

St. Joseph's Catholic College

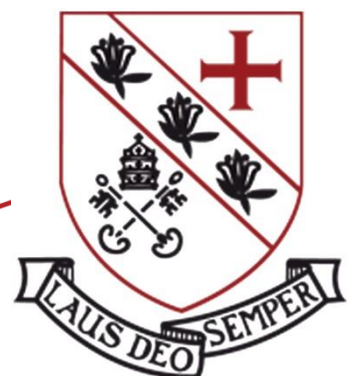
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# Head of Geography

## Candidate Information Pack



Dear Applicant,

Thank you for your interest in the Head of Geography post currently being advertised at St. Joseph's Catholic College. I thought it might be useful to provide you with a context for our College to help you decide whether or not ours is a community in which you could be happy and contribute to the success of our young people.

The College has made remarkable progress over recent years and has an excellent reputation locally and beyond. This was acknowledged in our Ofsted report published in November 2014.

- “A culture of working together exists to ensure that students receive a highly effective educational experience”
- Our students are “polite ... exhibiting good attitudes to learning”
- “Positive working relationships exist between teachers and students ”

We have wonderful students who are proud to be part of our community, a committed, talented staff and excellent facilities. I firmly believe that this is a great time to join the College.

If you are excited by the prospect of playing a role in helping us achieve excellence and have a core belief that all students can achieve regardless of ability or background then we would very much like to hear from you. If you would like to come for an informal visit you are most welcome to do so by contacting our HR department. We do not require staff to be people of any faith for this post but we do ask that applicants respect the Christian ethos of the College.

Yours sincerely,



Paul Hughes,  
Principal



## **Job Description: Head of Department**

**This College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

### **Post: Head of Department**

The post of Head of Department is an important key middle management position with responsibility for the progress of students within their subject area. A Head of Department is a team leader who should aim to inspire and facilitate the best possible teaching and learning in his/her subject. He/she should aim to generate an enthusiasm and thirst of knowledge for the subject amongst teachers and pupils and to promote the subject within the college.

**Responsible to: Principal / SLT line manager**

### **Purpose:**

- **To raise standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress.**
- **To be accountable for pupil progress and development within the subject area.**
- **To develop and enhance the teaching practice of others.**
- **To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Directors and Principal**
- **To be accountable for leading, managing and developing the subject/curriculum area.**
- **To manage and deploy teaching/support staff, financial and physical resources within the department effectively to support the department development plan.**

### **Responsibilities**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Specific duties and responsibilities**

#### **A. Strategic direction and development of the subject area in the curriculum.**

Within the context of the school's aims and policies develop and implement policies, plans targets and practices.

- i. Develop and implement policies and practices which reflect the school's commitment to high achievement, effective teaching and learning;
- ii. Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- iii. Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral and cultural development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- iv. Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils;
- v. Analyse and interpret national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;

vi. Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:

- Contribute to whole – school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
- Are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
- Identify realistic and challenging targets for improvement in the subject;
- Are understood by all those involved in putting the plans into practice;
- Are clear about action to be taken, timescale and criteria for success;

vii. Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

## **B. Teaching and Learning**

Secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' learning / achievement and set targets for improvement.

i. Ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs and those identified with Pupil Premium

ii. Ensure that teachers are clear about the intended learning outcomes in each lesson, understand the progression of teaching and learning in the subject, and communicate such information to pupils;

iii. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;

iv. Ensure effective development of pupils' Key Skills through the subject;

v. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;

vi. Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress and continuity in the subject;

vii. Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;

viii. Monitor and evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;

ix. Ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.

x. Ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;

xi. Ensure that teachers of the subject know how to recognise and deal with racial stereotyping;

xii. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;

xiii. As appropriate develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

xiv. Ensure that the Principal, Leadership Team and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

### **C. Leading and managing staff.**

Provide to all those with involvement in the teaching or support of the subject, support, challenge information and development necessary to sustain motivation and secure high quality teaching and care

- i. Help staff to achieve constructive working relationships with pupils;
- ii. Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support;
- iii. Devolving responsibilities and delegating tasks, as appropriate; evaluating practice and developing an acceptance of accountability;
- iv. Sustain their own motivation and, as far as possible, that of other staff involved in the subject;
- v. Manage the performance of staff as required by the school policy and use the process so as to develop the personal and professional effectiveness of the staff
- vi. Audit training needs of subject staff;
- vii. Lead the professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development.
- viii. Ensure that trainee and Newly Qualified Teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- ix. Enable teachers to achieve expertise in their subject teaching;
- x. Work with the curriculum support department to ensure pupils are set subject-specific targets and match work to pupils' needs

### **D. Efficient and effective deployment of staff and resources.**

Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

- i. Establish staff and resource needs for the subject and advise the Principal and Leadership Team of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve best value for money;
- ii. Deploy, or advise the Principal on the deployment of staff involved in the subject to ensure the best use of expertise;
- iii. Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- iv. Maintain an inventory of existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- v. Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- vi. Ensure that there is a safe working and learning environment in which risks are properly assessed and recorded

