Curriculum Leader - Geography
October 2012

Dear Colleague

I am delighted that you have responded to our advertisement for the post of Curriculum Leader - Geography.

Please find enclosed in the application pack a range of information which, I hope, gives you a flavour of our school and the opportunities that await the successful candidate.

We hope to welcome a colleague to our team who shares the same high aspirations for our students; someone who recognises their own ability to make a significant contribution to their achievements.

Unfortunately we will not be able to contact every applicant and take this opportunity to thank you for responding. Preparing an application is both professionally demanding and time-consuming.

I look forward to hearing from you, but whatever your decision at this stage, may I wish you all the best for your professional future.

Yours sincerely

Judith A Potts
Headteacher

“We encourage a positive classroom environment where students matter and learning counts”
Lessons from Geese – Our Corporate Perspective

Fact One: As each goose flaps its wings it creates an “uplift” for the birds that follow. By flying in a “V” formation, the whole flock adds 71% more range than if each bird flew alone.

Lesson: People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the trust of one another.

Fact Two: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

Lesson: If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

Fact Three: When a goose tires, it rotates back in the formation and another goose flies to the point position.

Lesson: It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each others skills, capabilities and unique arrangements of gifts, talents or resources.

Fact Four: The geese flying in formation “honk” to encourage those up front to keep up with their speed.

Lesson: We need to make sure our “honking” is encouraging. In groups where there is encouragement, productivity is much greater. Individual empowerment results from quality “honking”.

Fact Five: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

Lesson: If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.
Vision Statement

“I believe in using what you have, instead of mourning for that which you do not. In thirty years’ time, I want to be able to look back at my youth and know that I used my talents fully: that I wasted nothing.”

A former Highcliffe Sixth Form Student

Mission Statement

Our mission is to establish for all our students a challenging and productive learning environment that is both academically and vocationally relevant.

We seek to share with our family of schools and local community the opportunities, resources and participation at all ages in the study and the appreciation of foreign languages and cultures.

We aim to equip our students of all levels of ability with the skills, knowledge and attitudes they need to enter into rewarding employment or training as further steps along a path of life-long learning.

Our Goal

To ensure that all students learn to their full potential in an informed, caring and supportive environment and that challenging learning experiences develop students as successful, confident young adults.

Each student is able to talk confidently about where they are with their learning and what steps they need to take to make further improvements.
Post: Curriculum Leader – Geography

Geography is taught within the Humanities curriculum area, which also includes RE, History and Citizenship.

Course Outlines

We deliver a collapsed 2 year KS3 course following the QCA Schemes of Work. Candidates may also be required to teach some Lower School Humanities. However, we anticipate that the successful candidate will primarily teach Geography.

KS4 is delivered over 3 years from Years 9-11; GCSE – AQA ‘A’, and KS5; GCE – AQA.

Candidates will be expected to teach Human and/or Physical components of the ‘A’ level course. Previous experience of teaching ‘A’ level is desirable but not essential. Acquisition of skills in this area is seen as part of the professional development programme within the curriculum area.

A firm commitment to fieldwork is essential and the successful candidate will play a role in the organisation and development of further opportunities both locally, nationally and internationally. This may involve taking students away on residential activities.

A key area we seek to develop in the future is the provision of individualised and extended learning opportunities. We would seek to explore this issue further with candidates selected for interview.

Information Technology

Candidates should display sound application of IT skills and should be able to incorporate them into their everyday teaching.

Facilities and Resources

- 10 experienced, enthusiastic teachers within Humanities
- Designated, specialist teaching areas
- All staff have wireless laptop computers
- All staff have data projectors
- IT facilities available for whole class teaching
- Enrichment activities:
  - **Local Area:** River Studies – Mill Lawn, Burley; Coastal – Hengistbury Head; Ecosystems – Studland
  - **National:** Economic Activity – Docklands, London
  - **International:** Urban – Paris; Cultural – Poland; Cultural/LEDC – India; MEDC – Japan
  - **Geography Residential:** Leeson House, Swanage

Contact Person – Ms D A Kennedy, Senior Curriculum Leader - Humanities
Application by:
Completing the application form
Submitting a personal letter or statement relevant to the post
Please note that CVs only will not be accepted.

