

## THURSTABLE SCHOOL - JOB DESCRIPTION

### HEAD OF GEOGRAPHY

**Job Title:** Head of Geography Department

**Responsible to:** Assistant Headteacher

#### **SECTION I - GENERAL MANAGEMENT DUTIES**

To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.

##### **Leadership**

1. To inspire Department members by personal example and hard work.
2. To effectively manage the human resources at the Department's disposal, including teaching, non-teaching and support staff.
3. To create a vision, sense of purpose and pride in the Department.
4. To co-ordinate the production and maintenance of the Department handbook, and to implement, monitor and evaluate all of its policies and documentation.
5. To be responsible for continuously improving the quality of teaching and learning in the Department.
6. To be responsible for maintaining discipline in the Department including supporting staff during lessons when appropriate.
7. To play a major role as a middle manager in the development of all aspects of the School, including its policies and their implementation.
8. To develop and maintain effective methods of communication with the Headteacher, SLT, other staff, students, parents, governors, external agencies and the wider community (including business and industry), etc.
9. To identify and applaud areas of success for individual teachers and the Department.
10. To help create an effective team by promoting collective approaches to problem-solving and curricular/Department development, e.g. consult when writing the development plan and produce resources as a team.
11. To chair and produce the agenda for effective Department meetings. To ensure minutes are made, kept secure and others informed as appropriate.
12. To implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of students in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
13. To initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.

##### **Curricular/Departmental Development**

1. To contribute towards continuity and progression within the whole school curriculum.
2. To oversee the Department development plan, its implementation and the part it plays in the whole school development.
3. To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for students, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
4. To develop Departmental strategies for the students' spiritual, moral, social and cultural development, including citizenship.

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5. To monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
6. To develop Departmental strategies and procedures (using national and school guidelines) for teaching and learning for students with special educational needs.
7. To work with the SENCO to ensure IEPs are used to set subject-specific targets, and to match curricular materials and approaches to pupil needs.

#### **Stock/Resources/Budget**

1. To manage the Department stock, teaching resources and finances efficiently, and to obtain best value for money.
2. To maintain an inventory of all stock items and to oversee the annual stock audit.
3. To carry out stock disposal in accordance with Department and school policies.
4. To store resources in such a way as to enable quick and easy access by all staff (and students where appropriate).

#### **Liaison/Communication**

1. To meet regularly and work with the 'SLT link' for professional support and to develop effective Departmental management.
2. To oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.
3. To act as the initial person for others to contact regarding all issues relating to the subject.
4. To liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all students.
5. To liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
6. To inform staff about new developments and ideas related to the subject and the Department by means of a regular newsletter – to include Department meeting agendas, etc.
7. To co-operate with the Health and Safety management and inspection process.
8. To manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
9. To provide helpful and accurate responses to parent/carer enquiries.

#### **Professional Development**

1. To provide or organise in-service training for the Department staff (teaching and non-teaching) as appropriate.
2. To have day-to-day responsibility for the monitoring, support and assessment of trainee (ITT) and newly qualified teachers (NQTs).
3. To identify development opportunities for staff within the Department and through external agencies or courses.
4. To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
5. To use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.
6. To personally keep up to date with developments and new ideas related to the subject.

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The Head of Geography also has the following duties in addition to those of a classroom teacher:

#### SECTION 2 - GEOGRAPHY SPECIFIC DUTIES

1. Consult, produce and regularly review the Geography Department manual which should state the agreed procedures, practices and aspirations of the Department. The manual should be actively used by staff and focus on:
  - Aims and Objectives for Geography.
  - Assessment, Recording & Reporting.
  - Pupil Inclusion (SEND, Gifted & Talented, Students with English as a second language, Gender, Multicultural, Differentiation, etc.)
  - Citizenship.
  - Literacy & Numeracy
  - The range of appropriate learning styles.
  - The use of ICT.
  - Health and Safety.
2. To encourage and foster links with appropriate Historical societies with the aim of bringing individuals and groups to the School to enhance the Curriculum.
3. To liaise with other Heads of Department and Co-ordinators in order to maintain the School's record of successful historical visits which enhance students' understanding of Geography and its role as a subject, and provide professional development opportunities for staff to enhance teaching with real-life contexts.
4. To manage the Department's contribution to the School Prospectus.
5. To manage the Department's contribution to the School magazine and website including articles of local historical interest.
6. To oversee the running of any extracurricular club or activities relating to Geography.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Compiled by:	Revision Number
Approved by:	Revision Date ____/____/____

