

Hugh Christie School
White Cottage Road
Tonbridge
Kent
TN10 4PU

EXECUTIVE PRINCIPAL
HEAD OF SCHOOL

Jon Barker
Mark Fenn

www.hughchristie.kent.sch.uk

Briefing Pack for:

Appointment of
Director of Learning
Geography and Travel & Tourism
September 2023



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Hugh Christie School

Director of Learning for Geography and Travel and Tourism

We are seeking a motivated, organised and effective Director of Learning for Geography and Travel and Tourism with the ability and enthusiasm to deliver both subjects.

Hugh Christie is a mixed wide ability 11 to 18 high school based in Tonbridge, Kent. Hugh Christie is 'the place to be' happy, successful and where pupils are well prepared for adult life. Hugh Christie is a good school with a stable and well-motivated staff. Staff are supported well through a bespoke INSET programme led by our Lead Practitioner Group. Staff are encouraged to progress with most the Senior Leadership Team being former middle leaders in the school. The school finishes at 1-35pm on a Friday and has a two week holiday at the end of Term 1 to promote wellbeing.

The ideal candidate will be required to:

- To help lead curriculum development in collaboration with Leader of Geography and Travel & Tourism and other department members.
- To help lead resources development for the curriculum.
- Attending Pupil Progress Meetings.
- Monitoring, implementation and improvement of Pillars of Excellence Practice.
- To monitor and recommend published resources which would support the learning and progress of students.
- Writing and updating departmental action/development plans (in collaboration with Leader of Geography and Travel & Tourism)
- Implementing department improvement strategies following recommendations from Deep Dives.
- Leading moderation of work and assessment to ensure consistency of standards.
- Ensure the recording and analysis of progress data to identify strengths and weaknesses within the department and its curriculum, so that improvements can be made.
- To be an effective subject mentor for ITT and ECTs.
- To organise cover for absent colleagues when necessary and help monitor classes taken by guest teachers.
- To monitor department relearning environment is tidy and displays are refreshed. Liaise with department staff and the Art Technician to ensure that these displays are refreshed and maintained accordingly.
- Quality assurance of exercise books and RoPs.
- Liaise with SEND Department regarding the needs of students and staff,

- To coordinate a programme of school visits and experiences for the department. To ensure that behaviour management is adhered to within the department and support colleagues accordingly.
- Attend relevant school meetings and events.
- Lead department CPD in accordance with school expectations.

Please contact Mrs N Riddle nriddle@tonbridgefederation.co.uk for further information or refer to the school's website: www.hughchristie.kent.sch.uk.

Closing date for applications: **Monday 17th April 2023**

Salary: Main / UPS Pay Scale + TLR2

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All appointments are subject to an enhanced DBS disclosure.



March 2023

Dear Applicant,

Thank you for expressing an interest in the post of Director of Learning for Geography and Travel & Tourism.

Hugh Christie is part of the Tonbridge Federation - a small collaboration between Long Mead Primary School and Hugh Christie. Both schools share resources and expertise working together to support some very disadvantaged children within our community. Our website contains lots of information about our values, ethos and organisation - www.hughchristie.kent.sch.uk.

I have been at Hugh Christie for nearly eighteen years and thoroughly enjoyed my time here. It is a great place to work with wonderful colleagues who share my passion to do the very best for our students. All of my own children have attended Hugh Christie.

We are a wide ability school but, because of the local selective system, do have a larger proportion of disadvantaged pupils. Our staff are therefore committed to make a difference to these young people by challenging them to achieve their very best.

We are seeking someone who is an excellent practitioner who has vision and ambition to take this important curriculum area forward. You need to be a good team member and effective communicator.

If after finding out more about the school you choose to apply, then I look forward to receiving your application. Please complete the school application form in this pack and include a statement (no more than two sides of A4) that describes what qualities and experience you would bring to this role. Please refer to the job description and standards later in this pack.

If you have any specific questions you would like to ask about the application process, then please contact me on 01732 353544 EXT 240 or by email jbarker@hughchristie.kent.sch.uk.

I look forward to meeting short listed candidates at interview.

Yours sincerely

Jon Barker
Executive Principal

Hugh Christie School and Long Mead School Vision Statement

Aspiring to be outstanding:

- We review, question and check the schools' self-evaluations to ensure they are robust, challenging and aspirational.
- We bring in experts from outside to validate the schools' self-assessment at least once a year, including safeguarding.
- We monitor the schools' appraisal systems to ensure staff are meeting the required standards and being provided appropriate training opportunities to develop and meet their aspirations.