Notes for Guidance for Applicants
The following guidance is intended to help you to complete your application form in the best way.

Application Form
The form must be completed in full and signed. Please use black ink or word processing as your form will be photocopied. Please complete all sections of the application form and ensure that your employment record is set out in full with an explanation of any gaps.

Please do not include photocopies of open testimonials. If you are currently employed within a school environment please supply your first reference as the Headteacher/Principal (this is a requirement of our Safeguarding Policy). We will always write to your current or previous employer for a reference and to ask for a professional assessment of your suitability for the post. We reserve the right to approach any previous employer for a reference.

Please complete the application form carefully and ensure that you sign it at the end. You should use section 5 to set out your relevant skills, knowledge and experience.

Your completed application form and letter should be returned to Judith Potts, Headteacher, Highcliffe School, Parkside, Highcliffe, BH23 4QD, or you can email to aparsons@highcliffeschool.com The closing date is as above - please note that late applications cannot be considered. Applications will not normally be acknowledged.

Please label the outside of the envelope or entitle the email Confidential/application.
Equal Opportunities

This school is an equal opportunities employer. Our policy is to ensure that no job applicant or employee receives less favourable treatment because of race, colour or nationality, sex, marital status, religion or disabilities. Selection criteria and procedures will be frequently reviewed to ensure that individuals are selected or promoted on the basis of their individual relevant merits and abilities. All employees will be given equal opportunities and, where appropriate, further training, to progress within and beyond the organisation.

Disclosure of Criminal Convictions

The post you have applied for is subject to a police check with the CRB. If you are offered the position you will be required to complete a Disclosure Form. The result of the police check will be sent to you and a copy to Dorset LEA personnel section.

The school will need to see and note some original documentation as part of the police check procedure. To speed up the process and avoid important documents getting lost in the post, if you are called to interview please can you bring documents which establish your identity and date of birth in addition to certificates of qualifications gained and in order to meet the requirements of the Asylum and Immigration Act, and a formal document showing your National Insurance Number.

Examples of documents include:

Pay slip, P45 or P60
Passport or driving licence or birth certificate/marriage certificate
Utility bill showing your current home address

Medical Fitness

In accordance with the Education (Teachers) Regulations 1993, all teachers are required to satisfy their employers of their medical fitness on entry to the teaching profession and also during the subsequent employment. In this connection, teachers will be required to complete a medical questionnaire, which is then considered by a Medical Officer.

No Smoking Statement

The school operates a No Smoking Policy.
Academic Year 2012/13
Post Profile
Curriculum Leader

Name of Teacher:
TLR Grade: 2.2
Line Manager: Senior Curriculum Leader

Goal: To ensure that all students learn to their full potential in an informed, caring and supportive environment and that challenging learning experiences develop students as successful, confident young adults.

This post profile may be amended at any appropriate time, following consultation between the Headteacher and Curriculum Leader and will be reviewed annually. Priorities for this year will be negotiated and highlighted.

Core purpose and scope of post:
• To assist the Senior Curriculum Leader to provide a high quality education experience for all students.
• The leadership and management of the following curriculum area and in the case of Curriculum leader 2.2 TLR to deputise for the Senior Curriculum Leader as required.

Geography

In addition to the post profile for a qualified teacher, as a Curriculum Leader the person appointed will undertake the following duties and responsibilities:

Strategic Direction and Development of the Curriculum Area:
• To support the aims and objectives of the Specialist School Status and culture.
• Develop vision and provide direction for the development of the specified curriculum area.
• Develop, promote and ensure implementation of school policy for the specific curriculum area listed above in conjunction with the Senior Curriculum Leader.
• Liaise with other curriculum leaders particularly in the curriculum area, to maintain a coherent strategic plan and consistency of procedures.
• Use national local and school data effectively to monitor standards of achievement across the school in the allocated curriculum area.
• Produce short, medium and long term plans to develop the curriculum area in relation to:
  1. The aims of the school, and its policies and practices.
  2. Targets for realistic but challenging improvements.
  3. Staff professional development requirements.
  4. Resources.
• Monitor the progress made towards achieving curriculum area’s plans and targets, and use this information to plan future developments.
• Ensure that provision and developments are in line with statutory requirements.
Teaching and Learning:
- Ensure that appropriate cover arrangements are in place to support the maintenance of the curriculum and support for a non-specialist.
- Assist the Senior Curriculum Leader to plan for and monitor coverage, continuity and progression across the curriculum area.
- Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning in the curriculum area and are able to engage students in this process.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement in line with school policy.
- Evaluate the teaching of the curriculum area in school; use this analysis to identify effective practice and areas for improvement and, in conjunction with the Senior Curriculum Leader, take action to improve further the quality of teaching in the subject.
- Ensure that TS’s (SEN) are effectively deployed.

