



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Curriculum Lead for Geography
(Deputy Head of Faculty)



Crown Hills Community College
Gwendolen Road, Leicester LE5 5FT
Tel: 0116 273 6893
office@crownhills.leicester.sch.uk
crownhills.com





[*In order to be shortlisted you must attend the online event or ask for the recording.](#)

Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college.

I am on a mission to try and do something different in education; trying to improve the life chances of pupils but not at the expense of staff well-being or trying to chase the next OFSTED grading.

Our success thus far, has been very close to that balance but the challenges continue as the goalposts keep moving and that is why we are led by what we believe and not the next fad. Balance is important to us and we recognise that in order to achieve amazing things, we need amazing people and I am hoping that you will be one of them.

At the centre of our approach to working with parents/carers and pupils is the way that we lead, so that teachers can teach and pupils can learn, without the additional noise that distracts teachers from doing just that. Our leaders hold responsibility but they are not authoritarian figures that deserve followship; leaders have to earn the right to lead and we welcome and appreciate challenge if we do not live up to the standards that are expected of us.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC
<https://www.buzzsprout.com/273805/9656144>

We are attempting to go beyond the OFSTED framework because we believe in more than ticking boxes and we invest in people to help make that happen.

We are also very clear that the gender, background, colour, poverty, wealth or social status of a child should have no bearing on how well they perform and staff here, work extremely hard in trying to close that gap between the different starting points that students have.

As a Deputy Head of Faculty, you will deputise for the Humanities lead but will also specifically lead on Geography.

Parents/Carers and the community trust us and have supported our journey and so we are well oversubscribed and have close to 900 applicants for 300 places every year.

We were one of the first nearly a decade ago, to have removed lesson observations from the appraisal process and link it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. At a time when the profession was ratcheting up accountability, we took it away to trust staff to do what they have been paid to do and through that process, we have achieved amazing things!

Behaviour at CHCC is exceptional because we provide clarity, "First Time Every Time," no quibbles, no arguments just do as expected. Teachers do not have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers. If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

The leadership qualities we are looking for are smart, hungry and humble and the skills we are looking for is to deliver lessons in a knowledge-first way that enables students to know more and remember more.

I would also urge you to look at our "Join us" video on the school website and also our well-being charter that provides you with clarity about how you will be supported in your role by leaders at the college.

[We have arranged a compulsory information evening to hear about our school and our vision and values. The Information Evening will take place on Tuesday 24th February at 5.30pm, please let Rachael Barnett know by email if you wish to attend -rbarnett@crownhills.leicester.sch.uk](#)

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our eteach portal, <https://www.eteach.com/jobs/crown-hills-community-college-jobs-9453/?oo=ag> please include e-mail addresses of all referees, together with a letter of application (no more than 2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post by 9.00am on Monday 2nd March. Please include your cover letter in the supporting statement section.

KEY DATES:

Information Evening: 5.30pm Tuesday 24th February

Deadline: 9am Monday 2nd March

I look forward to meeting you and receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'F Adam', with a long horizontal flourish underneath.

Mr F Adam
(Principal)

JOB DESCRIPTION

Job Title: Curriculum Lead for Geography (DHOF)	11-16	Maintained
College: Crown Hills Community College	Grade:	MPS/UPS
Reports to: Principal via Head of Faculty	Salary: MPR1 £32,916 – UPR3 £51,048 + TLR2b (£5868)	
Term: Permanent		
Additional:		

GENERAL:

The following are key areas of a teacher's role but all responsibilities are outlined in the Pay and Conditions of Service Document:

ROLE:

- To teach in the Humanities Faculty
- To support the mission statement and values of Crown Hills Community College
- To work as a full member of the Faculty and Pastoral Teams
- To exercise leadership and role model good practice for students
- To cover for absent colleagues when required in line with the Rarely Cover Policy
- To carry out any other reasonable task as requested by the Principal.
- To align with and work within the staff values of THIRST (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Well-being Charter

KNOWLEDGE AND UNDERSTANDING:

- Has good subject knowledge and ability to apply knowledge-first/knowledge-rich and responsive teaching strategies appropriately, especially in main subject specialism
- Actively keeps up-to-date with subject knowledge
- Takes account of relevant curriculum developments
- Actively participates in the college's professional development of teachers

TEACHING – PLANNING:

- For knowledge to be delivered first – effectively and efficiently
- To plan responsively to the needs of the class through regular, low-stakes assessment
- For all students to progress through the curriculum
- For all students to grasp threshold concepts
- Use Curriculum Map and Unit Overviews when planning for progression
- Contribute to curriculum planning
- Take account of different starting points and EHCPs where appropriate
- In collaboration with appropriate colleagues
- For literacy and numeracy
- Plans homework regularly and in accordance with policy
- For the active use of TAs (where available)