Our schools are tolerant and inclusive places where every child and member of staff has the right to be safe, happy, respected and receive equality of opportunity:

- We have appointed a Governor with responsibility for Equality and Diversity.
- We challenge Senior Leaders to ensure staff workload and wellbeing are considered before making changes and expect unnecessary burdens, that do not positively impact on pupils, to be removed.
- We receive and challenge information from Senior Leaders about any incidents of discrimination.
- We ensure our schools are both physically and emotionally safe places by challenging Senior Leaders, receiving surveys, visiting and speaking to stakeholders.

Every child has the opportunity to receive a high quality of education:

- We review the aims of the curriculum to ensure it is meeting the needs of learners and we monitor its implementation to ensure it is delivered.
- We check that teaching supports the acquisition and retrieval of knowledge, skills and vocabulary over time.
- We receive reports on the impact of the curriculum in terms of external exam results, course completion rates and pupil destinations, which are challenged.
- We monitor attendance, behaviour, and participation to ensure all children are fully engaged.

Disadvantaged and SEND children receive equality of opportunity:

- We have appointed Governors with responsibility for disadvantaged and SEND children.
- We require high expectations and aspirations for all SEND and disadvantaged children.
- We scrutinise the annual report on the use and impact of Pupil Premium funding on disadvantaged children and support for SEND children.

- We challenge data on outcomes, attendance and behaviour for disadvantaged and SEND children.
- We check that the range of opportunities available at the schools to build social and cultural capital and experiences are shared equally.

Our 'Learning Journey' prepares children well for the future:

- We check the curriculum offer in our schools fulfil statutory responsibilities, meet the needs of all children and prepare them well for their future.
- We check that the curriculum is appropriately sequenced and enriched by a range of additional opportunities available to all children.
- We monitor the additional opportunities provided to prepare every child well for their future.
- We find out if stakeholders are satisfied with the curriculum and additional opportunities available.

Developing a strong sense of community, leadership and character underpinned by British values:

- We challenge Senior Leaders as to how they are instilling a strong sense of community locally, nationally and internationally.
- We monitor the strength of the schools' community through discussions with stakeholders.
- We check how students and staff are being supported to develop their leadership potential.
- We monitor the provision for Spiritual, Moral, Social and Cultural Education.
- We monitor the provision for Personal, Social, Health and Citizenship Education to ensure it meets statutory responsibilities and the needs of the pupils.
- We investigate how character and values are taught, modelled and developed.
- We check to ensure any radicalisation or extremism is effectively tackled.

Preparing for the future:

- We are building capacity, anticipating challenges, minimising risks and developing personnel.
- We monitor policies, finance, staff development and appraisal.
- We attend training to keep ourselves informed of changes and challenges ahead.
- We check all children are well prepared through the information, advice and guidance they receive by receiving information on destinations and speaking to children.

Geography and Travel & Tourism Curriculum Information

GEOGRAPHY



The Team

- **Mr Justin Sheppard – Deputy Principal**
- Mrs Kristie Darling-Drewett
- Mrs Louise Osborn

Subject Intent

Why do we study Geography?

Geography helps us understand the fast-changing world.

Geography helps us make sense of the environment and its importance.

Geography helps us understand the impacts people have on the planet.

Geography equips us with a range of transferable skills.

What is Geography?

Geography helps us understand the world around us and our place in it. Geography is about how people affect environments; how environments affect people and the places these interactions happen. Geography is issues-based. It investigates geographical problems and how we can respond to these challenges. These issues are always changing and Geography changes with them, making Geography one of the most dynamic and relevant subjects you can study.

Geographical issues include:

- How will climate change affect us?
- Can Britain cope with more migration?
- How is my weekly shopping damaging the oceans?
- Why are coasts and place of conflict?
- Can we survive without the rainforests?

