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www.aylestone.hereford.sch.uk

Candidate Pack

Teacher of Geography
with Achievement Coordinator
(Head of Year) Responsibility

Permanent

Full time (Part Time Considered)

January 2025

Main Pay Scale/UPR + TLR 2.1

Closing date: Friday 18th October
2024—9am

Interviews in week commencing
21st October 2024

Head teacher's Welcome

Dear Candidate,

Thank you for taking the time to find out more about Aylestone School and expressing an interest in this position. This pack is intended to give you more information about this role and our school's vision and ethos. It is an exciting time at Aylestone School as we build upon the strengths identified in our most recent Ofsted report and now is the time for us to add capacity to our collaborative, resourceful and innovative teaching team.

Aylestone School is located in the picturesque Cathedral City of Hereford, adjacent to the Herefordshire Colleges' campus for Further Education, and 10 minutes walk from the City railway station.

Aylestone is a caring school. Students and staff members matter; consequently a happy and friendly atmosphere has been developed, combined with a sense of purpose and unity in striving to be the best that we can. We would thoroughly recommend any potential candidates visit the school to experience this for themselves; you will not be disappointed.

If you have the vision and passion to contribute to expanding our school, then we look forward to receiving your application.

Simon Robertson

Head teacher



“Staff build warm and supportive relationships with pupils. They work hard to ensure that pupils are well prepared for life beyond school. As one parent commented in response to Ofsted’s survey, ‘staff genuinely care and make every effort to put parent and child worries at ease.’”

Ofsted 2024



About the School

Based on a beautiful site, Aylestone School is a mixed 11-16 comprehensive school federated with two of our feeder primary schools, Broadlands and Withington. All three schools are led by one Executive Headteacher.

Aylestone is a thriving, collaborative and caring school with high aspirations for all students. We pride ourselves on being able to offer something different in the city. We are a smaller school, but big enough to offer the breadth of choice and opportunities that other schools do. We know **all** our children and have a school ethos based on mutual respect. Put simply, we are a happy, caring school, small enough to know each student, but also big enough to offer extensive choice and opportunities .

Our core belief is that children are treated as individuals, with personalised targets and support, and a real voice in their own education. Our federation of schools is committed to providing excellence in education.

Our aim is for children to leave for the next stage of their education with the confidence and aptitude to make their own valuable contribution to their community, for staff to recognise their own contribution to this development of children and parents to genuinely be able to support their son or daughter's education. We believe that everyone should have the opportunity to develop a love of life-long learning and through a strong sense of team and community we can achieve excellence together.

We are immensely proud of all of our students and their achievements through their time with us. We place a strong emphasis on the holistic development of each child as a valued individual. We provide a positive, challenging and exciting learning environment in which children flourish. We pride ourselves on relationships in the school. Children & staff are welcoming & friendly. We offer a broad and balanced curriculum and are immensely proud of successes in many areas. Our extra-curricular offer is wide and varied and many students are involved in charitable work and community projects both within school and the wider community.

The School was inspected in July of 2024 and graded 'good' for both behaviour and personal development, recognising the excellent work staff do. This grading continues the positive progress for Aylestone, which has seen the school repeatedly praised for improvements made following Ofsted monitoring inspections over recent years. We are very pleased the school has been graded good for behaviour and personal development, and that the improvements being made here continue to be acknowledged.

The inspectors made many very positive comments, including:

- *"Staff build warm and supportive relationships with pupils. They work hard to ensure that pupils are well prepared for life beyond school. "*
- *"Pupils are polite and greet visitors warmly "*
- *"In lessons, pupils generally show a positive attitude to their learning and complete tasks well."*
- *"Pupils say that bullying is rare and that they have every confidence in staff to resolve issues should they occur "*
- *"The school's personal development curriculum is well thought through and age appropriate "*
- *"There is a well-planned careers programme in place. Right from Year 7, pupils have access to careers related learning including workshops and assemblies "*
- *"Governors care about the school and want it to do well. "*

About the Geography Role

An exciting opportunity exists to recruit a dynamic, creative permanent teacher of Geography with the experience and ability to teach to GCSE level. We are looking for an energetic, enthusiastic and inspiring practitioner with a real passion for all areas of Humanities especially Geography. The successful applicant will have a record of delivering consistently good to outstanding lessons.