Leading and Managing staff:
- Participate in the recruitment process for teaching staff and students.
- Lead professional development of staff through example and support.
- Ensure trainee staff, newly qualified staff, staff new to the school and non-specialist staff receive appropriate support for the curriculum area.
- Work with the SENCO to ensure that IEPs (Individual Education Plans) are used to set targets and that work is matched to student need.
- Ensure that class registers are accurate and maintained on a timely basis.

Key Documents:
- Schemes of work.
- SEN Register*.
- Team Handbook and Guidance.
- Performance and Progress Data Analysis.
- Progress Action Plan.

*Other Registers of Particular Needs in development – Able, Gifted and Talented – Student Support (Behaviour).

Efficient and Effective Deployment of relevant Staff and Resources:
- Assist the Senior Curriculum Leader to establish resource and staff requirements. Distribute resources to meet the objectives of the school.
- Ensure the effective and efficient management of learning resources.
- Encourage high quality display in classrooms and offer advice where necessary.
- Ensure a stimulating but safe working environment in which risks are regularly assessed and limited.
- Key Document Asset Register (Stock).
Other Professional Requirements:
- Ensure that a programme of profession development is designed and maintained.
- Ensure that appropriate performance management arrangements are in place and maintained for staff within the specified subject area.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Contribute to the schools liaison and publicity activities (H2U, Media).
- Lead the development of effective links with partner schools.
- Plan for and attend School Open Evenings ensuring these aspects are effectively represented.
- Actively promote the development of links with external agencies.
- Be courteous to colleagues and students and provide a welcoming environment to visitors.
- Undertake any other duty as specified by STPCD (not mentioned elsewhere).
- Participate as required in meeting with professional colleagues and parents in respect of duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Undertake any other reasonable duty, as required, from time to time, by the Senior Curriculum Leader as delegated by the Headteacher.
- Contribute, as appropriate, to the School’s Training Programme (e.g. SCITT, ITT, GTP etc.).

SPECIFIC PROFESSIONAL STANDARDS: TTA/TDA: SUBJECT LEADER PROFESSIONAL ENTITLEMENTS/EXPECTATIONS.
- As set out in the schools 1265 Time Budget.
- 10% PPA, .42 teaching points.
- Leadership and management time: 2 hours per cycle.
- Gained time: Work programme: Subject to direction and delegations of the Headteacher and Senior Curriculum Leader.
- Additional ‘non-contact’ (over 10%) will be assigned to priorities as outlined in the School Progress Plan.
- Rarely cover.
  Schools are required to ensure that teachers may be required to cover only rarely from September 2009 (paragraph 52 STPC Document 2009). This is consistent with current practice and therefore should not be interpreted as ‘if ever’ or ‘never’. This is in line with the management paragraphs (61-66 inclusive) within the STPC Document.

Signed: ....................................................................................................................
Curriculum Leader (2.2 TLR)

Signed: ....................................................................................................................
Headteacher

Date: ....................................................................................................................

JAP/JC/CURRICULUMLEADER2.2
04.03.11
DRAFT TEN
Highcliffe School Values

At Highcliffe we aim to provide a safe, secure and happy school, which stimulates and challenges - a school where students achieve their full potential within a caring community.

At Highcliffe we value:

- Respect for members of the school community.
- Personal responsibility, self-discipline and independance.
- High standards of achievement.
- The development of positive attitudes to learning.
- Respect for our learning environment.
- Honesty, integrity and courtesy.
- Co-operation and teamwork.
- Punctuality and attendance.
- Care and consideration for all members of our community.
- Making a positive contribution to both local and international communities.