade parts of the school site and the catering experience for the students. We will have a new Assistant Principal responsible for driving up standards in teaching and learning. In the next couple of months there will be a significant shift in our use of edtech to further support the main thing: student achievements.

You will be an excellent teacher and aspiring leader, who is able to translate this excellence in order to inspire and challenge students and staff alike. You will have a commitment to providing students with an inclusive, rich and creative school experience, including extra-curricular opportunities and visits. You will share our drive for relentless improvement every single day

At Frogmore we believe that every student can flourish, given the right environment, support and challenge. As a relatively small school, with 716 students on roll, we care deeply about the achievement and wellbeing of every individual. Ofsted captured this ethos when they visited in February 2022, stating: 'The school is a happy and friendly place to learn. Pupils say they feel that they belong to the 'Frogmore family'. They feel well supported and cared for by staff'.

Leadership at Frogmore Community College is strong. Our Senior Leadership Team is united by a shared commitment to achieve the very best for every child. Our small size leads to high levels of consistency and relationships in the school are incredibly positive. We are not complacent, however, and continuously seek to improve. We know that the key to every student flourishing is great teaching: every lesson, every day.

We actively encourage colleagues to embrace their professional growth. We have several colleagues who are studying for National Professional Qualifications; subject leaders attend the local trust subject architects forums and we proactively provide opportunities in school for colleagues to develop. Being in a small to medium sized trust allows for career development and advancement.

Our day is always open for a chat about your future.

We know that teaching is a demanding job. At Frogmore we pride ourselves on championing staff well-being. We understand that our colleagues are our greatest asset. We have a wellbeing weekend in November, where staff don't come into school. Every half term staff are nominated anonymously by their peers as 'colleague of the half term' to celebrate their contribution to our school. We enjoy celebrating our successes.

Frogmore Community College is a happy and supportive place to work. We are proud of our school and are always excited by the opportunity to welcome new staff into our 'Frogmore family'.

If you want to find out more, we would love to talk to you either in person or over the phone. Please contact our PA, Stacey Osborne, and we can arrange a time

Laura Goulborn and Matthew Venton
Co-Principals

The Humanities Faculty at Frogmore Community College

The Humanities Faculty is one of six faculties in the school. Faculty Leaders work collaboratively and share best practice regularly, driving the continuous development of our ambitious curriculum.

The Humanities Faculty at Frogmore is committed to ensuring that all students make excellent progress in History, Geography and Religious Studies. We have high ambitions and aspirations for all our students, we want them to experience exemplary teaching, which engages, challenges and motivates them to work hard and succeed. All lessons across the Humanities are focused on developing students' knowledge and understanding, enquiry and information handling, as well as interpretation and evaluation.

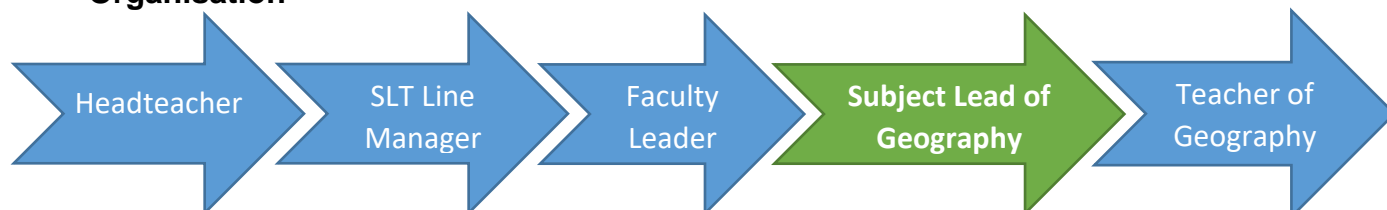
In Key Stage 3, all students have two lessons per week of History and Geography. Students also have one lesson a week of Religious Studies. At Key Stage 4, Humanities subjects are very popular options subjects with History, Geography and Sociology typically having two classes each in the year group.

The Humanities Faculty is friendly and welcoming. We are committed to building on the ethos of challenge and rigour so as to constantly improve the experience of the students at Frogmore. You could not ask for a better team to join!