## **E. Other duties and responsibilities**

- i. To be familiar with the College's Safeguarding Policy and to report concerns to the designated person(s)
- ii. To ensure the Behaviour Management system is implemented in the department so that effective learning can take place.
- iii. To be a form tutor as and when requested to carry out related duties
- iv. To carry out a share of the supervisory duties around the school in accordance with the published rotas
- v. To play a full part in the life of the school community, to support its distinctive mission, ethos and policies and to encourage staff and pupils in following this example
- vi. Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- vii. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- viii. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- ix. This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

### **Other Specific Duties:**

- To play a full part in the life of the SJCC community, to support its distinctive vision and ethos and to encourage staff and students to be active members of the community.
- Ensure SJCC meets its legal requirements for worship.
- To promote actively SJCC's policies.
- To continue personal professional development.
- To comply with SJCC's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCB not mentioned in the above.
- To comply with SJCC's procedures concerning safeguarding and to ensure that training is assessed.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to the students.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate to reflect or anticipate changes in the job commensurate with the grade and job title. It may be subject to change or modification at any time after consultation taking into account the circumstance of SJCC and their implications.

It is a requirement, in accord with the guidance of the Catholic Education Council, that staff in Catholic Colleges should *“have regard to the Roman Catholic character of the College and not do anything in any way detrimental or prejudicial to the interests of the same”*.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The College will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

*April 2014*



## Person Specification

Head of Geography: Person Specification	Essential	Desirable
<b>Qualifications and professional development</b>		
Graduate, qualified teacher status.	✓	
Postgraduate or relevant professional qualification.		✓
<b>Experience</b>		
Has evidence of outstanding practice as a classroom teacher.	✓	
Has taught across a variety of age and ability groups.	✓	
Contribution to the creation and maintenance of an effective learning environment.	✓	
<b>Knowledge, Skills and abilities</b>		
Ability to think strategically and see the big picture	✓	
Capacity to teach to all levels with equal effectiveness	✓	
Good communication and interpersonal skills	✓	
Support the Catholic ethos of the College	✓	
An ability to engage and enthuse students interest in Geography.	✓	
A good up to date knowledge of recent curriculum developments and the skills to apply these in the area	✓	
Quality of English and presentation must be of a high standard.	✓	
An ability to tackle difficult issues in a proactive and positive way	✓	
Excellent organisational and delegation skills	✓	
An ability to motivate and inspire colleagues	✓	
A capacity to contribute beyond the area to the quality of the College and student experience.	✓	
An ability to analyse data, identify patterns and devise meaningful targets	✓	
<b>Personal Outlook</b>		
A commitment to comprehensive education and a clear understanding of the issues relevant to this College.	✓	



Willingness to explore and embrace new ideas and be innovative in approach.	✓	
A desire to share good professional practice and encourage high quality teamwork.	✓	
A capacity to work in stressful, time limited situations with personal flexibility and good humour.	✓	
A commitment to leading a successful team.	✓	
A strong and lively personality.	✓	
Flexibility and responsiveness to demands.	✓	
<b>Vision and Ethos</b>		
Appreciation of, personal comfort with and contribution to the Christian ideals of the College.	✓	
Demonstrable commitment to College ethos	✓	
<b>Safeguarding Children</b>		
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Sound attitudes to the use of authority and maintaining discipline	✓	



# St. Joseph's Catholic College

## Our History

In 1958 St. Joseph's Secondary School was opened for pupils aged 11 to 15. Built close to the centre of Swindon, the school soon made its mark, recognised as one which achieved academically, in sport, and where moral values were unashamedly promoted.

Today St. Joseph's Catholic College is an 11-18 secondary school with just over 1200 students, of which 90% in Key Stages 3 and 4 are Catholic. The College moved to state of the art buildings in 2006 and has excellent facilities across music, drama, sports, science, art and technology.

## Our Purpose

The College believes that every student is unique, with infinite potential to grow and develop. We aim to work in partnership with home, the parish and the wider community to prepare every child for a future in which they are able to make a positive contribution to society. For every student at the College we aim to offer them a secure foundation of learning, promoting aspiration and achievement. We are a fully inclusive, multicultural College committed to the individual, yet still determined to meet the needs and interests of all.

## Our Vision

The College offers an education with a solid foundation of Christian values. We expect the very best from each and every student and seek to be a community where all are valued and where the life of the College and the relationships between all in it are defined by Gospel values. Our Gospel values underpin all the relationships in the College, between students and teachers, teachers and staff, and student to student. They are:

- Love of God and love of others
- Tolerance toward others
- Forgiveness of wrong doing
- Justice for the oppressed
- Concern for the causes of suffering
- Compassion for those who suffer
- Service to others

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