



Curriculum Leader of Geography Candidate Pack

Candidate Pack



CARLETON
HIGH SCHOOL



About the Trust.

Achievement Without Excuses.

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

Excellence As Standard.

We set high standards. "Good enough" is simply not. We do not accept second best from our students or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

Stronger As One.

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a "if one fails we all fail" mentality.

As a family of schools we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

Our Mission.

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

Our Vision.

Where every child and young person makes outstanding progress.

Our People Matter.

We know that our people make a difference to the lives of our 3-16-year-olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

Students Come First.

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central Trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

Our Schools.

The Pontefract Academies Trust family includes a range of schools across Pontefract. We provide education from nursery through to primary and then onto secondary.

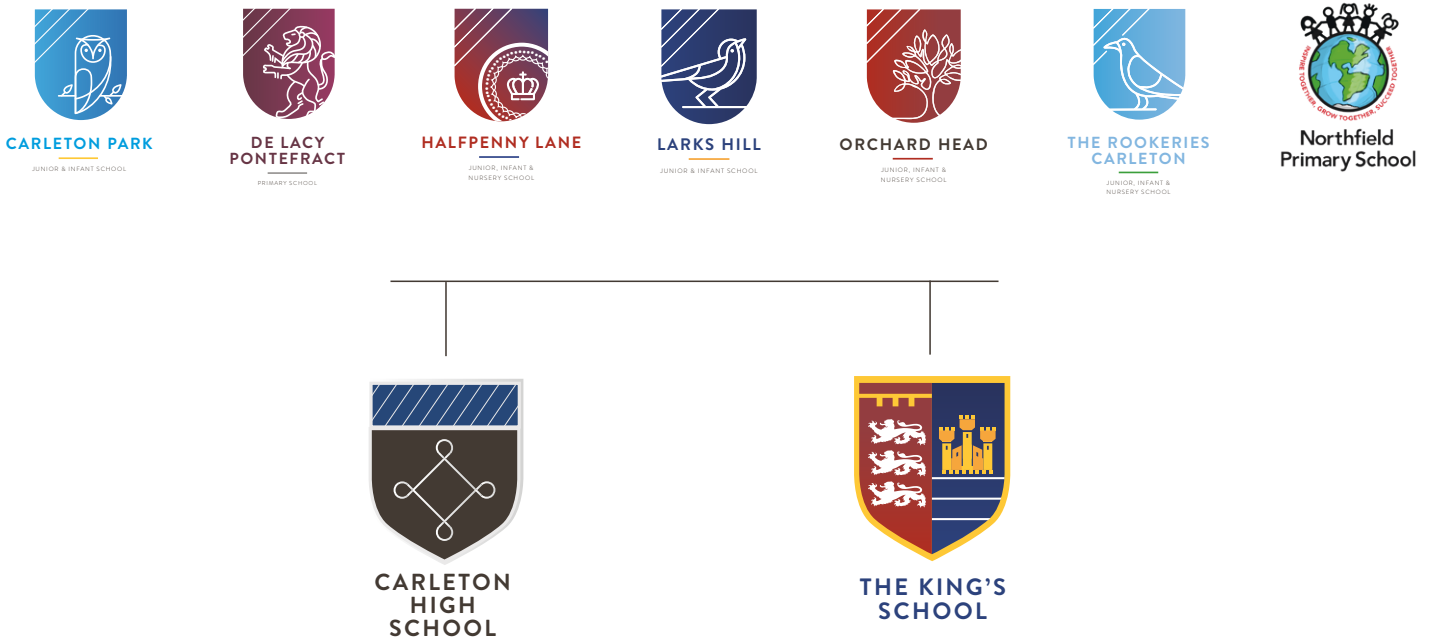
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children and young people.

9 SCHOOLS

ONE TRUST



PONTEFRACT
ACADEMIES TRUST



About Carleton High School.

Carleton High School is consistently one of the highest performing schools in the Wakefield Authority, but the school's ambition goes further than a local context. The ambition is to be one of the highest performing schools at a national level; not for accolades or awards, but so that the school is supporting all of its students to achieve their full potential.