The successful candidate will be working in the Humanities faculty, supported by the Head of Humanities. The faculty has a strong commitment to active, resource based enquiry. We offer you an exciting opportunity to work with, and enhance, a forward-thinking, highly successful and motivated team.

The Humanities Faculty is key to the provision of a broad, balanced and challenging educational experience for our students. The successful candidate will be able to generate positive attitudes from students and team members. They would be expected to deliver engaging and motivating lessons, setting high standards and expectations for all students, across the range of Humanities subjects at KS3 but essentially with the ability to offer specialist teaching at GCSE in Geography.

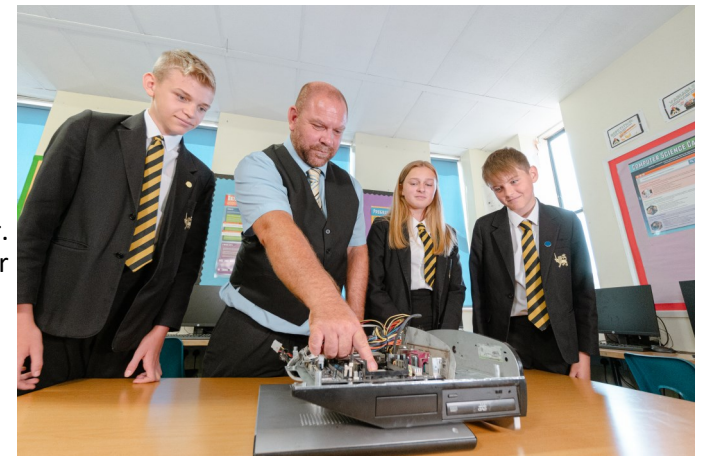
We are fortunate to have teachers within the faculty with wide ranging experience who teach well across their own specialist subjects and the Humanities. All staff members are enthusiastic, committed and hard working.

Teachers are supported in their development through the school's Achieving Excellence Together Programme where best practice is observed and shared openly with colleagues, with coaching support for teachers to develop their own practice.

Aylestone is federated with two feeder primary schools, Withington and Broadlands Primary Schools.

We are strongly committed to the partnerships with all local primaries and look to develop this further. Therefore, there may be opportunity to be a part of this partnership which would be a benefit to anyone for future employment.

In short, Aylestone is a lovely school and a really nice place to be in. This is a really exciting time to join the school, where the successful candidate can really have a big impact and be part of something special.



"In many subjects, the curriculum is taught well. In mathematics and history, for example, teachers present new learning clearly and model tasks effectively " - **Ofsted 2024**

Job Description

Job Title: Teacher of Geography

Responsible to: The Faculty Lead— Humanities

Main Purpose

- Carry out teaching duties as appropriate in accordance with the Federation's schemes of work
- To provide all students with a high quality learning programme, through which each individual is able to improve their own performance.
- To demonstrate a high level of expertise in the subject and an understanding of national requirements, as well as assessment criteria and procedures.
- To use baseline information to inform future practice.
- To manage resources effectively and to understand the need to balance subject specific needs with the needs of the whole Federation.

Main Duties and responsibilities

Teaching, setting and supervising work by students

- To teach a class, or classes, sets, groups or individual students, and to set tasks to be undertaken both at school and for homework.

Planning

- To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the students in the class.
- To contribute to curriculum planning.

Marking and recording

- To mark and assess students' work and to record their development, progress and attainment, both at school and elsewhere.
- Set and mark homework assignments in accordance with the published homework timetable and any agreed departmental procedure.



Main Duties and responsibilities (continued)

Discipline and relationships

- To maintain good order, discipline and respect for others among students.
- To promote understanding of the school's rules and values.
- To safeguard health and safety.
- To develop relationships with and between students conducive to optimum learning.

