



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

National Lead Geography

Candidate Pack



Introduction

The Astrea Curriculum Team is looking for a new National Lead for Geography to join our exciting and vibrant team. This is a very exciting time to join us. We are on a shared mission to tackle historic disadvantage through a knowledge-rich approach to curriculum and pedagogy.

We are a team of curriculum experts who support our teachers and leaders to deliver a brilliant curriculum taught expertly. You could be part of our journey as we co-design a common core curriculum across our nine secondary schools in Cambridgeshire and South Yorkshire.

You will join a fantastic team of subject specialists who teach, design curricula, and deliver excellent professional development. Reporting to the Director of Curriculum & Assessment, you will strategically lead the development of a common core geography curriculum and programmes of professional development. In this role, your skills and experience will strengthen our team and provide even more support to our teachers, leaders and children.

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, *'the best that has been thought and said'* and an *'entitlement curriculum'* for all. We believe in explicit instruction and have been greatly influenced by Lemov's *'Teach Like A Champion'*, Rosenshine and recent developments in cognitive science.

We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything.

This position is open to experienced middle and senior leaders with an excellent understanding of curriculum and assessment and a proven track record of school improvement. If you are aligned with our mission and values, have a strong record of improving young people's education, and have the drive to do more, we very much look forward to hearing from you.

We would encourage you to arrange a conversation with the Deputy Director of Curriculum and Assessment, Sam Cottrill to find out more about the role. Please contact:
sam.cottrill@astreaacademytrust.org

With very best wishes



Matt Carnaby
Director of Curriculum & Assessment

About the Trust

The trust has 26 academies across South Yorkshire and Cambridgeshire

We are committed to ensuring that all children in the trust have accelerated opportunities that enable them to learn, thrive, and lead successful lives. Our ambition is to tackle historical educational disadvantage and to play our part in the social regeneration of areas that have experienced poor education opportunities.

The trust has grown rapidly since its creation and now educates around 15,000 students in 26 academies. In Cambridgeshire, the trust comprises four secondary schools and one SEMH special school. In South Yorkshire, the trust works through seventeen primary academies, one all-through school, and three secondary schools.

The trust's Executive Team is led by Rowena Hackwood as Chief Executive Officer. A wider central team supports the work of individual academies in core areas such as academic support, inclusion, governance, finance, HR, estates, and IT. With a 2030 strategy in place, we are clear and specific about our vision for behaviour, curriculum and teaching quality.

All our academies are rated **GOOD** by Ofsted.



Astrea in Numbers

26
ACADEMIES

2,000
MEMBERS
OF
STAFF



£115m
TOTAL
INCOME

100%
RATED 'GOOD'

14,000 PUPILS

£3.9m
REINVESTED
INTO SCHOOLS
TO IMPROVE
FACILITIES AND
INFRASTRUCTURE



Our Vision and Values

Our future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we hold dear.



SCHOLARSHIP:

We are informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.



CURIOSITY:

We ask searching questions, not taking things at face value, seeking out the best of what is known and engaging in appreciative enquiry.



TENACITY:

We deliver on our promises and see things through to completion. We embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance.

Our Academies

PRIMARY



SECONDARY



ALL-THROUGH



SPECIAL



About Astrea Academy Trust

SECONDARY ACADEMIES

Within our secondary academies we have a clear and specific vision for behaviour, curriculum and teaching principles, which is codified and widely shared.

Our shared values are scholarship, curiosity & tenacity. We are unapologetically ambitious for every child, regardless of their background, prior attainment or needs. Our goal is to ensure that all our scholars have the option to attend university or pursue an aspirational alternative. Through quality first teaching, we work tirelessly to remove any barriers to success for all children.

OUR KEY CHARACTERISTICS

- Exceptionally high aspirations, with a firm emphasis on academic attainment
- Ambition for every scholar to have the option to attend university or pursue an aspirational alternative
- A knowledge-rich curriculum
- Innovative teaching approaches focusing on direct instruction, means of participation, and developing fluency, greatly influenced by Lemov's 'Teach Like a Champion', Rosenshine, and recent developments in cognitive science
- A commitment to reducing unnecessary tasks through our academy-led Workload Charters
- A belief that our staff are our greatest asset, fostering a developmental environment where everyone can thrive and grow in their role
- A calm and purposeful learning environment that is warm, welcoming, and friendly
- Centralised behaviour systems to further support teacher workload
- A focus on improving reading ability
- A broad range of extra-curricular activities, including sports, music, performing arts, and academic clubs.