	<ul style="list-style-type: none"> • How do we protect people from earthquakes and volcanoes? • Do some countries have to remain poor for Britain to stay rich? <p>Transferable Skills</p> <p>In addition to knowledge, universities and employers seek people with good transferable skills (skills that can be used for a variety of tasks and activities). Geography develops a range of important transferable skills, including:</p> <ul style="list-style-type: none"> • How to observe, record, display and analyse data. • How to extract information from a variety of different sources (maps, graphs, diagrams). • How to interpret and analyse information to reach substantiated conclusions. • How to problem-solve and make decisions about issues. • How work effectively with other people. • How to communicate ideas effectively using a range of techniques, including ICT. <p>How Can I Use a Geography Qualification?</p> <p>Employers and universities value the broad range of transferable skills that Geography delivers. Geography fits neatly with sciences, arts and humanities. Geography was named by Russell Group report as one of the eight subjects which are preferred for entry to a degree course and as one of the facilitating subjects most likely to keep more options open at university.</p>
Age Related Learning Objectives (ARLOs)	Year 9
Knowledge Organisers	Year 9 Knowledge Organiser Menu for Geography
Subject Learning Journeys	Geography Geography (New Year 9) Geography (Years 10-11) Geography (New Year 12)
Exam Board	GCSE OCR A (J383) A-Level OCR (H481)

Specifications	
Key Stage 3	The Geography National Curriculum at Key Stage 3 is delivered through the REAL Curriculum at Hugh Christie. Please see the REAL subject page for more information.
Key Stage 4	<p>The GCSE course has three papers:</p> <ul style="list-style-type: none"> • Paper 1 Living in the UK Today (30%): 1 hour • Paper 2 The World Around Us (30%): 1 Hour • Paper 3 Geographical Skills (40%): 1.5 hours <p>The course is also organised into the following sections</p> <p>Landscapes of the UK:</p> <ul style="list-style-type: none"> • The UK's landscape and geology. • Coastal landscapes, landforms and processes. • River landscapes, landforms and processes. <p>People of the UK:</p> <ul style="list-style-type: none"> • Population and migration. • Economic change and its impacts on people • Diversity in the UK <p>UK Environmental Challenges:</p> <ul style="list-style-type: none"> • The UK's weather and climate. • Flooding in the UK. • The UK's energy mix. <p>Ecosystems of the Planet:</p> <ul style="list-style-type: none"> • Why are world ecosystems like and why they are important? • How are ecosystems under threat? • How can the management of ecosystems be more sustainable? <p>People of the Planet:</p> <ul style="list-style-type: none"> • Why are some places more developed than others? • How do trade and aid help and hinder development? • The impacts of migration and urbanisation.

	<p>Environmental Threats to Our Planet:</p> <ul style="list-style-type: none"> • How and why is our climate changing? • How do extreme weather events affect places and people? • How do people adapt and cope to extreme weather events?
<p>Key Stage 5</p>	<p>The A-Level Course has three exam papers:</p> <ul style="list-style-type: none"> • Paper 1: Physical Systems (1.5 hours) • Paper 2: Human Systems (1.5 hours) • Paper 3: Geographical Debates (2.5 hours) <p>The course includes</p> <p>Landscape Systems:</p> <ul style="list-style-type: none"> • Coastal Landscapes <p>Earth's Life Support Systems</p> <ul style="list-style-type: none"> • Tropical Rainforests <p>Changing Spaces; Making Places:</p> <ul style="list-style-type: none"> • The demographic, socio-economic and cultural contrasts of places. <p>Global Connections:</p> <ul style="list-style-type: none"> • Migration • Power and Borders <p>Geographical Debates (two of the following):</p> <ul style="list-style-type: none"> • Climate Change • Disease Dilemmas • Exploring Oceans • Future of Food • Hazardous Earth <p>Investigative Geography</p> <ul style="list-style-type: none"> • An independent field work investigation and report worth 20% of the examination.

TRAVEL AND TOURISM



TRAVEL
&
TOURISM

The Team

- **Mr Justin Sheppard** – Deputy Principal
- Mrs Louise Osborn

Subject Intent

Vocational Intent (BTEC Tech 2022)

We aim to equip learners with the knowledge, critical thinking skills and practical experience they need to progress and thrive throughout their academic and professional careers. Our teaching focusses on developing communication, collaboration and decision making.

Why do we study Travel & Tourism?

Travel and Tourism is a **huge and important industry**, accounting for more than 10% of the world's economy. This course helps us:

- **Know and understand** how travel and tourism organisations work together to appeal to tourists.
- **Develop primary and secondary research skills** to investigate how travel and tourism companies meet the changing needs of different groups of people.
- **Know and understand** the influences on global tourism and **plan** how to respond to these challenges.

Exam Board Specifications

BTEC Tech Award (2022) Travel & Tourism

Subject Learning Journey

[Travel and Tourism](#)

Director of Learning for Geography and Travel & Tourism

Job Description

Line Leader: Senior Deputy Principal

To meet the Teaching and leadership standards set out in the school's Appraisal Policy.

