



Swale
ACADEMIES
TRUST

Sittingbourne

Community College

Recruitment Pack

Lead Practitioner for Geography



Sittingbourne Community College

Swanstree Avenue

Sittingbourne

Kent

ME10 4NL

Job Description

School:	Sittingbourne Community College
Job Title:	Lead Practitioner for Geography
Grade:	Lead Practitioner scale 8-12 (£47,513 – 55,862)
Responsible to:	Executive Headteacher

Purpose of the job

Teachers on the Leading Practitioner pay range have the same professional responsibilities as all other teachers as well as additional duties relevant to the role in modelling and leading improvement of teaching skills. A Leading Practitioner within Swale Academies Trust is expected:

For the purpose of this general job description these particular duties are:

- To set out the vision for geography teaching in SAT schools and ensure that the vision is effectively shared, translated and actioned across all Swale secondary schools
- To be responsible for running the geography network of Kent schools and to liaise with East Sussex geography network ensuring continuity and alliance, attending geography network meetings in E.Sussex, when appropriate, either in person or via video link.
- Coordinating the alignment of geography assessment strategy across the hub, aligning with E.Sussex and leading on geography strategy, choice of syllabus and assessment framework.
- Build and sustain cohesive departments that achieve at the highest level on every measure
- Be accountable for student achievement and progress in geography across Kent Swale schools.
- Lead and manage an exciting and engaging geography curriculum at KS3 and 4 leading to high levels of student achievement and progress
- Have specific responsibility for the delivery of, and outcomes in, geography across Swale schools.
- Be accountable for leading, managing and developing consistently good and outstanding teaching and learning in geography across SAT schools.
- Develop a sophisticated and forensic understanding of the SISRA, FFT and other Trust wide and external evaluative data to improve the achievement and progress of geography students
- To teach a timetable within specialism appropriate to the demands of the role and the need of the school or schools designated and agreed with the Executive HT
- Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- To coach and mentor staff towards achieving outstanding teaching and learning.
- To be prepared to support HODs of geography and if necessary step in as head of geography in any given SAT school for a short period of time whilst an alternative replacement is sourced.
- To play a key part in raising standards by modelling excellent teaching and supporting the professional development of colleagues in geography.

- To assist in the creation, consistent implementation and improvement of schemes of work which encapsulate key school and Trust learning strategies and educational developments.
- To assist Heads of Department, to ensure that the subject area provides a range of teaching which compliments the school's strategic objectives.
- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Trust's strategic objectives.
- Lead the Trust geography working group.
- Taking part in other professional development activities
- To help to implement school quality assurance procedures and to adhere to those.
- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the school's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling and written reports to the Trust, Headteacher and Senior Leadership Team as necessary. To seek and implement modification and improvement where required.
- To contribute to team review (including lesson observations), monitoring and evaluation, and the development of working practices.
- To assist Heads of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and the students.
- To take a lead role, working closely with other leading practitioners or specialist leaders of education in determining and developing policies, procedures and practices, promoting collaborative responsibility for their implementation to endure high achievement through effective teaching and learning and whole school improvement.
- Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Trust, Headteacher and Senior Leadership Team on progress and plans.
- Know how to and take a lead role to improve the effectiveness of assessment practice in the school, analysing statistical information to evaluate the effectiveness of teaching and learning.
- To support whole school priorities and targets for the department.
- To take on any additional duties as requested by the Trust or Headteacher and appropriate to a member of staff on the leadership scale.

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. In consultation with you, the job description may be changed by the Executive Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

Job Title: Lead Practitioner for Geography

Grade: Lead Practitioner Scale, points 8-12 (£47,513 - £55,862)

