



Atlantic Academy, Portland

Head of Geography

JOB DESCRIPTION

The Head of Geography is directly accountable to the Head of House in charge of Geography, who is an experienced and supportive member of ESLT and is an integral part of an experienced team. The Head of Geography will contribute to the effective day to day operation of the Geography Department, and its ongoing success, delivering Geography across the academy.

The Head of Geography will be fully supported in both a subject and pastoral capacity. The Head of Geography should support the Head of House as an excellent practitioner, committed to a high-quality knowledge-based Geography Curriculum.

Main aspects of the role:

- Carry forward the Aspirations Trust vision;
- Support the continuous and consistent Aspirations Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of their practice.
- Deliver high quality Geography lessons and support the culture of excellence and challenge.

Salary: MPS/UPS (Plus TLR)

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

To support the raising standards of student attainment and achievement within the subject area and to monitor and support student progress.

In doing so the postholder will:

- To raise standards of student attainment and achievement within the Geography curriculum area and support student progress
- To be accountable for student progress and development within the curriculum area
- To develop and enhance the teaching practice of others

- To implement and deliver an appropriately broad, balanced, relevant, highly challenging Geography curriculum for students
- To be accountable for leading, managing and developing the Geography curriculum area
- To effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
- To contribute to the curriculum area and subject area's Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the Academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure a high-quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
- To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

Operational and Strategic duties:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- To monitor and support the overall progress and development of students as a teacher/form tutor

- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth
- To attend all appropriate meetings
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the curriculum area are in-line with national requirements and are updated where necessary, therefore liaising with the academy's Health and Safety Manager

Curriculum Duties:

- To liaise with the Head of House/Lead Practitioner and Senior Leadership Team (SLT) to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the academy
- To assist the Head of House and Senior Leadership Team (SLT) to ensure that the curriculum area provides a range of teaching which complements the academy's Strategic Objectives
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy's aim and strategic objectives
- To keep up-to-date with national developments in the curriculum area, teaching practice and methodology

Staff Development Responsibilities:

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and
- teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the academy

Student Support Duties:

- To support the overall progress and development of students within the subject area.
- To ensure the Behaviour Management system is implemented in their classes so that effective learning can take place.

Management Information Responsibilities

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning
- To support the subject coordinator in monitoring data and progress across the team

Managing Effective Communications

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy
- To follow agreed policies for communications in the academy
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by Aspirations.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate, the nature of such conviction/s.

Person Specification:

Assessed at application stage (A) Assessed at interview/task stage (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Degree or equivalent	A	
GCSE grade C or higher in English and Mathematics	A	
Professional Experience		
Evidence of team work and supporting colleagues effectively	A,R	
Experience of successful organisation and administration.	A,R	
Experience of curriculum management issues	A,R	
Teaching and Learning		
Knowledge of curriculum developments related to the post .	A,R	

Ability to communicate effectively with different audiences, orally and in writing.	A,R	
Ability to use recent developments to inform own and others practice.	A,R	
Ability to use recent developments to inform own and others practice	A,R	
Strong understanding of how children learn and how to raise standards of achievement	A,R	
Ability to interpret and act on a wide range of key data	A,R	
To support the continuing professional development of colleagues including their own	A,R	
Strong IT skills across Microsoft and Google products (most particularly MS Word, Excel, Google Drive and Google Docs).	A,R	
Disposition/Attitude		
A passion for education and making a difference	A,R	
Vision and the ability to implement it	A,R	

Ability to work as a member of a team	A,R	
The ability to command respect from colleagues, parents, governors and the local community		A,R
Developing successful relationships with pupils, staff, parents and Governors	A,R	
Commitment to Equal Opportunities; the ability to support and develop the Academy's Equal Opportunities policies	A,R	
Knowledge		
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	
Understanding of the statutory frameworks relating to teaching	R	

