



The Pennine Trust

Creating opportunity. Inspiring excellence. Shaping tomorrow.

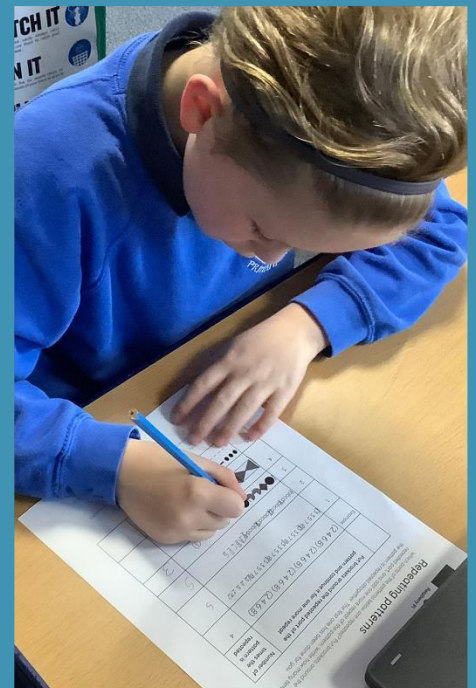


COLNE PARK HIGH SCHOOL

TEACHER OF HEAD of GEOGRAPHY

with TLR 2.1

CANDIDATE APPLICATION PACK



A message from the Headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be. We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide. We are proud of the reputation Colne Park High School has earned within the local community for providing a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever-changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert
Headteacher

Staff Benefits



Bike 2 Work
Scheme



CPD
Opportunities



Employee
Assistance
Programme



Local Discounts



Occupational
Health Support

A message from the Chief Executive



Thank you for your interest in this position at the Pennine Trust. As an employer, we value diversity and are striving to create a fully inclusive workplace. This is an essential aspect of the culture we are building, and the environment we want to create for all members of our community. We welcome applications from anyone who meets the essential criteria for the post, outlined in the person specification. In particular, we currently invite applications from people in groups currently underrepresented in the trust, including, but not limited to, people with disabilities and from non-white British backgrounds.

A key component of the recruitment process will be to provide confidence that you are a good 'fit' with our values. We are also looking for people who will add value to our organisation and support learning and growth across our community.

If, after reading all of the information relevant to this post, you have further questions, please direct these to Amanda Vickery, PA to Headteacher at the school on their e-mail address avickery@parkhigh.penninetrust.org. Subsequently, if you believe you are a good fit for us, we very much look forward to receiving your application and, hopefully meeting you during the recruitment process.

John Tarbox
Chief Executive Officer



The Pennine Trust



The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018.

Our mission statement ***‘creating opportunity, inspiring excellence, shaping tomorrow’*** encapsulates our approach and what we prioritise daily. We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Our core values of ***ambition, respect*** and ***collaboration*** are fundamental to our approach and shape all our policies, systems and decisions. We believe building a strong culture is the most important ingredient for success. Everyone working in the trust should be committed to these values and aligned with them. This is essential for us to be a genuinely values-driven organisation.

There are three associated behaviours that follow from each value, which should be exemplified in our conduct and feature in our dialogue with young people with increasing automaticity and, most importantly, authenticity. This helps to build the best possible environment in which all members of our Trust communities can flourish.

Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do
		Be curious and eager to learn
		Persevere and try to bounce back from setbacks
Respect	We are considerate of everyone and our environment	Be polite and use good manners
		Show consideration for the beliefs, rights and feelings of others
		Take responsibility for our own choices
Collaboration	We are a community who believe we achieve more by working together	Actively play our part
		Listen to other people’s views
		Support each other to solve problems

This emphasises that our energies go into development of high-quality provision, both curricular and co-curricular, with the needs of the child central to that provision. Our goal is to equip every young person with the knowledge they will need to thrive in the future and to support development of their attributes and talents to their full potential.

Leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.



Safeguarding Statement

At the Pennine Trust, the welfare of children is paramount, and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.



Advert for Head of Geography with TLR 2.1

Salary Range:	MPS/UPS (National Pay Scale)
Contract Type:	Full time
Contract Term:	Permanent
Responsible to:	Faculty Leader
Start Date:	1st September 2024
Closing Date:	12pm noon on Wednesday 15th May 2024

We are seeking to appoint an experienced and enthusiastic Head of Geography with an outstanding track record, to work within our Humanities department.

Why choose Park High School?

- Park High School is an ambitious, happy, and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal.
- Quality First teaching is at the core of everything we do.
- Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be.

The Pennine Trust

The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. We are committed to high quality professional development and a strong commitment and approach to the development of people at all levels of the organisation. Working at the Pennine Trust offers:

- A strong culture driven by values
- A supportive Central Trust Team who believe that through strong collaboration, all children within our trust will have better outcomes
- High quality professional development opportunities
- A commitment to providing every child with the best possible start in life
- Exceptional curriculum and pedagogy in all our schools
- High quality pastoral care and support

The right candidate will be totally aligned with our values, embrace our behaviours and play a full part in fulfilling our mission: Creating Opportunity, Inspiring Excellence, Shaping Tomorrow.