About Astrea Academy Trust

A KNOWLEDGE-RICH EDUCATION

By a knowledge-rich education, we mean a rigorous and extensive knowledge-based education, that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon but should embrace other cultures and traditions. What that canon includes will be subject to review but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

WHAT ASTREA OFFERS

- Ongoing CPD, career development, and promotion opportunities
- Extensive support and progression opportunities
- Collaborative planning with a developing centralised KS3 curriculum and associated artifacts
- A feedback policy focused on whole-class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions - no need to organise, run or chase them
- No formal graded lesson observations – just ongoing 'no-stakes' drop-ins based around instructional coaching for continuous development
- Excellent support from the Astrea Trust Central team and other colleagues in secondary schools

Codifying Culture

‘We are what we repeatedly do.
Excellence, then, is not an act, but a habit.’

Excellence is a habit



Students rise to meet our high expectations. Maintaining our standards is paramount to establishing strong cultural norms and fostering a culture of excellence.

Warm/Strict (WWF)



We maintain high expectations for students while fostering an environment of warmth, genuine care, and positivity. This nurtures a supportive learning atmosphere which is both disciplined and joyful.

Joy and belonging



Belonging is one of the most powerful human emotions. Our school creates warm, welcoming, and friendly environment that are fully inclusive, ensuring every student feels joy and a sense of belonging.

Kindness & Politeness



These values are essential for a positive school culture. We foster an environment where kindness, politeness, and gratitude are consistently practiced, creating a respectful and supportive community for all students.

Purpose not power



Actions, intentions, and words are guided by purpose, not merely by positions of authority. All colleagues can clearly articulate the rationale behind actions and decision-making processes.

Over communication



We consistently revisit and reinforce our mission, values, and principles. Over-communicating our core purpose ensures everyone remains aligned. Our values are lived not laminated.

Codifying Culture

‘A strong culture is taught not caught’

Praise & Recognition



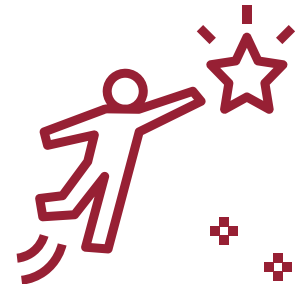
Recognition, praise, and rewards drive positive change. We aim to praise students every lesson, every day. Sanctions are issued when wrong choices are made.

Rowing together



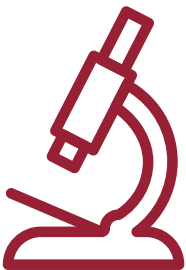
Aligned around our vision and values, all staff row together with relentless consistency. Ignoring issues undermines our culture; instead we collectively row together for the benefit of all.

Aspiration



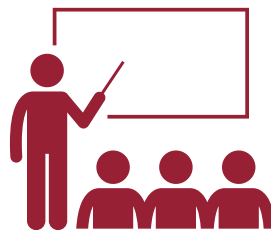
We deliver a knowledge-rich curriculum providing the foundation for excellent outcomes and further opportunities. We believe everyone can succeed. We focus on raising attainment, not just aspirations, turning goals into reality.

Sweat the small stuff



Leaders and staff adopt a meticulous approach, with a relentless drive to ensure fundamental basics are consistently in place and maintained at all times.

Teachers can teach and students can learn



We are committed to fostering an environment where exemplary behaviour is the foundation for disruption free learning. All teachers and support staff can teach and do their jobs free from disruption, no matter their status.

Routines



Universal classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours, we shape the values and norms that define our school community.

About the role

Role Title	National Lead - Geography
Responsible to	Director of Curriculum & Assessment
Salary	£66,751 - £82,877

Joining our Secondary Curriculum Team will allow you to work alongside leading experts who provide unmatched support, constructive feedback, and meaningful opportunities to grow, helping you become the very best in your role as a national lead.

You'll thrive in a collaborative and supportive environment, learning from others in both curriculum and wider leadership roles. Our team is deeply connected to prestigious national networks and some of the country's most accomplished educators, leaders, and curriculum innovators.

This role represents the pinnacle of professional development, offering an opportunity to drive educational standards forward while working with a warm, passionate, and dedicated team.

PURPOSE OF THE ROLE

The National Lead for Geography will drive improvement in curricula and outcomes, in standards of teaching, and in assessment in Secondary Geography across the Trust. The National Lead will assist Heads of Department in finding intellectual coherence across curricula, teaching and assessment, ensuring that sound curricular theorising and research drives review and improvement. The National Lead for Geography will help to enhance the Trust's reputation for CPD, teaching and standards, and cultivate strong relationships with local and national networks.