Subject Lead of Geography – Job Description

Role Title	Subject Lead of Geography
Faculty	Humanities
Role Purpose	<p><u>Leadership and Staff Development</u> To support the faculty leader:</p> <ul style="list-style-type: none"> • To be able to communicate a vision for Geography and engage the faculty team in striving to achieve it. • To lead the faculty team through extolling and modelling the highest possible professional standards. • To develop team members' teaching expertise through, for example, paired observation, sharing resources and successes; ensuring that teaching and learning has a high profile at faculty meetings. • To monitor the quality of teaching and learning within Geography through a programme of lesson observations. • To support faculty members in gaining a clear understanding of best practice in Humanities education. <p><u>Teaching and Learning</u> To support the faculty leader:</p> <ul style="list-style-type: none"> • To secure excellent progress and achievements for all students who study Geography. • To set high expectations for, and to monitor, the quality of learning and teaching within the Humanities faculty, participating fully with the school's continuous evaluation procedures. • To identify underachievement and establish intervention strategies which involve regular communication with parents. • To manage the learning environment; promoting the faculty through a range of curricular and develop extra-curricular activities. • To set high expectations for the behaviour of students whilst engaged in geography lessons, taking action or referring for action as appropriate and within the framework of the School Behaviour Policy; to ensure faculty members are supported fully with discipline and behavioural issues. • To develop further opportunities for recognising, rewarding and celebrating success and achievement in Geography. <p><u>General</u></p> <ul style="list-style-type: none"> • To work collaboratively within the faculty and across the school • If you are a teacher who has progressed to the Upper Pay Range, you will be expected to demonstrate the UPR expectations as stated in the Teacher Standards
Reporting To	Humanities Faculty Leader
Working Time	Full Time as specified within the STPCD
Salary/Grade	Classroom Teachers' Pay Scale plus TLR 2b
Disclosure Level	Enhanced

Organisation



Accountabilities of all teaching staff

Accountability	Expectations
Safeguarding, Student Safety and Wellbeing	<ul style="list-style-type: none"> • Be fully committed to safeguarding and promoting the welfare of children • Undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. • To attend all safeguarding and child protection statutory training as required • Adhere to safeguarding policies and procedures and the Staff Behaviour Policy, upholding professional standards at all times • Demonstrate empathy and kindness towards students and fellow staff
Teaching and Learning	<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of a range of teaching, learning and behaviour management strategies and use and adapt them to meet the needs of all learners • Plan for progression, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge • Design opportunities for learners to develop their literacy, numeracy and ICT skills • Plan homework and other out-of-class work to sustain learners' progress and to extend and consolidate their learning • Teach lessons and sequences of lessons which: <ul style="list-style-type: none"> ○ use a range of teaching strategies and resources ○ are adapted to suit the learner and take practical account of diversity and promote equality and inclusion ○ build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives ○ introduce new ideas and concepts clearly, and make effective use of explanations, questions, discussions and plenaries ○ demonstrate the ability to manage the learning of individuals, groups and whole classes • Evaluate the impact of teaching on the progress of all learners, and modify planning and classroom practice where necessary • Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts • Establish a clear framework for classroom discipline in line with the school's behaviour policy to manage learners' behaviour constructively and promote their self-control and independence • Ensure the effective/efficient deployment of classroom support staff
Assessment and Monitoring	<ul style="list-style-type: none"> • Know the assessment requirements and arrangements for the subject/curriculum area(s), including those relating to public examinations and qualifications • Utilise a range of approaches to assessment, with an emphasis on regular formative assessment • Use local and national statistical information to evaluate the effectiveness of teaching, to monitor learners' progress and to raise levels of attainment • Assess the specific needs of learners in order to set challenging and appropriate learning objectives • Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development • Support and guide learners to reflect on their own learning, identifying the progress they have made and their emerging learning needs