Communication with parents

- To build and maintain co-operative relationships with parents, and to communicate with them on students' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

The classroom

- To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole

Overall policy and review

- To take part in whole-federation reviews of policy and aims.

Reports

- To provide or contribute to oral and written assessments, reports and references, both at the federation and elsewhere, relating to the development and learning of individual students and groups of students.

Review

- To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

Professional Development

- To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews.

Any other duties deemed necessary by the Headteacher

This Job Description covers the main duties and responsibilities of the job. Other activities commensurate with this Job Description may from time to time be undertaken by the Job Holder

PERSON SPECIFICATION FOR Teacher—Geography

Information for candidates: the person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

	Essential	Method of Assessment
Skills and Abilities	<ul style="list-style-type: none"> • Ability to teach to KS3 Humanities and a specialist Humanities subject at GCSE, in this instance, Geography. • Commitment to improving student learning and raising achievement. • Enthusiasm to inspire in students a desire to learn and participate. • Ability to communicate clearly and persuasively. • Well developed inter-personal skills and flexible approaches in using them with staff, students, parents and the wider community. • Interest in innovation in the classroom including interactive whiteboard skills. • Experience and understanding of helping high and low achievers. 	AF, I, SM, P
Qualifications and Training	<ul style="list-style-type: none"> • Appropriate teaching and academic qualifications, including degree and PGCE. 	AF, I, SM, P
Experience	<ul style="list-style-type: none"> • Experience of teaching Humanities across the full age and ability range of an 11-16 school, with proven success. • Experience of curriculum planning, assessment and moderation. • Experience of team work. • Proven record as a teacher whose students reach high standards of learning and achievement. • Able to enthuse, motivate and discipline students. • Experience in the use of ICT in the classroom with the skill to impart that expertise to others. • Successful track record of achieving school improvement in previous posts. • Evidence of continuing professional development (CPD). • Evidence of successfully introducing new ideas and leading educational innovation in current post. 	AF, I, SM, P

	Essential	Method of Assessment
Knowledge	<ul style="list-style-type: none"> • Wide ranging knowledge of current developments in the National Curriculum and its assessment. • Very good knowledge of inclusive curriculum and pastoral approaches to school improvement. • Awareness of current syllabus development. • Specific knowledge of innovative educational approaches which make a difference to student outcomes. • Clear knowledge of the educational challenges facing Aylestone School and of how these will be best met. 	AF, I, SM, P
Other Factors	<ul style="list-style-type: none"> • Enjoy working with children / young adults and the opportunities that this offers them. • Strong personal commitment to inclusive educational aims and policies. • Capacity to be a positive role model who will consistently promote high expectations amongst students and staff. • Strong personal commitment and drive to achieving improved outcomes for all students. • Pro-active and outward looking attitudes to the development of strong links with the wider community. • Willingness to reflect upon his / her experiences in a critical and constructive manner. • Fluency Duty - "The ability to converse at ease with members of the public and provide advice in accurate spoken English as relevant to the role is essential for this job." • Police clearance. 	AF, I, SM, P Enhanced DBS Check

About the Achievement Coordinator Role

The role of Achievement Coordinator is a middle leadership role and is key to the support of both the academic and the pastoral care of the students at Aylestone School. The successful candidate will head up the link between the school and home, leading a pastoral team supporting students and their families through difficult periods and enabling them to reach their full potential whatever their needs and circumstances.

We are looking for an energetic, enthusiastic and inspiring pastoral leader with a real passion for the development of pastoral care within an educational establishment. We offer you an exciting opportunity to lead a team of tutors and enhance the provision of high quality and effective safeguarding and pastoral support within a designated year group, maintaining accurate records and working with staff, pupils, parents and external agencies to ensure appropriate plans and strategies are in place to support students and their families.