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<b>Qualifications</b>
<ul style="list-style-type: none"> <li>• NQT, QTS, GT status fulfilling all National Standards for Teachers</li> <li>• Relevant Degree</li> </ul>
<b>Knowledge &amp; Understanding</b>
<ul style="list-style-type: none"> <li>• Sound knowledge of teaching subject</li> <li>• Willingness to keep up to date in subject knowledge and national developments</li> <li>• Ability to plan and teach effectively using a variety of strategies</li> <li>• Excellent interpersonal skills with both adults and children</li> <li>• Willingness and ability to work as part of a team</li> <li>• Ability to communicate effectively both verbally and in writing</li> <li>• Models behaviour expected of students and colleagues</li> <li>• Ability to prioritise and organise own work.</li> <li>• Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines</li> <li>• Understanding of how children &amp; adults learn and effectively apply their learning</li> <li>• Appreciates the value of consistent discipline and use of school protocols and systems</li> <li>• Knowledge of health and safety procedures and their application</li> </ul>
<b>Aptitudes</b>
<ul style="list-style-type: none"> <li>• To have a 'can do' philosophy</li> <li>• To be committed to personal development</li> <li>• To enjoy working with young people</li> <li>• To be flexible, energetic, adaptable and have the ability to use initiative</li> <li>• To identify and develop opportunities</li> <li>• To carry out professional duties in a positive, helpful and courteous manner.</li> <li>• To have high aspirations and expectations for their students and themselves.</li> <li>• Committed to raising standards and continuous improvement.</li> <li>• To be dedicated to the success of the students, their teams, the school and themselves.</li> <li>• Willingness to contribute to other areas of school life</li> </ul>
<b>Communication Skills</b>
<ul style="list-style-type: none"> <li>• Ability to communicate clearly and take into account, where appropriate, the views of others</li> <li>• Effectively communicate orally and in writing to a range of audiences, especially parents</li> <li>• Takes initiative and capitalises on development opportunities for the school</li> <li>• Produces written and visual communications which are clear, fluent, concise, readily understood by intended recipients and jargon free.</li> </ul>
<b>Self-Management Skills</b>
<ul style="list-style-type: none"> <li>• Excellent ability to plan time and organise work effectively</li> <li>• Prioritise and manage time and tasks</li> <li>• Work under pressure and meet deadlines</li> <li>• Be self-motivating and set challenging personal goals</li> </ul>
<b>School Ethos</b>
<ul style="list-style-type: none"> <li>• Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development</li> <li>• Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education</li> </ul>

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- Develop a strong positive ethos for the year group and lay foundations for future years.

**Leadership Competencies**

<b>Leadership Area (&amp; Key ABBs)</b>	<b>Leadership Behaviours</b>	<b>Definition</b>	
<b>Thinking</b> <i>(Belong More, Be More, Achieve More)</i>	<ul style="list-style-type: none"> <li>• Stakeholder understanding</li> </ul>	Leaders must have a clear sense of who their organisation serves (its stakeholders), and what is important to each of these groups.	Essential
	<ul style="list-style-type: none"> <li>• Strategic thinking</li> </ul>	The ability to extrapolate the possible outcomes of any course of action	Developing
	<ul style="list-style-type: none"> <li>• Analytical thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to understand what lies behind a situation or a set of results, to understand its nature and to work out it's causes and its implications.</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>• Conceptual thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to identify connections and trends between situations and events, developing solutions that master the wider context.</li> </ul>	Developing
<b>Self Management</b> <i>(Be More)</i>	<ul style="list-style-type: none"> <li>• Forward thinking</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to extrapolate the possible outcomes of any course of action</li> </ul>	Developing
	<ul style="list-style-type: none"> <li>• Independence</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation is essential to any organisation, and it mostly comes from individuals. For this to happen people must be able and prepared to act as individuals when it is necessary. Without people able to act independently, the</li> </ul>	Desirable