TEACHING – CLASSROOM MANAGEMENT:

- Ensure the health and safety of students
- Implement subject and college policies and procedures
- Develop good relationships with all classes, ensuring an effective learning environment
- Ensure an effective lesson structure, good organisation and time management to motivate students to progress well

TEACHING – ASSESSMENT – PROGRESS:

- Have a clear understanding of the purposes and principles of responsive teaching and summative assessment
- Teach responsively to ensure effective feedback and progress through the curriculum
- Use questioning to develop a deep understanding
- Mark classwork for commitment in accordance with Policy
- Use subject-approved mark schemes
- Use assessment to inform planning and lesson delivery
- Ensure work is standardised, and participate in standardising the work of others to support validity and reliability
- Hold informative and constructive conversations with parents / carers or other staff regarding the progress of individual students in relation to what they know, and can do across the curriculum
- Provide data to parents/ carers in line with College Policy
- At Key Stage 4 (KS4) provide valid and reliable predictions for the purpose of reporting to students, parents / carers and other key stakeholders
- Work with own classes and faculty members to secure outcomes for pupils in GCSE Geography.

WIDER PROFESSIONAL EFFECTIVENESS – PERSONAL DEVELOPMENT:

- Identify and pursue opportunities for professional development to improve curriculum knowledge, teaching, learning and assessment in classes
- Evaluate the impact of all CPD on curriculum knowledge, teaching, learning and assessment and report to Head of Faculty and SLT
- Share CPD with others in the team and college as appropriate
- Observe others and be observed as part of whole school CPD and sharing of practice

WIDER PROFESSIONAL DEVELOPMENT – SCHOOL DEVELOPMENT:

- Implement all college policies and procedures
- Uphold the Teaching Standards within the college

PROFESSIONAL CHARACTERISTICS:

- Be committed to enabling students to learn and achieve in all subjects and aspects
- Be an effective role model for students
- Always meet deadlines and communicate any foreseeable issues in a timely manner
- Inspire trust and confidence in students and staff
- Be committed to working as part of a team and sharing good and best practice
- Be committed to improving own performance
- Have high expectations of all students
- Try to resolve problems
- Work to improve resources for themselves and others
- Be committed to safeguarding and promoting the welfare of children and young people.
- Align and uphold the THIRST values (Trust, Honesty, Integrity, Respect, Support, Tolerance) as defined in the College's Health and Wellbeing Charter.

PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
QUALIFICATIONS & TRAINING				
1	Qualified Teacher Status	E	✓	
2	Willing to participate in future professional development especially in priority T&L areas: knowledge-first/knowledge-rich and responsive teaching	E		✓
3	Good honours degree or diploma in relevant subject	E	✓	
EXPERIENCE & SKILLS				
4	Teaching of subject relating to role	E	✓	
5	Experience of teaching in a comprehensive school	E	✓	
6	Potential to become an excellent classroom teacher based on the principles of knowledge-first/knowledge-rich and responsive teaching	E		✓
7	Able to communicate well in spoken and written form	E	✓	✓

No.	CATEGORIES	Essential/ Desirable	Assessed by:	
			Application Form	Interview / Task
8	Able to organise work and meet deadlines	E	✓	
9	Able to set and achieve targets (own and for students)	E	✓	
10	Able to accept responsibility and be held to account	E	✓	
11	Have worked as a marker or moderator for an examining body, or have the potential and aspiration to do so.	D	✓	
12	Practical and willing to learn/try new things to improve performance	E		✓
13	Good ICT skills, including word processing and familiarity with methods of on-line learning	E	✓	
14	Experience of leading others to develop classroom practice	D	✓	
15	Experience of implementing internal moderation/quality assurance processes	D	✓	✓

MOTIVATION

16	Self-starter; enthusiastic, energetic and flexible	E		✓
17	Committed to high aspirations for all students and to the principles of comprehensive education	E		✓

ATTITUDE AND TEMPERAMENT

18	Decisive	E		✓
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19	Co-operative	E		✓
20	Sense of humour	E		✓
21	Ability to relate well to young people	E		✓
22	Reliable e.g. deadlines, time-keeping	E		✓
23	Patient and calm – not easily ruffled	E		✓

APPEARANCE

24	Professional appearance – dress and conduct	E		✓
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OUTSIDE ACTIVITIES

25	Ability to contribute to extra-curricular activities and lead activities such as field trips.	E		✓
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GENERAL CIRCUMSTANCES

26	Understands the needs of students in a multi-cultural, inner-city school	E	✓	
27	An awareness of recent education initiatives e.g. developments in curriculum thinking and classroom practices.	D	✓	

EQUAL OPPORTUNITIES

28	Must be able to recognise discrimination in its many forms and willing to put the Council's Equality Policies into practice fully	E	✓	
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