Standards for Leadership

We expect all Directors of Learning and Assistant Principals to work towards the following standards. In your letter of application, please provide some examples of how your current work demonstrates your capability to achieve these.

Standards for Director of Learning

1. Ensures that decisions are taken on the basis of individual student need.
2. Looks at data thoroughly and bases action and intervention accordingly. Setting (where appropriate) is proposed on hard, unequivocal evidence.
3. Is acutely aware of the strengths and weaknesses of the Quality of Education within their department or curriculum area through the school's Deep Dive process and has a plan of action for all weaknesses whilst prioritising those that will maximise improvement.
4. Ensures interventions that take place are driven by a diagnosed need and have impact by reviewing afterwards. Always focuses on the impact of action.
5. Looks at the outcome of assessments and takes bold actions on future examinations, student groupings and staffing issues.
6. Lets nothing get in the way of moving things forward. Doesn't wait to be asked by line manager – just gets on, communicates regular updates and makes things happen. Is always prepared.
7. Ensures the expectations and priorities of the department / curriculum area are shared explicitly with their team. Uses student data / evidence from deep dives / work scrutinies / assessments and regular communication to update and engage team members.
8. Is happy to step back and heap reward and praise on their team without the need for prompting.
9. Galvanise their teams by leading from the front but awarding responsibility in conjunction with accountability.

Standards for Leadership

1. Ensures that the moral purpose is known and understood by all the team, leads by example and ensures that the school has students at the heart of its decision making.
2. Makes themselves aware of new ideas for addressing issues, has a detailed overview and understanding of the school data and quality of education, has their finger on the pressure points and ensures intervention and other action can take place with little hindrance.
3. Makes clear what the dangers are and is 'all over' the data and team of middle leaders. Is aware of any weaknesses in terms of predictions and compensates appropriately. Leaves absolutely nothing to chance and has few surprises.
4. Ensures all school wide actions have impact and is hot on follow through. Refuses to allow action without measures of impact and engenders this in the whole school.
5. Discusses and facilitates necessary action by middle leaders even if upsetting to some. Ensures the organisational priorities are bigger than any one person.
6. Never waits to 'see what happens' or lets emotions get in the way of necessary action. Ensures that scheduled meetings are necessary, kept a priority, do happen and are followed up. Are open to scrutiny and advice.
7. Establishes a system to ensure that action plans are agreed and will meet the needs for improvement. Uses appropriate displays of quality of education, student data and assessment to ensure a consistency of understanding and compulsion.
8. Will find opportunities to offer deep personal gratitude for the work of team leaders in open and closed forum and will create a culture of positive support and encouragement.
9. Offers regular but timely praise to their teams ensuring that rewards are imaginative, personal and impactful.

Specific areas of responsibility

Quality of Education

- Produce an annual action plan in line with the school's procedures.
- Agree, and constantly evaluate, a subject intent for PSHE and Citizenship that reflects the values of the school and the needs of the pupils.
- To plan a Learning Journey that meets the requirements of the National Curriculum as well as reflecting the needs of the learners at Hugh Christie as identified through the intent.
- To lead, oversee and contribute to the planning of schemes of work that deliver the Learning Journey.
- Monitor the delivery of the Learning Journey across the school.

- Plan a range of assessments to measure the impact on learning of the Learning Journey.
- To plan the teaching and delivery of the curriculum
- To organise students into teaching groups
- Participate in the school's Deep Dive subject review process. Respond to any areas for development through the production of an action plan which will be regularly reviewed and monitored.
- Speak to students across the school, and monitor the work they are doing, to regularly review impact.
- To lead and monitor student learning through effective teaching in accordance with the Department's schemes of work and policies.
- To ensure continuity, progression and cohesiveness in all teaching.
- To use a variety of methods and approaches (linked to the school's Pillars of Excellence) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students.
- To work with SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- To lead the teaching staff, working alongside Lead Practitioners, to improve the quality of teaching and learning, linked to the school's Pillars of Excellence
- To set high expectations for all students, to deepen their knowledge, skills, vocabulary and understanding in order to maximise the value of learning.
- To use, and support colleagues in using, positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

- To be responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- To oversee the assessment of students' work use the results to inform future planning, teaching and curricular development.
- To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents and support colleagues with this.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.
- To use data to plan and provide both in class, independent and extra-curricular intervention strategies that will raise student attainment.

