

HEAD OF GEOGRAPHY

SCALE/SALARY	Main Pay Range/Upper Pay Range (as appropriate) - TLR 1C for responsibility as Head of Department
RESPONSIBLE TO	Senior Leadership Team – Deputy Headteacher

MAIN RESPONSIBILITY

To lead and manage the teaching of Geography at The Hamble School. To ensure that Geography is taught and assessed in accordance with the National Curriculum and examination board requirements at Key Stages 3 and 4.

Specific Responsibilities

1. Lead and manage the Geography department, ensuring the effective monitoring of teaching and learning. This will include the scrutiny of students' work, curriculum implementation, assessment practices and lesson observations to support the development of high-quality teaching, learning and progress in Geography.
2. Raise attainment across Key Stage 3 and Key Stage 4 and ensure that all students make at least good progress relative to their starting points, as reflected through internal and external performance measures.
3. Co-ordinate the efficient deployment of staff and resources to ensure consistently high-quality teaching and learning within Geography.
4. Plan, organise and implement appropriate intervention programmes to support student achievement, including revision sessions, targeted support and parental engagement strategies where appropriate.
5. Teach Geography throughout the age and ability range within the school, in accordance with the National Curriculum and examination specifications.
6. Be responsible for maintaining high standards of behaviour and engagement within the department, creating a positive and productive learning environment in line with the school's Behaviour Policy.
7. Regularly monitor the quality of teaching and learning in Geography and contribute to departmental and whole-school self-evaluation processes. This will include monitoring staff performance and evaluating student outcomes.
8. Undertake performance management responsibilities for members of the department, as required.
9. Develop, implement and evaluate a Geography Department Improvement Plan that aligns with whole-school priorities and the School Development Plan.
10. Monitor and review student progress across all key stages, implementing strategies and interventions to ensure students achieve their full potential in Geography.



11. Ensure that schemes of learning, curriculum plans, assessments and resources are regularly reviewed and developed to provide a broad, balanced, ambitious and engaging Geography curriculum.
 12. Oversee the recording, tracking and reporting of student progress and attainment, ensuring effective curriculum continuity and progression between Key Stage 2, Key Stage 3 and Key Stage 4.
 13. Ensure appropriate work is provided for classes in the absence of their usual Geography teacher and monitor the quality of provision and learning during longer-term staff absences.
 14. Ensure that reporting to Parents/ Carers is undertaken in line with school policies and procedures.
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1. Be responsible for ensuring that students are entered for the most appropriate examinations and qualifications at Key Stage 4.
 2. Manage the Geography department budget effectively and maintain accurate records of expenditure and resources.
 3. Ensure that Geography complies with all relevant Health and Safety requirements, including those relating to fieldwork and educational visits.
 4. Lead and organise the department's contribution to Open Evenings, Parents' Evenings, options events and other school events, attending these as required.
 5. Promote and develop enrichment opportunities, including fieldwork, local visits, competitions and wider curriculum experiences that enhance students' geographical understanding and cultural awareness.
 6. Contribute to the strategic development of the Humanities Faculty and work collaboratively with colleagues to support whole-school improvement priorities.

CLASS TEACHING RESPONSIBILITIES

Teachers at The Hamble School must:

1. **Set high expectations which inspire, motivate and challenge students**
 - a) Establish a safe and stimulating environment for students, rooted in mutual respect.
 - b) Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - c) Demonstrate consistently the positive attitudes, values and behaviour which are expected for students.
2. **Promote good progress and outcomes by students**
 - a) Be accountable for student attainment, progress and outcomes - in assigned classes - and to raise attainment at Key Stage 3 and Key Stage 4 to ensure that all students make at least good progress relative to the national average and their starting point, which is reflected in value added measures.
 - b) Plan teaching to build on students' capabilities and prior knowledge.
 - c) Guide students to reflect on the progress they have made and their emerging needs.



- d) Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- e) Encourage students to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

4. Plan and teach well-structured lessons

- a) Impart knowledge and develop understanding through effective use of lesson time.
- b) Promote a love of learning and children's intellectual curiosity.
- c) Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding students have acquired.
- d) Reflect systematically on the effectiveness of lessons and approaches to teaching.
- e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students

- a) Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- b) Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student education at different stages of development.
- d) Have a clear understanding of the needs of all students – all sub-groups, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- a) Know and understand how to assess the relevant subject and curriculum areas, including statutory requirements.
- b) Make use of formative and summative assessment to secure students' progress.
- c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d) Give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback.



- 7. Manage behaviour effectively to ensure a good and safe learning environment**
- a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
 - b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - c) Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - d) Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

- 8. Fulfil wider professional responsibilities**
- a) Make a positive contribution to the wider life and ethos of the school.
 - b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - c) Deploy support staff effectively.
 - d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - e) Communicate effectively with parents with regard to students' achievements and well-being.

Personal and Professional Conduct

- 9. Uphold public trust in the profession and maintain high standards of ethics and behaviour (The Hamble School Code of Conduct), within and outside school, by:**
- a) Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - b) Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - c) Showing tolerance of and respect for the rights of others.
 - d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - e) Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

10. Demonstrate proper and professional regard for ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

11. Demonstrate an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



Teachers who are appointed on the Upper Pay Range will be expected to meet The Hamble School expectations for UPR staff.

All duties and responsibilities are to be carried out in accordance with the School Teachers Pay and Conditions Document (relevant to the appropriate year) and Teachers Conditions of Service.

The Hamble School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

