



JOB PROFILE

TITLE: Teaching and Learning Leader of Geography

LOCATION: Denbigh High School

RESPONSIBLE TO: Assistant Headteacher

GRADE: TLR 2c

PURPOSE OF POST:

The purpose of the post of teaching and learning leader is to facilitate and encourage learning within their subject specialism which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils.

They will create and implement, with the Assistant Headteacher, a strategic plan for the development and expansion of their subject specialism to drive improvement across the school in standards, achievement and attainment.

TEACHING AND LEARNING LEADER OVERALL RESPONSIBILITIES:

1. Strategic direction and development of the subject / area

Develop innovative subject or curriculum area policies, plans targets and practices within the context of the school's aims, plans and policies.

2. Teaching and Learning

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

3. Leading and managing staff

Provide for all those involved in teaching or supporting the subject, the guidance, challenge, information and development necessary to sustain motivation and secure improvement in the quality of teaching and learning.

Manage all allocated teaching and support staff including assisting with recruitment, managing performance and meeting agreed targets.

Create effective teams by inspiring and motivating staff and pupils.

Be a positive role model for other staff and pupils by taking responsibility for the continuous improvement of the team within the context of the school.

4. Efficient and effective deployment of staff and resources

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

5. Strengthening Community

Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all year 7 pupils.

KEY PURPOSES OF SUBJECT SPECIALISM ARE AS FOLLOWS:

- To maximise the enjoyment, engagement and outcomes of young people in the subject.
- To develop and monitor staff to maximise the effectiveness of teaching and learning.
- To provide a lead for the subject development across all age ranges, including liaison with Primary and post-16 partners.
- To provide an appropriate curriculum for all pupils to study the subject, and to encourage and develop enrichment activities.
- To lead on effective care, guidance and support for pupils and parents within the context of the subject.

KEY STRATEGIC AREAS OF RESPONSIBILITY FOR SUBJECT SPECIALISM:

1. Leading and managing the learning and teaching of the subject both within the school and, increasingly across our local community.
2. Developing and working with other staff within and beyond the department, and securing the accountability of these staff.
3. Managing the organisation in terms of appropriate curriculum and learning provision.
4. Contributing to the implementation of a coherent strategic plan for pupil care, guidance and support within the context of the subject learning.

PROFESSIONAL DUTIES AND RESPONSIBILITIES FOR SUBJECT SPECIALISM:

1. To lead and manage the subject team.
2. To be an exemplary role model in the teaching of the subject.
3. To ensure continued innovation in the teaching of the subject.
4. To ensure that a range of extra-curricular enrichment in the subject is provided.
5. To encourage the use of ICT in all appropriate areas of the subject learning.

8. To ensure that gifted students are identified and that excellence is promoted and celebrated.
9. To co-ordinate the professional development of all the subject staff.
10. To oversee all out of hours subject related learning and manage the strategic plan for wider learning.
11. To provide advice and support to local primary schools.
12. To maintain and extend existing partnerships and initiate new partnerships with key providers.
13. To promote research into the subject learning.
14. To represent the school as appropriate and attend agreed conferences, meetings and courses.
15. The completion of such other duties or developmental work that may from time to time be required.

This document outlines the current duties required of the post holder at this level of responsibility. It is not a comprehensive or exclusive list, and from time to time duties may be varied, which do not change the level of responsibility or general character of the job. This profile also needs to be read in conjunction with the generic job profile for classroom teachers.

This profile is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

CONTEXT:

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in

the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

‘CVs will not be accepted for any posts based in schools.

Person Specification: Teaching and Learning Leader

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of making a positive impact on pupil performance at all levels.	1, 2	Working with children with English as an Additional Language.	1, 2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1, 2	The recruitment of staff.	1, 2
	Some experience of leading and managing the work of others.	1, 2		
Skills / Abilities	Ability to communicate with a variety of stakeholders (e.g. colleagues, parents, the community, external agencies).	1, 2	Whole school self-evaluation.	1, 2
	Ability to form and maintain appropriate relationships and person boundaries with children and young people.	1, 2	Ability to lead on a whole school project or initiative.	1, 2
	Ability to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1, 2		
	Ability to use new technologies to support both the curriculum and work organisation.	1, 2		
	Ability to work as part of, and contribute to, a whole-school multi-disciplinary team.	1,2		
	Ability to monitor and evaluate teaching, learning and school policy.	1, 2, 5		
	Ability to identify the necessary resources which ensure high quality teaching and learning.	1, 2		
	Ability to assess the needs of individuals to inform the targeting of individual needs.	5		
		1, 2		

	Ability to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1, 2, 5		
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2, 5 1, 2		
Specialist Knowledge	Subject / Key Stage curriculum knowledge.	1, 2, 5		
Education and Training	Qualified Teacher Status. A good degree in relevant subject area. Evidence of on-going continuing professional development.	4 1, 2 1, 2	Training in personnel issues and procedures, and in the accredited safe recruitment modules.	1, 2
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1, 2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

The Jobholder will ensure that the school's policies are reflected in all aspects of his / her work, in particular those relating to:

- (i) Equal Opportunities.
- (ii) Health and Safety.
- (iii) Data Protection Act (1984 & 1998).
- (iv) Code of Conduct.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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