Leadership of KS3 and KS4 Geography

- To develop a vision for the curriculum area(s) incorporating high expectations in teaching, learning and behaviour and to lead the faculty members to achieve that vision.
- To motivate, challenge and inspire staff within the faculty to develop the very best teaching practice to raise pupil attainment.
- To support the Head of Faculty in leading the faculty to create an excellent climate for learning which supports the development of personal, learning and thinking skills.
- To lead in the setting of challenging faculty / subject / class performance targets based on prior attainment and benchmarks of contextual value added.
- To lead the faculty in developing and implementing strategies for raising attainment in line with school strategies and in line with clearly identified subject(s) needs.
- To contribute to the leadership of the school by participating in and initiating whole school developments.

Quality Assurance of KS3 and KS4 Geography

- To establish common standards of practice and develop the effectiveness of teaching and learning throughout the faculty in line with school policy, in order to ensure all pupils can achieve.
- To ensure that appropriate homework is set in accordance with school policy and homework timetables.
- To regularly monitor and evaluate the effectiveness of teaching and learning through analysis of assessment and examination data, lesson observation, pupil focus groups and sampling the planning and assessment of class work and homework, in order to encourage continuous improvement in line with school policy.
- To monitor and evaluate the attainment of all groups of pupils (based on teaching group, gender, ability, ethnicity, relative deprivation and looked after), in order to ensure equality of opportunity for achievement for all pupils.
- To monitor and evaluate the accuracy and quality of assessment data and written comments entered by faculty staff into the whole school assessment and reporting system, in order to ensure the pupils, faculty and school can accurately assess progress and attainment and high quality information is communicated to parents.
- To monitor and evaluate the effectiveness of short, medium and long term curriculum planning, teaching resources and faculty procedures and policies.
- To participate in an annual evaluation of all aspects of the faculty's performance and produce an action plan to address any new areas for improvement identified.
- To actively seek and evaluate the views of pupils, parents and stakeholders and act on recommendations where appropriate.
- To assist the Head of Faculty to update at least annually each section the 'Faculty SEF' and 'Faculty Improvement Plan' in line with school policy.




Teaching of Geography

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher and obtain results commensurate with those expected of a curriculum leader.
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To ensure Assessment for Learning is embedded in the teaching practice of all faculty staff.
- To oversee the use of ICT and the school's independent learning virtual area to enhance pupil learning experiences.
- To offer support for colleagues and to encourage the sharing of good practice between colleagues, including peer observation of teaching to improve specific aspects of teaching and learning practice.

Curriculum Provision and Development of Geography

- To promote a stimulating learning environment, which encourages pupils to learn.
- To liaise with the Head of Faculty to ensure the development and delivery of an appropriate, comprehensive, high quality and cost effective curriculum commensurate with the school improvement plan.
- To be accountable for the development and delivery of specified programmes of study / subject areas within the faculty.
- To contribute to the provision for personal development, citizenship and enterprise according to school policy.
- To ensure aspects of the school's specialist subjects are used within the faculty's curriculum to support raising pupil achievement.
- To keep up to date with and respond to national, regional and local curriculum developments and initiatives.
- To ensure that the development of programmes of study / subject areas is in line with national developments such as the Secondary National Strategy.
- To oversee the provision of extra-curricular events and activities which promote the school's values.

Management of Information in Geography

- To ensure the maintenance of accurate and up-to-date records of every pupil's progress and attainment on marks sheets in the school information system.
 - To encourage and oversee the use of performance data to track and monitor pupil progress, including the relevant analysis and interpretation of prior attainment data.
 - To identify and take appropriate action on issues arising from data analysis, setting deadlines where necessary and reviewing progress on the action taken.
 - To provide accurate information for completion of exam entries, class and set lists, reports, curriculum review, option choice booklet and any other information as requested by the Headteacher or Governors.
 - To ensure that tracker sheet data and pupil reports are fully completed to a good standard within the school's assessment and reporting schedule.
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Communications and Liaison

- To support the Head of Faculty with communicating effectively to SLT the progress of the faculty using relevant faculty documentation (SEF, Improvement and Intervention Plans, Handbook, Lesson Observations, Student Questionnaire and Panel Results, Work Reviews)
- To ensure that all members of the faculty are familiar with faculty and school vision, strategic goals and improvement plans.
- To attend and actively contribute to faculty and middle leadership team meetings.
- To contribute to the evolution of whole school policies and procedures.
- To communicate the analysis and evaluation of the faculty's performance, targets and improvement plans through annual reports and to make presentations to the Governing Body.
- To liaise with parents, carers and stakeholders in order to facilitate the two way flow of information about pupils' learning.
- To liaise with partner schools, colleges, other education providers, examination bodies, community groups, businesses and other external bodies as appropriate.
- To give presentations to parents, carers and stakeholders.