**“The school’s personal development curriculum is well thought through and age appropriate”
Ofsted 2024**

Job Description


Job Title: Achievement Coordinator

Responsible to: Assistant Headteacher

Main Purpose

- Commit to comprehensive education and equality of access for all
- Value all members of the school community
- Always present a professional and positive approach to all stakeholders in full support of the school
- Possess integrity, resilience, optimism and humour
- Work as a team leader
- Engage in critical reflection and self-evaluation
- Possess drive, initiative and stamina
- Be proactive and have a creative approach
- Possess excellent interpersonal skills
- Be able to prioritise work
- Work well within pressure situations
- Be able to handle difficult and sensitive issues

The key role of the Achievement Coordinator is to:


- Support and ensure the all round enjoyment and achievement of students within their year group
 - Provide effective leadership, support and management in order to build and maintain an effective pastoral team.
 - Enhance the quality of pastoral care within the school and maximise academic achievement within their year group
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Main Duties and responsibilities (continued)

These accountabilities will be delivered through:


- Promoting the vision, values and policies of Aylestone School.
- Maintaining a focus on student achievement, enjoyment, personal development and success.
- Exercising appropriate professional skills and judgment.
- Accountability for leading, managing and developing a year group within the school
- Having impact on the educational progress of the students in the year group.
- Leading and developing the practice of the tutors within the year group.

Leadership:

- To play a major role as a middle leader in the development of all aspects of the school including its policies and their implementation.
 - To be responsible for continuously improving the quality of pastoral care delivered by the year team.
 - To create a vision, sense of purpose and pride in the year team.
 - To lead on the review, evaluation and planning for the work of the year team.
 - To inspire team members by personal example and hard work.
 - To promote and develop positive behaviour management both with the students and the staff who teach and care for them.
 - To develop and maintain effective methods of communication with the Headteacher, SLT, SSTW's, Attendance Officer, SENCO, other staff, students, parents, governors, external agencies and the wider community.
 - Have concern for the standards of behaviour and learning of students in their year group, supporting staff as appropriate.
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Main Duties and responsibilities (continued)

Management of resources and day to day responsibilities


- To effectively manage staff within their year team including teachers, non-teaching and support staff.
 - To contribute to the production of the pastoral section of the School Development Plan and the school handbook, and to implement, monitor and evaluate these sections.
 - To contribute to the agenda for pastoral meetings and disseminate minutes.
 - To organise and deliver assemblies.
 - To analyse pastoral data
 - To be responsible for the organisation of any information or parents evenings relevant to the year group.
 - To maintain an overview of attendance and punctuality and work closely with the attendance officer.
 - To contribute to whole school evaluation and planning as required.
 - To support and ensure effective implementation of the school's behaviour management policy.
 - Assist colleagues in applying rewards and sanctions fairly and in line with school policy.
 - To liaise with all staff and in particular subject heads and SLT on discipline issues, and to take a leading role in the effective implementation of the behaviour management system.
 - To inform colleagues about social or behavioural issues or changes affecting students when appropriate. In particular behavioural difficulties which are common across a range of subject areas.
 - To oversee the process of writing and collating school reports and to contribute a summary comment for each student in their group.
 - To meet with parents as necessary.
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Main Duties and responsibilities (continued)

Focused intervention

- To ensure that students needing specific interventions because they are not coping with mainstream education are identified and referred.
- To ensure that the protocols for the Behaviour Support Centre are followed.
- To work with the SENCO to ensure IEPs are used to set specific targets, and to match curricular materials and approaches to student needs.
- To contribute to PSPs/attendance panels for students in their year group and ensure they are appropriately written up, monitored and reviewed.
- To ensure that summary information for suspensions is prepared, and, if required, to attend suspension and other disciplinary meetings as advisor to the senior team.

Pastoral team and individual professional development


- If required, to provide and organise INSET for their year team, teaching and non-teaching.
 - To take responsibility in part for the monitoring, support and assessment of trainee Early Career Teachers in the pastoral team.
 - To identify/offer professional development for staff within the team and externally.
 - To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
 - To use the appraisal process to assist in enhancing the professional development aspirations of colleagues.
 - To keep well informed of developments and new ideas related to pastoral care.
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Main Duties and responsibilities (continued)

Liaison/Communication

- To develop a close working relationship with each tutor in their year group in order to assist them in carrying out their duties.
- To meet regularly, and work with the Assistant Headteachers responsible for behaviour and attendance for professional support and to develop effective team management.
- To liaise with colleagues to provide a smooth transition at 11 and 16.
- To inform staff about new developments and ideas related to pastoral care by means of regular meetings and/or other communication to include team meeting agendas etc.
- To provide helpful and accurate responses to parent/carer enquiries.
- To work closely with Heads of Faculty to support effective teaching and learning.
- To support the successful return of students from suspension.
- To support the successful reintegration of students from the Behaviour Support Centre into mainstream.