Carleton High School is committed to developing teaching and learning, to ensure that a first-class experience is provided for all students regardless of starting points. The aim is for students to make new friends, mature in a positive environment, and have the opportunity to engage in a wide range of extra-curricular activities, designed to develop social skills.

Students at Carleton High School are at the heart of everything that the school does and the staff believe that it is their duty to convert a student's potential into reality. Carleton High School is firmly on track to be an outstanding school, and we would welcome a Curriculum Leader of Geography to be a part of that journey.



Vision.

Our vision is to provide a first-class education to all students so that they make outstanding progress and get the chances in life they deserve.

Ethos.

We have an achievement focussed culture where we do not put a ceiling on what our students can accomplish. This really matters; academic results open doors for our young people.

We aim to be consistent in our approach to everything that we do, never compromising on our high standards so that all our students, no matter what their starting point or circumstance, thrive and achieve their absolute best.

Student Values.

We live and breathe our student values of respect, responsibility, determination and excellence. These values reiterate positive attitudes to build character and support our students to develop into well rounded citizens, who are well prepared for their next steps in life.

Respect

We treat others how we would like to be treated, showing kindness and good manners. We are honest, demonstrate good morals and do the right thing even when no one is watching.

Responsibility

We are responsible for the choices we make and believe that taking responsibility for our actions wins the day. We learn from our mistakes, move forward and improve.

Determination

We believe in ourselves to be the best that we can be and do not give up. At all times we display a 'whatever it takes' attitude; we get on, do it and make it happen.

Excellence

We value our education and aspire to excellence in everything we do. We have high expectations of ourselves, our work and our behaviour, always committed to pushing ourselves to do our absolute best.



Welcome

Introductory message from Mrs Shariff, Headteacher.

Thank you for your interest in the position of Curriculum Leader Geography at Carleton High School. This is an extremely exciting time to be joining our incredible team of staff and further enhance our middle leadership team, as we continue on our journey to becoming an outstanding school.

Our vision is quite simply to care for our students and to push them beyond their potential all in order to increase their life chances. This really matters; academic results coupled with character development, open doors for young people and can be life changing.

We are an award-winning school named the 'Most Improved in The North' in 2020. For the last two years, including 2023, our Year 11 students attained the strongest results the school has ever achieved, placing the school in the top three schools for progress in Wakefield. I have no doubt that as a school we will continue these successes both academically and personally for our students. This is testament to the hard work and commitment of our students and staff and puts us firmly on track to being the Outstanding school that our students and community deserve. Our Geography department is in a good position so it is the perfect opportunity for someone to come in a make a significant difference and further enhance the Geography offer for our young people.

We are looking for a strong leader who will be committed to education, and is looking for the opportunity to be a part of a successful Trust and school, has fresh ideas and will review and challenge current provision. A leader who wants to develop their leadership skills and will bring considerable passion and high energy to the role. You will have the opportunity to work with like-minded individuals to make a real lasting and positive impact on our community.

Development of 'our people' at all levels is essential within the Trust. We have a Trust wide leadership development programme which ensures that each leader is able to develop their leadership skills and capability to enhance their performance and better themselves.

This is an exciting time to be joining Carleton High School as a multi-million pound new build commenced in April 2024 providing state of the art teaching facilities for our students and teachers.

If our ambition appeals to you, please join us as we create something exceptional for our young people. We look forward to reading applications from people who have an unwavering focus on achievement to ensure our young people receive the absolute best during their time with us.

Thank you for your interest in Carleton High School.

Mrs Shariff
Headteacher



Carleton High School New Build Commenced 2024



Job Description:

Curriculum Leader of Geography

Reporting to:	Senior Leadership Team
Salary:	MPS1-6 TO UPS1-3 Plus TLR2c
Term:	Permanent – Full time
School Base:	Carleton High School

Job Purpose Summary

- To strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of the school.
- To raise standards of pupil attainment and achievement within the curriculum area by:
 - ensuring the provision of an appropriately relevant and differentiated curriculum for all pupils;
 - developing and enhancing the teaching practice of others.
- To effectively evaluate the impact of and strategically plan for improvement by managing and deploying all financial and physical resources within the area.