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	<ul style="list-style-type: none"> <li>Organisational commitment</li> </ul>	<p>organisation becomes locked into a cycle of always doing what it always has, and always getting what it has always got. Schools deal with the education, welfare and well being of young people. Staff must be able to act independently, guided by their own moral compass, to protect the individual from the system.</p> <ul style="list-style-type: none"> <li>Leaders must be committed to their organisation. They must value and nurture its well being, gauging all their actions by their effect on its efficiency and future success.</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Resilience</li> <li>Tenacity</li> <li>Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>Leaders do not give up easily. What doesn't kill them makes them stronger. They understand that timing and time itself are key factors in success, and they are strong enough to take advantage of it.</li> <li>Good leaders stick at what they know to be important even when it becomes difficult.</li> <li>Good leaders know when to change their approach, and can do so seamlessly. They also know when to quit – when the damage done</li> </ul>	<p>Desirable</p> <p>Essential</p> <p>Developing</p>

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		to the organisation by pursuing a course of action exceeds the benefits from successfully concluding it.	
	<ul style="list-style-type: none"> <li>• Self-belief</li> <li>• Self-control</li> </ul>	<ul style="list-style-type: none"> <li>• Well founded, proportionate confidence in oneself is essential for leadership.</li> <li>• Leaders manage their own emotions and understand their own motivations. They are enriched and informed by them, but not controlled by them.</li> </ul>	<p>Essential</p> <p>Essential</p>
<p><b>Influencing</b> (Belong More)</p>	<ul style="list-style-type: none"> <li>• Interpersonal awareness</li> <li>• Relationship building</li> </ul>	<ul style="list-style-type: none"> <li>• Good leaders are always aware of the emotional and motivational state of the individuals around them, and the impact of their words and actions on those people, positive and negative.</li> <li>• Everyone in a school is dependent on the work of others. Positive, open relationships make it more likely that this work will “mesh”, allowing everyone to work more effectively. More than this, leaders work through others, and the most effective medium for this capacity are the relationships they build. The big news is that threats and rewards don’t work –</li> </ul>	<p>Developing</p> <p>Essential</p>

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		relationships do.	
	<ul style="list-style-type: none"> <li>Concern for impact</li> <li>Developing others</li> </ul>	<ul style="list-style-type: none"> <li>Leaders understand their own role in the success of the organisation, and the role played by others – they understand the importance of everyone’s job.</li> <li>Leaders are able to increase the efficiency and effectiveness of others in the organisation in terms of their impact through modelling, coaching, and collegiality.</li> </ul>	<p>Essential</p> <p>Essential</p>
	<ul style="list-style-type: none"> <li>Rational persuasion</li> <li>Strategic influencing</li> </ul>	<ul style="list-style-type: none"> <li>Leaders develop high order skills in persuading others to their point of view or their course of action.</li> <li>Good leaders recognise the motivations of others and act on them to effect change in their attitudes and behaviour that increase the efficiency and effectiveness of the organisation. Good leaders recognise that certain individuals play key roles in the “consensus” of the organisation, and they use these individuals to effect change in attitudes and behaviour that increase the efficiency and effectiveness of the</li> </ul>	<p>Developing</p> <p>Developing</p>



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		organisation.	
<b>Achieving</b> <i>(Achieve More)</i>	<ul style="list-style-type: none"> <li>Concern for excellence</li> </ul>	<ul style="list-style-type: none"> <li>Leaders always need to ask about every aspect of their work and the work of the organisation “can this be improved?” and act accordingly. This is not about being a perfectionist or about never being happy with one’s work, it is about seeing one’s role as being to make things better, not to keep them as they are.</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Initiative</li> </ul>	<ul style="list-style-type: none"> <li>Good leaders look for ways to improve things themselves – they don’t wait to be told.</li> </ul>	Essential
	<ul style="list-style-type: none"> <li>Results focus</li> <li>Critical information seeking</li> </ul>	<ul style="list-style-type: none"> <li>Leaders recognise the key outputs of their organisation, and they focus on them relentlessly.</li> <li>Leaders do not wait for information to come to them, consider it, and act. They actively seek the information they require to know how to act to secure improvement. They are active researchers.</li> </ul>	Essential  Essential
	<ul style="list-style-type: none"> <li>Attention to detail</li> </ul>	<ul style="list-style-type: none"> <li>Leaders know that the big picture can be completely ruined by a speck of dust on the lens. They notice and act on</li> </ul>	Essential

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	<ul style="list-style-type: none"><li>• Thoroughness</li></ul>	<p>the small things that make a big difference.</p> <ul style="list-style-type: none"><li>• Leaders make sure that tasks are “bottomed” – they do not leave loose ends that unravel later.</li></ul>	Essential
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