Monitoring and Quality Assurance

- Regularly review and monitor the overall academic progress and personal development of each child in their year group and ensure that strategies are in place to better meet their needs.
 - Support the attendance officer and ensure that strategies are in place to address issues that arise.
 - Review and monitor the effectiveness of the tutor team in meeting the needs of the students.
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In addition to the aforementioned generic responsibilities, year group tutoring demands a number of tasks that are year group specific. These include the following:

Responsibilities for YEAR 11

- To work closely with Form Tutors in relation to their duties regarding the students' Further Education, applications for employment and careers interviews.
- To ensure detailed, accurate and appropriate references are provided for students when required.

Responsibilities for YEAR 10

- To work closely with form tutors in order that they fulfil their responsibilities regarding the student's problems, progress, anxieties, etc.
- To assist tutors in helping students develop positive study habits.
- To have information to hand. In order to meet the needs and anxieties of parents who wish to know more about the public examinations their child will be sitting.

Responsibilities for YEAR 9

- To assist Form Tutors in helping pupils to make informed and thoughtful choices about options and future careers.
- To oversee the collection and collation of information from subject teachers about subject levels/option suitability.
- To ensure that all Tutors complete their duties regarding the students' option forms.

Responsibilities for YEAR 8

- To work closely with Form Tutors to carefully monitor students and follow up any apparent social problems or deterioration in work.

Responsibilities for YEAR 7

- To work closely with Form Tutors to ensure that the transition from primary to secondary for all students within the year group is smooth and

PERSON SPECIFICATION FOR Achievement Co-ordinator

Information for candidates: the person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

	Essential	Method of Assessment
Skills and Abilities	<ul style="list-style-type: none"> • Commitment to improving student learning and raising achievement. • Enthusiasm to inspire in students a desire to learn and participate. • Ability to communicate clearly and persuasively. • Well developed inter-personal skills and flexible approaches in using them with staff, students, parents and the wider community. • Experience and understanding of helping high and low achievers. 	AF, I, SM, P
Qualifications and Training	<ul style="list-style-type: none"> • Appropriate teaching and academic qualifications, including degree and PGCE. 	AF, I, SM, P
Experience	<ul style="list-style-type: none"> • Experience of being in a pastoral role e.g. as a tutor. • Experience of pastoral curriculum planning. • Experience of team work. • Proven record as a teacher whose students reach high standards of learning and achievement. • Able to enthuse, motivate and discipline students. • Successful track record of achieving school improvement in previous posts. • Evidence of continuing professional development (CPD). 	AF, I, SM, P

Governors are keen to continue to recruit teachers of integrity, with a passion for their subject, and excellent interpersonal skills, to join a group of committed and dedicated teachers.

Should you wish to visit the school or talk to key staff prior to application then we would welcome the opportunity to meet you and show you around our school. If you would like to arrange such a visit, then please call and ask for Mrs Angela Griffiths, PA to the Headteacher (01432 357371) to arrange this, or to discuss the post over the phone with Mr Ben Dugdale, the Deputy Headteacher.

Application forms should be completed and returned along with a covering letter and your CV to admin@aylestone.hereford.sch.uk



“Aylestone is a small secondary school where everyone knows each other well. Staff build warm and supportive relationships with pupils. They work hard to ensure that pupils are well prepared for life beyond school. As one parent commented in response to Ofsted’s survey, ‘staff genuinely care and make every effort to put parent and child worries at ease.’ ”

Ofsted 2024

The Governing Body are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults. The successful candidate will be subject to an enhanced disclosure through the Disclosure and Barring Service and additional recruitment checks