Key Responsibilities and Accountabilities

Leadership

- To provide the strategic leadership across the area in accordance with the aims and objectives of the school.
- To be accountable for the operation and effectiveness of the policies and procedures needed to achieve these aims and objectives, developing new ones under the instruction of your line manager.
- To be responsible for the management of resources to ensure that the aims and objectives can be achieved.
- To monitor and evaluate the progress of staff and pupils towards meeting the overall aims and objectives.
- To be accountable for pupil attainment and staff performance in the area.
- To strategically plan for future improvements.
- To link with the other curriculum leaders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.

Curriculum

- To lead curriculum development for the whole curriculum area.
- To liaise with the appropriate member of SLT to ensure the delivery of an appropriate, high quality curriculum programme which meets the needs of all pupils.
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- To lead the development of appropriate syllabi, resources, schemes of work, assessment policies, and learning and teaching strategies in the area.
- To maintain accreditation with the relevant examination and validating bodies.
- To be responsible for the development of Personal Learning and Thinking Skills in the curriculum area.
- To provide the strategic leadership for the development and attainment of the specialist provision within the curriculum area.
- To lead the development of effective subject links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.

Teaching and Learning

- To develop and enhance the teaching practice of all colleagues within the area, implementing improvements where required.
- To establish common standards of practice within the curriculum area and develop the effectiveness of teaching and learning styles in all subject areas.
- To keep up to date with national developments in teaching practice and methodology.
- To conduct 'learning walks' and other learning evaluation strategies in accordance with school policy.
- Plan work in accordance with the Trust's schemes of work and national curriculum requirements.
- Assist in developing appropriate specifications (syllabuses), schemes of work, resources, teaching strategies and related policies and procedures.
- Take account of pupils' prior levels of attainment and use them to set future targets.
- Maintain good discipline by following the behaviour policies and procedures.
- Ensure punctuality and establish a purposeful working atmosphere during all learning activities.

Job description continued

- Maintain good discipline by following the behaviour policies and procedures.
- Set appropriate and challenging work for all pupils.
- Identify and work appropriately with 'special educational needs' pupils and 'academically more able' pupils.

Assessment, recording and reporting

- To establish a robust target-setting process within the curriculum area.
- To ensure the maintenance of accurate and up-to-date information concerning the whole curriculum area school MIS.
- To evaluate the performance data provided and take appropriate action on issues arising – setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce reports on examination performance, including the use of value-added data.
- To provide all relevant bodies with robust information relating to the curriculum area's performance and development.
- Keep appropriate records of pupils' work.
- Mark and return work set, including any homework within an agreed and reasonable time.
- Use the school's marking scheme at all times.
- Carry out assessment programmes, as agreed by the school or department.
- Complete records of achievement in line with school policy.
- Complete pupil reports in line with school policy.
- Attend parents' evenings as required and keep parents informed about their child's performance and future targets.

Pastoral responsibilities

- To monitor and support the overall progress and development of pupils within the curriculum area.
- To monitor pupil attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary.
- 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 the Behaviour Management System is implemented in the curriculum area so that effective learning can take place.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- Command high standards of pupil behaviour and conduct at all times and support the school in its application of related policies.

Other duties

- Attend and contribute to team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives and developments.
- Communicate effectively and professionally with parents and carers on pupil progress and welfare, if appropriate.
- Maintain an engaging and purposeful learning environment.
- Direct teaching support staff to ensure they are clear on how they can support pupil's learning.
- Support out of school activities.
- Contribute to the school's extra-curricular programme.
- Commitment to own professional development and maintain a record of professional development activities.
- Maintain a professional interest in educational initiatives and developments.

Contribution to whole School

- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Maintain an inclusive learning environment for all pupils.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with others, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities or duties within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Responsibilities for Resources

- Ensure resources are planned, deployed and maintained effectively including staffing, financial, equipment and stock.
- Accountability for the physical learning environment within the curriculum area including staffrooms and corridors.

Job description continued

Responsibilities for Budgets and People

- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day line management of staff within the curriculum area, ensuring that they follow school policies and meet all requirements and deadlines.
- To make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.
- Budget holder for the curriculum area.

Appraisal and Development

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required.
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

Core Responsibilities and Duties Post holders are required to:

Post holders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place.
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures.
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Work effectively as part of a team.
- Attend relevant meetings, as required.
- Participate in training and other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.
- Flexible and willing to work between different sites as required.