KEY RESPONSIBILITIES

- Advocate for our geography subject community of teachers and leaders
- Strengthen and capture the professional knowledge of the Trust's teachers so that it can be shared and scrutinised, as well as sourcing the best education knowledge and expertise externally
- Provide subject specific curriculum expertise to the wider Astrea Curriculum Team
- Lead on ways in which students' growing subject knowledge and expertise, from Year 7 to Year 13, can feed into the Trust's relentless focus on educational outcomes and tackle historic disadvantage

About the role

KEY RESPONSIBILITIES (CONT.)

- Lead on the improvement of student outcomes in your subject and drive forward the improvement of teaching standards
- Provide exceptional leadership of your subject, across the trust, and support and develop subject leadership within our schools.

STRATEGIC

- Identify, scrutinise, nurture and review your subject's education expertise across the Trust
- Develop an engaging, rigorous knowledge-based subject curriculum and teaching materials for use across the Trust
- Develop principles, models and exemplars for engaging, rigorous, knowledge-based curricula across the Trust
- Develop and renew curriculum and assessment principles for rigorous progression in their subject
- Write and/or source, evaluate and share teaching resources
- Define outstanding teaching, learning and use of assessment in your subject
- Model expert teaching in his/her own classroom and use his/her own practice, strategically, to develop professional knowledge in trainees, mentors, geography leaders and senior leaders
- Support heads of subject and senior leaders in securing rapid improvements in performance, including securing the best possible outcomes for those students who have not benefited from longer-term, substantially improved foundations in their prior education
- Advise and support principals in recruitment and development of subject teachers/leaders
- Foster models of subject leadership
- Communicate your subject's distinctive features effectively to non-specialists, so as to support principals and SLTs in shaping their curricular, teaching and assessment policies in subject-sensitive ways
- Enhance the Trust's reputation for subject specific education and cultivate strong influencing relationships with relevant education associations and learned societies, public and private sector partners in education projects, officers in testing and examination consortia and national policy makers
- Take on any other reasonable duties, as directed by the Director of Curriculum & Assessment

About the role

LEADERSHIP & MANAGEMENT

- Lead on ways in which students' growing subject knowledge and expertise, from Year 7 to Year 13, can feed into the Trust's relentless focus on educational outcomes and closing the disadvantage gap
- Lead on the improvement of student outcomes in your subject and driving forward improving teaching standards
- Provide exceptional leadership of your subject, across the trust, and supporting and developing subject leadership within our schools
- Identify, scrutinise, nurture and review your subject's education expertise across the Trust
- Build and lead a Trust-wide community of curriculum leaders ensuring their effectiveness in: developing and renewing curriculum and assessment principles for rigorous progression in their subject;
- writing and/or sourcing, evaluating and sharing teaching resources; and
- delivering outstanding teaching, learning and use of assessment in your subject

ACCOUNTABLE FOR

- High quality leadership of projects and delivering on agreed targets
- Secure exceptional student outcomes across the Trust schools
- Create measurable, costed, high impact improvement and raising achievement plans to support the identified needs of the schools identified
- Provide high quality support in the specified subject area, and liaison with other National Subject Leads and Heads of Department, as required to develop curriculum plans, resources and policies
- Provide assurance that effective procedures are undertaken for recording, monitoring, analysing and acting upon a range of data sets as needed to implement and measure the impact of school improvement strategies
- Ensure that quality assurance procedures are undertaken rigorously
- Collaborate across the education, school improvement and academy leadership teams to ensure coherence and effective team working
- Stay informed of current educational development, policies and research as needed to influence and drive school improvement
- Provide high quality mentoring and coaching to senior leaders, curriculum leaders and relevant staff
- Have sound financial management of own budgets (as appropriate)
- Develop effective partnership relationships with outside agencies
- Lead on the line management arrangements for the performance management and professional development of all members of your team
- Undertake any other professional duties, which are reasonably delegated to her/him by the Director of Curriculum & Assessment

About the role

AS A TEACHER

- Follow programmes of work, schemes of learning and exam specifications
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- Ensure the effective/efficient deployment of classroom (TA) support
- Be responsible for the process of monitoring and evaluation of the subject in line with agreed school procedure
- Maintain appropriate records and to provide relevant accurate and up-to-date information for registers, etc
- Complete the relevant documentation to assist in the tracking of students
- Monitor pupil progress and use information to inform teaching
- Communicate effectively with the parents of students as appropriate
- Follow agreed policies for communications in the school
- If necessary, to take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools
- Teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- Prepare and update subject materials
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures
- Mark, grade and give written/verbal and diagnostic feedback as required