Management of Staff in Geography

- To promote effective working relations through teamwork, mutual support, acceptance of accountability, devolving and delegating responsibilities and distributed leadership.
- To help staff achieve constructive working relationships with pupils.
- To assist the Head of Faculty deploying teaching, support and technical staff efficiently, effectively and equitably.
- To assist the Head of Faculty in making appropriate arrangements for classes when staff are absent and support cover staff to ensure effective learning can take place.
- To assist the Head of Faculty identifying and meeting as appropriate staff development needs, including designing relevant programmes, ensuring an equitable distribution of training.
- To provide support, coaching, mentoring and references as appropriate to ensure their well being, skills are fully utilized and career aspirations are supported.
- To participate in the appointment process for new staff and to ensure effective induction of new staff in line with school policy and procedures.

Management of Resources in Geography

- To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.



Strategic and Operational Planning in KS3 and KS4 Geography

- To assist the Head of Faculty to formulate and maintain strategic goals for the faculty with colleagues commensurate with the needs of students and the school.
- To lead the development of appropriate long, medium and short term curriculum plans, assessment procedures, teaching strategies and resources within RE
- To monitor and support pupil progress, development and attendance within the faculty.
- To assist the Head of Faculty in overseeing the day-to-day management and operation of the faculty.
- To implement school policies.
- To liaise with the school's Health & Safety Officer in order to ensure that the school and national health and safety and risk assessment requirement are fully implemented within the curriculum area, including on extra-curricular activities and school trips.

Professional

- To be a positive role model for staff and pupils within the curriculum area and school that reflects the professional attributes of an effective school leader.
- To undertake necessary CPD to gain knowledge, understanding and skills of each key area of the *National Standards for School Leadership* and specific curriculum needs to improve the effectiveness of their leadership and management.
- To have up to date subject knowledge and knowledge of pedagogy, behaviour management and research findings of the curriculum area.



Person Specification

Selection Criteria	Essential	Desirable	Criteria measured**
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Geography • Qualified teacher status • Successful experience teaching Geography 	<ul style="list-style-type: none"> • Evidence of further professional development • Excellent Teacher of SLE • Additional post-graduate qualification 	C A A/C/A/R
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning in Geography • Knowledge of current policies and procedures related to the welfare of students • A good knowledge and understanding of current curriculum developments in Geography • A knowledge of the GCSE and NC requirements in your specialism • Can accurately judge quality of teaching and learning in lessons and give constructive feedback • High level of competency in analysing and evaluating student progress data • Thorough understanding of strategies required to ensure all student groups make good progress • Experience in inclusion 	<ul style="list-style-type: none"> • Experience or knowledge of the requirements of a form tutor • Curriculum development 	A/I A/I A/I A/I A/I A/R
Skills & Experience	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills. • Ability to raise aspirations of students and inspire them to work towards shared goals • Ability to appraise, evaluate & advise colleagues on their work and outcomes • Ability to analyse and use data to inform planning and match work to pupils' needs • Evidence of effective use of assessment to evaluate progress and plan next steps in teaching • Ability to plan, monitor, evaluate and review to support pupils' progress • Ability to provide a safe, stimulating, well-organised learning environment • Determination and resilience to initiate and drive through new developments to raise student attainment • Strong written and oral skills • Ability to think and act strategically • Ability to analyse, problem solve and prioritise • Ability to self-evaluate • Ability to learn from experience • Ability to promote and exemplify the Trust's values 	<ul style="list-style-type: none"> • Experience of teaching in the secondary phase 	A/I/R A/I/R A/I/R A/I/R A/R/I I/R I/R A/I/R I/R/A I/R I/R R A/R

Qualities	<ul style="list-style-type: none"> • Ability to collaborate effectively as part of a team • Enthusiasm to keep up to date with developments in the subject matter. • Commitment to the safety and welfare of all people Capacity for and interest in further promotion • Commitment to extracurricular activities and the wider curriculum across the Trust • Approachable, committed and enthusiastic • Ambition to learn in post and aspire to become an inspirational leader • Possession of an enthusiastic and 'can-do' disposition • Willingness and ability to attend meetings/events outside the normal school day • Ability to motivate self and others • Well-organised • Good sense of humour • Good attendance record 	<ul style="list-style-type: none"> • Commitment to extracurricular activities in Geography and whole school 	A/I/R I/R I/R I/R A/I/R I/R I/R I/R I/R/A I/R I/R I/R I/R
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****Key:** A - Application, R – Reference, I – Interview, C - Certificates



How to apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form, together with a letter of application, addressed to Mrs C Eulert (Headteacher). The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

Teachers

- How your skills and experiences have prepared you for this post.
- Your philosophy on the teaching of Geography.
- How you would enthuse students in Geography.
- How you would contribute to the wider life of the school.

Closing date for applications is noon on Wednesday 15th May 2024

Please note we accept electronic applications at:

teacherapplications@parkhigh.penninetrust.org

An automatic confirmation email will be sent once the application has arrived.

Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.



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