Responsible to: Executive Headteacher

	Essential	Desirable
Qualifications	<p>Qualified Teacher status</p> <p>Good honours degree in a related subject</p> <p>Evidence of commitment to own professional development</p>	<p>Leadership training</p> <p>Masters degree, or a commitment to complete</p> <p>To be a specialist leader of education</p>
Experience	<p>Excellent classroom teacher with a proven commitment to improving the quality of children’s learning</p> <p>Experience of monitoring teaching and learning</p> <p>Knowledge and experience of School Improvement planning and curriculum planning</p> <p>Evidence of recent successful curriculum area leadership</p> <p>Experience of coordinating practice across a range of different contexts and in a context similar to the Trust schools</p> <p>Evidence of liaising collaboratively with more senior and less senior colleagues</p> <p>Experience and knowledge of managing challenging behaviour</p> <p>A proven track record of good results at GCSE</p>	<p>Experience in more than one school</p> <p>Experience of Performance Management/Appraisal</p> <p>Experience of observing, judging and feeding back to teachers through lesson observations</p>

Skills and Abilities	<p>To possess teaching skills which lead to excellent results and outcomes</p> <p>Ability to motivate and lead a team with sensitivity and energy</p> <p>Ability to foster links within Swale Academies Trust</p>	<p>An understanding of how geography results contribute to whole school performance data</p>
Knowledge	<p>Understanding the importance of using data to raise standards</p> <p>Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety</p> <p>A good understanding of the current changing climate in education</p> <p>In depth knowledge of the geography curriculum</p>	<p>Ability to motivate commitment among all staff groups and to lead meetings</p> <p>Knowledge of Post 16 courses</p>
Personal qualities	<p>Ability to communicate effectively, both written and oral, with a wide range of stakeholders</p> <p>Ability to communicate positively with children.</p> <p>An ability to influence classroom practice within the geography departments and beyond</p> <p>High motivation and ability to use personal self-evaluation in order to become more effective</p> <p>Positive attitude</p>	<p>Friendly, with a sense of humour</p> <p>A drive for personal and professional improvement</p>

Letter from Jon Whitcombe – Trust Principal

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of fifteen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and Sittingbourne Community College, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

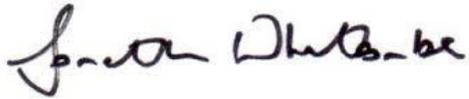
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink that reads "Jon Whitcombe". The signature is written in a cursive style with a large initial 'J' and 'W'.

Jon Whitcombe
Trust Principal

Welcome from Yvette Peden – Headteacher

Dear Applicant

Lead Practitioner for Geography

Thank you for expressing an interest in the advertised Lead Practitioner post. We hope you will take a look at the information enclosed with this letter and, should you wish, visit our schools prior to applying.

At SCC, we are extremely proud of the rapid developments we are making. We have received a 'Good' Ofsted judgment in our last two inspections and our ethos is fixed on continual improvement. The Sittingbourne Community College has been part of Swale Academies Trust since January 2012. Strong teaching and learning networks across the schools allow for constant sharing of expertise and good practice. The successful candidate will be expected to be flexible and work across a number of SAT schools supporting geography leaders but be based in Sittingbourne Community College in the first instance.

At the heart of our desire to improve is a relentless drive to ensure that students make exceptional levels of progress. We therefore seek well-qualified, highly skilled, and enthusiastic leaders, who have the highest of expectations of both themselves, the staff and the students in their classes. We want leaders who enjoy working with a diverse staff and young people of all abilities and differing needs. If you became part of our team we believe we could offer you a number of benefits. You would become part of something successful and we can offer an exceptional package of professional development, ranging from a Master's Degree, an improving leadership programme, and support for aspiring heads to obtain the NPQH qualification.

We want to appoint leaders of the highest calibre and realise that we also have to offer a substantial remuneration package. Finally, should you join us, you would be employed by Swale Academies Trust. Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check and references.

As a Trust dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

We very much look forward to receiving your application.

Yours faithfully



Ms Y Peden
Headteacher

Swale Academies Trust

The Swale Academies Trust based in Kent came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.



As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Sittingbourne Community College, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services

- Ashdown House, Sittingbourne

Extract from Safeguarding Policy

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in this policy apply to all staff and governors and are consistent with those of Kent Safeguarding Children Board (KSCB).

Recruitment of ex-offenders

The Trust has a written policy on the recruitment of ex-offenders, which is available on the Trust website under policies and documents.

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will **not** be accepted in place of a completed application form.

All applications should be made through [Kent-Teach](#).

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

