



HEDINGHAM SCHOOL

AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

**DETAILS SPECIFIC
TO THE POST OF
TEACHER OF GEOGRAPHY**

HEDINGHAM SCHOOL AND SIXTH FORM

(A CONVERTER ACADEMY)

GENERAL CONTEXT

Hedingham School and Sixth Form enjoys the benefits of a superb location in rural Essex. The extensive buildings are situated in large grounds in a scenic landscape.

The School usually supports 7 forms of entry in Year 7 with an average class size of approximately 28.

Although many students travel to and from Hedingham on buses, parents are very supportive of out-of-school activities and after school sports clubs are particularly popular. A late bus is provided on Wednesday to facilitate participation.

Hedingham is an 11-18 school with a strong Sixth Form.

Student outcomes are above national average in many areas of performance. The value added measure from KS2 to KS4 has also been well above the national expectations. 75% of students achieved a 4+ in English and Maths in the summer of 2017.

Ofsted inspectors made the following judgements about Hedingham School and Sixth Form:

Overall Effectiveness:	Good
Achievement of Pupils:	Good
Quality of Teaching:	Good
Behaviour and Safety of Pupils:	Outstanding
Leadership and Management:	Good

The most recent inspection of March 2017 further cemented our status as a good school.

The vision for the school and its core purpose is summarised in a booklet enclosed. There is an emphasis upon the quality of learning and teaching, effective assessment, IAG and active citizenship.

Hedingham is a very caring, supportive and ordered environment that allows us to have high expectations of achievement and excellence from students and staff.

Learning Areas are responsible for curriculum delivery. Each team has coherent and consistent approaches to its work to deliver a personalised learning programme. Within this context, the school creates a positive learning environment where all students achieve to the best of their ability. Leaders are expected to maintain an emphasis on student learning through curriculum delivery, monitoring of progress and evaluation of practice. Data is used forensically at all levels to track progress and track underachievement in a prompt and purposeful manner.

Student welfare is monitored and supported by strong pastoral teams organised by a highly credited House System which is driven by vertical tutoring. Decisions are based upon the philosophy that all students are central to everything we do. We are committed to providing the best possible service for them. Parents receive progress reports every term.

The School Development Plan is informed by Learning Area and subject development plans which are produced as a result of a systematic and ongoing self-evaluation process.

Teacher Performance Reviews are conducted in October and new objectives are set with reference to school and individual priorities in the context of maintaining a positive trend in raising student achievement and focusing on teaching and learning.

There is a successful fortnightly CPD programme which addresses generic training and the needs of individual teachers.

As a school we pride ourselves on the quality of our community partnerships. We are linked with our Partner Primary Schools through the Colne Valley Consortium. We aim to ensure continuity and progression for students from the age of 5-19. There are link projects for Maths and English.

We are a key strategic partner in The Saffron Alliance which is a teaching school alliance developing key educational areas including school to school support.

I hope that you will recognise a vibrant school that is engaged in a number of innovations to further raise standards of achievement and enrich the provision for students.

We are committed to safeguarding the welfare of children and young people in our care and expect all staff to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.

HEDINGHAM SCHOOL HUMANITIES DEPARTMENT

GENERAL INFORMATION

The department consists of three teachers of Geography and four teachers of History based in teaching rooms located within the Humanities suite in the Willis Block.

Students in Sets 7-9 are taught in broad ability bands. In Years 10 and 11 work is targeted according to individual needs. There is close collaboration between the staff within the department in producing resources to support this work which is delivered using schemes of work which are regularly renewed and evaluated. It is part of the department philosophy to challenge all students by developing activities and resources which suit their ability and stimulate them into achieving their potential. Each year's work is sub-divided into teaching units which are regularly assessed to monitor student performance and which adopt an enquiring approach to learning.

All Year 10 students are required to study either Geography or History and a significant number choose to study both.

At Key Stage 4 the department has taught the WJEC Specification B GCSE. Geography is a very popular and successful option at GCSE. In recent years between 55% and 65% of students achieved grades A*-C.

The course is supported by fieldwork which includes a day trip to local venues including the Essex coast, which explores issues of coastal management as part of a major coursework item.

The success enjoyed at GCSE is reflected at AS/A Level, where the Edexcel course is taught, extending the enquiry based philosophy adapted at Key Stage 3 and GCSE.

Geography is a very popular option at 'A' Level and enjoys good results across the grade ranges. Most students are able to meet or exceed their target grade and achieve their best results in Geography as it is a subject they find stimulating and enjoyable. The course is supported by fieldwork opportunities including day trips to the London Docklands and the Essex coast and potentially a residential fieldtrip.

Geography is a strong department at Hedingham which is always exploring opportunities to consolidate and raise its achievement. Current work is focusing on the personalised learning agenda to enhance the learning experience in the classroom. Staff in the department are supplied with a laptop and rooms are equipped with digital projectors and screens or interactive whiteboards.

STAFFING

Leader of Learning Area/Geography
Teacher of Geography

Elizabeth Salmon
Stephanie Davie

GENERAL INFORMATION ABOUT THE POST

The successful candidate should expect to perform the following responsibilities within the department:

- Teach across the age and ability range, including A level
- Assist in the evaluation and development of schemes of work together with the development of resources to reflect the dynamic nature of the subject
- Assist in the further development of ICT and GIS within the Geography curriculum
- Participate in and develop fieldwork activities across all key stages
- Employ appropriate teaching and learning strategies and evaluate the outcomes
- Maintain high standards of work, behaviour and achievement
- Monitor the progress of students in learning groups
- Assist in the recruitment of students for Key Stage 4 and Post-16 courses

PERSON SPECIFICATION

- Good honours graduate
- An ability to teach physical geography to A level would be an advantage
- Have a passion for learning and teaching within Geography.
- Good classroom teacher, motivating, innovative and imaginative
- Clear view of the subject within the curriculum
- Understand the needs of students and how to remove learning barriers
- Have a proven track record of student achievement
- Awareness of recent developments within the subject
- Flexibility to cope with change
- Ability to work in a team
- ICT literate
- Willingness to contribute to extra-curricular activities including fieldwork
- Commitment to maintaining and raising standards of achievement for all students
- Ability to reflect upon and evaluate personal teaching practice
- Have excellent professional relationships with students
- Sense of humour