Person specification

No.	Categories	Essential or Desirable	Assessed by	
			Application Form	Interview or Task
1.	Education to degree level or equivalent.	E	✓	
2.	QTS and GTC registered.	E	✓	
Experience				
3.	An excellent track record of recent, relevant professional development.	E	✓	✓
4.	Accountability for the performance of a significant cohort of young people.	E	✓	✓
5.	Taking accountability for the success of an initiative.	E	✓	✓
6.	Leadership of a community project or an area of school development.	E	✓	✓
7.	Experience of raising standards and performance of a significant cohort of young people.	E	✓	✓
8.	The principles and characteristics of effective Academies.	E	✓	✓
9.	Innovative approaches to working with pupils, parents, staff and the local community.	E	✓	✓
10.	The principles and practices of strategic and operational planning and delivery.	E	✓	✓
11.	Effective review and evaluation procedures.	E	✓	✓
12.	The application of ICT to effective management.	E	✓	✓
13.	Innovative use of resources.	D	✓	✓
14.	Working with young people and inner city Communities.	D	✓	✓
15.	Different methods of consulting with stakeholders.	D	✓	✓
16.	Community/voluntary/parent/partner agency links.	D	✓	✓
17.	Strategies for ensuring equal opportunities for staff, pupils and other stakeholders.	D	✓	✓
Abilities and Skills				
18.	Work effectively both as a leader and as a member of a team.	E	✓	✓
19.	Initiate, lead and manage change.	E	✓	✓
20.	Prioritise, plan and organise.	E	✓	✓
21.	Direct and co-ordinate the work of others.	E	✓	✓
22.	Set high standards and provide a role model for pupils and staff.	E	✓	✓
23.	Deal sensitively with people and resolve conflicts.	E	✓	✓
24.	Seek advice and support when necessary.	E	✓	✓
25.	Prioritise and manage own time effectively.	E	✓	✓
26.	A commitment to an open and collaborative style of management.	E	✓	✓
27.	Communicate the vision of the school in relation to the development of the local community.	E	✓	✓
28.	Negotiate and consult fairly and effectively.	E	✓	✓
29.	Build relationships with key stakeholders.	E	✓	✓
30.	Ability to communicate to a range of audiences.	E	✓	✓
31.	Chair meetings effectively.	E	✓	✓
32.	Communicate effectively orally and in writing to a range of audiences.	E	✓	✓
33.	Motivate all those involved in the delivery team.	D	✓	✓
34.	Liaise effectively with other organisations and agencies.	D	✓	✓
35.	Develop, maintain and use an effective network of contacts.	D	✓	✓
36.	Make decisions based on analysis, interpretation and understanding of relevant data and information.	E	✓	✓
37.	Demonstrate good judgement.	E	✓	✓

Person specification

No.	Categories	Essential or Desirable	Assessed by	
			Application Form	Interview or Task
38.	Think creatively and imaginatively to anticipate, identify and solve problems.	D	✓	✓
39.	A commitment to inclusive education.	E	✓	✓
40.	Evident enjoyment in working with young people and their families.	E	✓	✓
41.	Empathy in relation to the needs of the school and the local community.	E	✓	✓
42.	Ability to inspire confidence in staff, pupils, parents and others.	E	✓	✓
43.	Adaptability to changing circumstances/new ideas.	E	✓	✓
44.	Reliability, integrity and stamina.	E	✓	✓
45.	Personal impact and presence.	E	✓	✓
46.	Work under pressure and to deadlines.	E	✓	✓
47.	Vision, imagination and creativity.	D	✓	✓
48.	A commitment to professional development.	D	✓	✓

Making your application

For further information about this opportunity, please contact the school at admin@carletonhigh.patrust.org.uk or on 01977 781555.

Please submit your application via the Face-Ed link on our website at <https://www.pontefractacademiestrust.org.uk/vacancies> before the closing date on the advert.

Closing date: **Monday 29th April 2024 at 12 noon.**
Interview date: **Wednesday 1st May 2024.**
Start date: **September 2024.**

We look forward to hearing from you.



Pontefract Academies Trust
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Safer recruitment

Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.