Subject and Curriculum	<ul style="list-style-type: none"> • Demonstrate a secure knowledge and understanding of the subject/curriculum area and related pedagogy • Know and understand the relevant statutory and non-statutory curricula and frameworks • Plan and deliver extra-curricular opportunities for students to enhance their learning in the subject
Operational/ Strategic Planning	<ul style="list-style-type: none"> • Assist in the development of appropriate syllabuses, resources, schemes of learning, marking policies and teaching strategies within the faculty • Contribute to the faculty's development plan and its implementation • Contribute to whole school planning activities • If you are a teacher who has successfully passed through Threshold, you will tutor/coach Pre-Threshold Classroom Teachers as directed by your Line Manager/SLT.
Professional Development	<ul style="list-style-type: none"> • Take part in the school's staff development programme by participating in arrangements for further training and professional development • Continue personal development in relevant areas including subject knowledge and teaching methods • Engage actively in the Performance Management Review process
Quality Assurance	<ul style="list-style-type: none"> • Contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. • Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
Management Information	<ul style="list-style-type: none"> • Maintain appropriate records and provide relevant accurate and up-to-date information for assessment, registers, etc.
Communications	<ul style="list-style-type: none"> • Communicate effectively with the parents of students as appropriate • Where appropriate, communicate and co-operate with persons or bodies outside the school • Follow agreed policies for communications in the school
Marketing and Liaison	<ul style="list-style-type: none"> • Take part in marketing and liaison activities such as open evenings, parents' evenings and liaison events with partner schools • Contribute to the development of effective subject links with external agencies
Management of Resources	<ul style="list-style-type: none"> • To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, faculty and the students
Tutorial System:	<ul style="list-style-type: none"> • Be a tutor to an assigned group of students • Promote the general progress and wellbeing of individual students and of the tutor group as a whole • Liaise with the pastoral leaders to ensure the implementation of school and house policies and procedures • Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life • Deliver and contribute to the PSHCE and tutorial programme

Other:

In addition to the above we expect all staff to adhere to all school policies, attend and participate in staff meetings as required and make your own contribution to the community life of the school. Employees are expected to be courteous to colleagues and welcoming to all, in person, on the telephone or in written correspondence.

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. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it will be amended accordingly. It will anyway be subject to periodic amendment whenever circumstances or appraisal processes dictate changes in the postholder's role within the school.

Frogmore Community College is committed to equality of opportunity. We positively welcome applications from all sections of the community.

Frogmore Community College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Subject Lead of Geography - Person Specification

Key:

App – Application Form

Ref – Reference

SP – Selection process. This could include a range of exercises, including an interview.

QUALIFICATIONS

		How Identified
Graduate	Essential	App/Checking at interview
Qualified Teacher Status or other educational qualification	Essential	App/Checking at interview
Commitment to further professional development	Essential	App
Further qualification in a related area	Desirable	App

EXPERIENCE, KNOWLEDGE AND SKILLS

Excellent classroom practitioner who models best practice	Essential	App/SP/Ref
Experience of supporting other staff to develop and improve their classroom practice	Essential	App/SP/Ref
Successful implementation of strategies for raising student achievement	Essential	App/SP/Ref
Ability to lead	Essential	App/SP/Ref
Relevant leadership experience	Desirable	App/SP/Ref
Have a vision for the humanities department and be able to communicate this in order to inspire and motivate others	Essential	App/SP/Ref
Ability to motivate and inspire pupils and staff	Essential	App/SP/Ref
Experience of making effective use of assessment data	Desirable	App/SP/Ref
Knowledge of religious studies National Curriculum and GCSE requirements	Desirable	App/SP/Ref
Effective behaviour and classroom management	Essential	App/SP/Ref
Ability to use ICT to support teaching and learning in geography	Essential	App/SP/Ref

PERSONAL & PROFESSIONAL QUALITIES



Self Awareness Emotional self-awareness Accurate self-assessment	Essential	SP
Social Awareness Emotional intelligence Organisational awareness Understanding of appropriate professional behaviours in self and others	Essential	SP

Self-management Emotional self-control Transparency Adaptability Resilience Initiative Optimism	Essential	SP
Relationship Management Developing others Leadership attributes Sense of humour Conflict management Team work and collaboration	Essential	SP
SPECIAL WORKING CONDITIONS		
To attend any training as deemed appropriate	Essential	SP
Agreement to the Governing Body undertaking a Disclosure & Barring Service check	Essential	SP
Experience of and commitment to effective inclusion and safeguarding strategies and practices	Essential	SP
Work in ways that promote equality of opportunity, participation, diversity and responsibility	Essential	SP



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