**TEACHING STAFF**

**JOB DESCRIPTION**

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| **ROLE TITLE** | Head of Geography |
| **CONTRACTED HOURS** | Full time |
| **LOCATION** | Thomas Gainsborough School |
| **GRADE / SCALE POINT – SALARY**  | MPR1 or 4 – UPR 3 – depending on experience TLR 2b |
| **REPORTING TO** | Assistant Headteacher |

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| **JOB PURPOSE**To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner.  There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school. * To provide clear, cohesive leadership and direction in teaching and learning in the subject area and manage and motivate teaching and support colleagues in developing innovative teaching strategies to enhance the quality of teaching, learning and achievement.
* To build and develop a subject specialist team, working to enhance the teaching skills of others through ensuring continued professional growth and career development for staff.
* To contribute to the strategic development of the school by implementing whole school new initiatives, monitoring and reporting on key outcomes through the School Improvement Plan
* To take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils’ learning needs.
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| **KEY TASKS & RESPONSIBILITIES****GENERAL LEADERSHIP DUTIES*** Contribute to the overall strategic direction and delivery of the school’s aims and objectives by providing advice, challenge, insights and experience that will be beneficial to the activity and development of the school.
* To champion best practice in this area, demonstrating teaching skills and leadership qualities necessary to command respect, and encourage commitment to raising standards.
* Scrutinise and monitor the performance and effectiveness of the team in delivering the School’s aims and objectives.
* Play a major role in the School’s middle management structure, assisting the Headteacher in creating a vision, sense of purpose and pride about the team and its work.
* Contribute to self evaluation activities and ensure the team contributes towards the setting of targets and works towards achieving them.
* Demonstrate strong leadership as a middle manager, through strategic and analytical capabilities, in the development of all aspects of the School, including its policies and their implementation
* Lead, direct and develop staff for the continuous improvements in the quality of teaching and learning by motivating and enabling colleagues to share best practice across the Team.
* Develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
* Implement an ambitious, well-articulated and carefully sequenced curriculum.
* Develop comprehensive schemes of work which provide a rich experience for pupils and incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
* Monitor and evaluate the teaching in the team; take the initiative in identifying strategies to support consistency of practice, collaboration, reflection and be a lead practitioner in the team.
* Work with the Learning Support Team to ensure IEPs are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
* Communicate daily with team members, making positive and constructive comments about work and pupil progress and keeping up to date with personal information, wider aspects of the school agenda, recreation opportunities and enjoyment and professional development.
* Meet regularly and work with the line managers for professional support and develop effective team management.
* Work closely with the SLT to promote the successful image of the school in the community.
* Oversee and monitor the accuracy of exam entries and dates and work effectively with the exam officer.
* 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 School Curriculum, which may lead to improvements in teaching and learning.
* Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
* Contribute to, and take a leading role in, the provision of high-quality professional development through an effective Performance Management programme, making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, etc.
* Carry out appraisal of certain teachers and teacher assistants as required by the Performance Management programme and use the process to develop the personal and professional effectiveness of each member of staff to engage all employees.
* Assist the Headteacher, by providing relevant evidence as requested, in assessing staff for Threshold and beyond.
* Through a process of monitoring and evaluation, within the School Improvement Plan context and Performance Management system, establish the professional development focus for the coming year for each member of the Team.
* Manage a range of learning styles and pace of learning within the Team and provide colleagues with differentiated learning opportunities and techniques and support as appropriate.
* Meet regularly with colleagues to discuss, review and monitor progress made in implementing change.
* Assist staff to identify existing knowledge and practice, guide professional learning by identifying success criteria, and support the process through a programme of reflective practice.

**ADDITIONAL RESPONSIBILITIES*** Undertake any tasks reasonably requested by the Headteacher
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| **SAFEGUARDING**Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust’s and the school’s safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).  |
| **Unity School Partnership**Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.* The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
* It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
* We are a family of interdependent schools with a shared ambition to transform lives.
* We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
* Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:The vast majority of schools are now successful, well-performing schools and judged ‘good’ by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust. In order to achieve this ambition, the trust will focus on:**Excellent education** – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs. **Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.**Excellent support for schools** – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:  * Modelling the core values of the school and wider Trust at all times;
* Nurturing pupils’ passions and interests and stimulating their intellectual curiosity;
* Continuously raising pupils’ aspirations and self-esteem;
* Contributing to the wider range of opportunities offered by and for the school community;
* Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
* Ensuring high outcomes for a cohort of pupils

 All teachers are required to meet the national standards for teachers according to their role.  |