Subject Knowledge & Understanding

- To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses in at least one curriculum area linked to Social Sciences, Humanities or Health Education.
- To keep up to date with research and developments in pedagogy and the subject area and share these with colleagues.

Professional Standards & Development

- Monitor the wellbeing and welfare of teachers delivering PSHE across the school and adjust work patterns where possible to relieve any points of pressure.
- To be a role model to colleagues and students through personal presentation and professional conduct.
- To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
- To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
- To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Safeguarding, PHSE, Literacy, Numeracy and ICT.
- To establish effective working relationships with professional colleagues and associate staff.
- To strive for personal and professional development through active involvement in the School's appraisal system and procedures.
- To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- To liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- To be aware of the role of the Governing Body of the School and to support it in performing its duties.
- To be familiar with and implement the relevant requirements of the current AEN Code of Practice.
- To consider the needs of all students within the English Curriculum (and to implement specialist advice) especially those who:
 - have AEN
 - are disadvantaged
 - are gifted and talented
 - are not yet fluent in English.

The Emotional Intelligence Competencies

SELF-AWARENESS

Emotional Self-Awareness:
Recognising how our emotions affect our performance.

1. Aware of own feelings
2. Aware of triggers
3. Understands implications of own emotions
4. Has emotional insight

Accurate Self-Assessment:
Knowing one's own inner resources, abilities and limits.

1. Aware of own strengths and limits
2. Open to feedback
3. Has a sense of humour about oneself
4. Solicits honest critiques

Self-Confidence:
A strong sense of one's self-worth and capabilities.

1. Is confident in job capability
2. Believes in oneself
3. Is self assured
4. Has presence

SOCIAL AWARENESS

Empathy:
Sensing others' feelings and perspectives, and taking an active interest in their concerns.

1. Listens
2. Reads non-verbal clues
3. Open to diversity
4. Sees others' perspectives

Organisational Awareness:
Reading a group's emotional currents and power relationships.

1. Understands informal structure
2. Understands climate and culture
3. Understands organisational politics
4. Understands underlying issues

Service Orientation:
Anticipating, recognising and meeting customers' or clients' needs.

1. Makes self available
2. Monitors satisfaction
3. Takes personal responsibility
4. Matches customer needs

SELF-MANAGEMENT

Emotional Self-Control:
Keeping disruptive emotions and impulses in check.

1. Shows restraint
2. Has patience
3. Responds calmly
4. Stays composed and positive

Transparency:
Maintaining integrity, acting congruently with ones values.

1. Keeps promises
2. Brings up ethical concerns
3. Publicly admits to mistakes
4. Acts on values

Adaptability:
Flexibility in handling change.

1. Open to new ideas
2. Adapts to situations
3. Handles unexpected demands
4. Adapts or changes strategy

Achievement Orientation:
Striving to improve or meeting a standard of excellence.

1. Improves performance
2. Sets challenging goals
3. Anticipates obstacles
4. Takes calculated risks

RELATIONSHIP MANAGEMENT

Developing Others:
Sensing others' development needs and bolstering their abilities.

1. Recognises strengths
2. Provides support
3. Gives constructive feedback
4. Acts as a mentor

Inspirational Leadership:
Inspiring and guiding individuals and groups.

1. Leads by example
2. Stimulates enthusiasm
3. Inspires others
4. Communicates a compelling vision

Change Catalyst:
Initiating or managing change.

1. Defines general need for change
2. Acts to support change
3. Personally leads change
4. Champions change

Influence:
Having impact on others.

1. Engages audience
2. Anticipates impact of actions or words
3. Uses indirect influence
4. Develops behind the scenes support

Initiative:

Readiness to act on opportunities.

1. Addresses current opportunities
2. Seeks information
3. Makes extra efforts
4. Initiates action for the future

Conflict Management:

Negotiating and resolving conflict.

1. Airs disagreements
2. Maintains objectivity
3. Addresses conflict
4. Orchestrates win-win solutions

SELF-MANAGEMENT

Optimism:

Persistence in pursuing goals despite obstacles and setbacks.

1. Has positive expectations
2. Is optimistic about the future
3. Is resilient
4. Learns from setbacks

RELATIONSHIP MANAGEMENT

Teamwork & Collaboration:

Working with others towards a shared goal. Creating group synergy in pursuing collective goals.

1. Co-operates
2. Solicits input
3. Encourages others
4. Builds bonds