Person Specification

QUALIFICATIONS

- Qualified Teacher Status (QTS)
- Evidence of continuous INSET and commitment to further professional development

EXPERIENCE

- Experienced in secondary teaching
- Lead as a HoD to improve outcomes
- Belief in explicit direct instruction and TLAC techniques
- Exceptional subject knowledge and expertise
- Leadership experience
- Proven track record of achieving excellent outcomes as an outlier subject or as part of an excellent school setting
- Leadership experience across multiple settings (desirable)
- Experience as an examiner (desirable)

KNOWLEDGE & UNDERSTANDING

- Secondary Assessments
- Subject-specific current research and evidence-based practice in teaching
- Curriculum development and design

PERSONAL SKILLS & ATTRIBUTES

The ability to:

- Promote the Trust's aims positively, and use effective strategies to lead and manage
- Develop good working relationships within the team
- Establish and develop close relationships with parents, trustees, Trust senior staff, governors and the community
- Communicate effectively (both orally and in writing) and be approachable to a variety of audiences
- Work in an organised manner, committed to the task in hand, and able to work to deadlines
- Lead and manage highly effective teams

Operational success

relies fundamentally

on **the success**
of our people 

Candidate Charter

We want every candidate to have an informed, engaging, and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- Transparency – we will treat you with respect, honesty and fairness.
- Protecting your privacy – we'll ensure your information is secure and handled sensitively.
- Understanding – you will be given everything you need to make informed decisions.
- Showcasing talent – we will provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and we'll act on what you have to share.
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce.

WE WILL:

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need.
- Respond to enquiries promptly and usually within 24 hours during the working week.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview, well in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

IN RETURN WE ASK THAT YOU:

- Be honest and upfront about your experience, aspirations and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest and help us understand why.
- Prepare yourself for interview and let us know how we can support you.

How to apply

Your application

If you like what you've read so far and think you can see yourself as a key member of the Astrea team, it's time to fill in your application.

Your application is an important part of the selection process as it's used to determine whether or not you'll be chosen to have an interview. It's really important that you try to capture all of the relevant information we have asked for on the form so we can get a good feel for who you are and why you're great.

All applications must be submitted through My New Term - the link to our careers page is here:
[Astrea Academy Trust Careers Page Link](#)

Tips for a great application

- Check out the person specification - this highlights the key aspects we're looking for.
- Show us what impact you have had in your current setting, what have you implemented, how did you do this, what were the results and what did you learn.
- Be yourself. Your personality, values and vision are the most important to us - you must be a great fit!
- Be sure to read this pack and our policies thoroughly to ensure you are fully aligned to our ways of working. If so - tell us about it!
- Make sure you tell us what skills you have that make you perfect for this role. Tell us the impact of your work, don't just list the tasks that you have completed.
- List any formal qualifications on your application. We'll need to see the certificates for your qualifications at interview stage.
- Make sure you include paid work, unpaid work and any work experience in your employment history. Start with your current employment, or if you are currently unemployed, your most recent employment. If there are any gaps in your employment, you must tell us why for safer recruitment purposes.
- At least one of your referees should be your current employer. If you are not currently employed, provide your most recent employer. If you don't have any employment history, think about professional referee's who would best describe your strengths for the role and your suitability to work with children.

How to apply

Astrea Academy Trust are an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an enhanced Disclosure & Barring Service check and satisfactory employment references.

As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

DISABILITY CONFIDENT EMPLOYER

Astrea Academy Trust is delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Any questions

Who do I contact if I have any questions about the role?

If you'd like to speak to a colleague ahead of submitting an application, please refer to the job advert and contact the lead person for the specific role. We'd love to answer any questions you may have. Likewise, a phone call or teams meeting may work for you - please reach out and we'll make it happen.

Who should I contact if I have any special requirements?

If you're unable to complete our online application form and need some support, and/or you need our documents in an alternative format, for example, large print, please contact our recruitment team Recruitment@astreaacademytrust.org.

How long will it take for you to decide if I've got an interview?

This can vary depending on the number of applications we receive for each vacancy. Generally speaking, we do try our best to make or decision and contact applicants invited for interview within a week of the closing date.

Will I be notified if my application is unsuccessful and will I receive feedback?

We know how much time and effort goes into an application and we really appreciate the time you've taken to apply for a job with us. During the shortlisting stage, your application status will be updated on MyNewTerm & you will receive an automated email from the system. Due to the volume of applications we receive, we're unable to provide feedback to unsuccessful candidates at the shortlisting stage.



Please visit our website to
learn more.

www.astreaacademytrust.org



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LEARN, THRIVE, SUCCEED