



## **Applicant Information Pack**

### **Subject Leader: Geography – TLR: 2b**

Closing date for applications: 8 March 2024



**'Learning today, leading tomorrow'**



Aspiration – Community – Inclusion – Resilience – Respect



Dear Candidate,

**TRAFALGAR SCHOOL:**

**‘Pupils thrive and feel safe in this highly inclusive school’ (OFSTED June 2023)**

Thank you for your interest in the above post. Please find information about our school on the website [www.trafalgarschool.org.uk](http://www.trafalgarschool.org.uk)

Our aim is to provide an outstanding all-round educational experience and we are committed to the success and excellence for all our students. In June 2023 we were inspected by OFSTED and judged to be a strongly ‘good’ school with ‘outstanding’ personal development. We are enjoying the next stage of our journey (to become outstanding in all areas!) and continue to receive incredible feedback about our child centred approach; our leaders share our best practice through extensive outreach work across the city and beyond.

We would like to appoint a committed, energetic, and enthusiastic Subject Leader: Geography, who will join a strong Humanities Department at an exciting stage in its development. This role would suit an outstanding and ambitious teacher ready to take on their first leadership role.

It is expected that the successful candidate will have the drive to inspire students to achieve the best possible results and be a good communicator, able to interact effectively with a wide and diverse group of people. Applicants should demonstrate a well thought out philosophy of education which reflects the needs of all learners and to play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

Most importantly, as far as personal characteristics are concerned, we would like to find someone with warmth, enthusiasm, flexibility, and an unrelenting commitment to the success of every child. Last, but by no means least, a sense of humour is essential!

Trafalgar School is a very special community where relationships are at the core of everything we do. We are continually striving for excellence in all aspects of what we do as we fulfil our motto; “Learning today, leading tomorrow”. Being part of #teamtrafalgaris a privilege.

Candidates should return the completed application form with a letter of application by Tuesday 20 February 2024.

Please include in your letter: -

1. What attracts you to this post.
2. Previous experience and skills that will help you to undertake this role.

Yours sincerely,

**Claire Copeland**  
Executive Headteacher



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As a relational school, we pride ourselves on our calm, friendly and nurturing learning environment and the positive relationships that are fostered between students, staff, and parents. We work hard to ensure our students' experience is founded on our five core values, linked to the articles of the United Nations Convention of the Rights of the Child (UNCRC) as part of our commitment as a UNICEF Rights Respecting School.

## RESPECT

We will respect everyone's right to learn, our school environment and the beliefs of others.  
We listen to each other.

Article 29 – Education must encourage your respect for human rights, parents, your own culture and the culture of others and the environment.

Article 30 – You have the right to learn and use the language, customs, and religion of your family.

## COMMUNITY

We will be an active part of our school community, our local community and be global citizens.

Article 15 - You have the right to join groups and meet with other children.

Article 31 – You have the right to relax, play and take part in cultural activities.

## RESILIENCE

We persevere in all that we do and welcome challenges that help us make progress. We will never give up so we can reach our full potential. We all support each other.

Article 6 – You have the right to develop your full potential.

Article 29 – Your education must develop your personality, talents, and abilities to the full.

## ASPIRATION

We will always be the best we can be. We will always try our hardest and aim high. We are lifelong learners.

Article 29 – Education must develop your personality, talents, and abilities to the full.

Article 17 – You have the right to information that is reliable.

## INCLUSION

We will work positively and supportively with everyone showing respect whatever their beliefs, background, race, gender, abilities, or religion.

Article 23 – You have the right to a full and decent life if you have a disability.

Article 14 – You have the freedom to think and believe what you choose.





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## Job Description

**JOB ROLE:** Subject Leader

**PAY BAND:** TLR 2b £5,354

**REPORTS TO:** Director of Curriculum Area

Trafalgar School is a vibrant learning community where every member of staff understands the difference that they can make to our students' outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the school's professional development.

Trafalgar School and its Governing Body are committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

### Key Purposes:

To work with the Curriculum Leader to create, maintain and develop the conditions which enable teachers and relevant support staff to ensure effective learning for students within the Department so that all students make expected or better progress over time.

To lead aspects of the delivery of the Personal Development Curriculum as required, and to ensure the promotion of students' physical and emotional wellbeing throughout the school day.

To be a tutor and play an active role in the contribution to their House ethos.

To consistently model Trafalgar's expected standards of Teaching and Learning or better, in all areas of their own practice.

### Accountabilities:

1. **Leading and Managing Policy.**
  - a. Shapes and articulates a vision with clarity, inspiring others to generate commitment to common goals and values for the Curriculum area.
  - b. Work with the Curriculum Leader to review, develop and consult on all school aims, policies and objectives.
  - c. Contribute to School and Departmental self-review, evaluation and development and planning in line with school procedures and drive improvement in line with the school's strategic objectives.
  - d. Monitor and maintain an effective policy towards student behaviour, attitude, and progress within the Department.
  - e. Ensure that the Department has an effective policy with regard to Teaching and Learning and Assessment.
  - f. Ensure that the Department has an effective policy with regard to Curriculum which is shared and well understood by all.
  - g. Represent or ensure representation of the Department on relevant committees or working parties within and beyond the school.
  - h. Ensure the Behaviour Policy is enacted consistently and fairly across the subject area.





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## 2. **Leading and Managing Achievement.**

- a. Analyse the performance of students in detail on a termly basis and implement appropriate actions to tackle identified areas of underachievement within the Curriculum Area.
- b. Monitor and ensure the continued development and implementation of systems for target setting, tracking student progress and teacher/department interventions to tackle identified underachievement.
- c. Monitor the quality of assessment on a regular basis, ensuring compliance with School and Curriculum policy and implementing appropriate actions to ensure the continued drive towards the highest standards of Assessment as an entitlement for every student.
- d. Continually evaluate the effectiveness of departmental Curriculum provision to ensure that it is meeting the needs of all groups of learners.
- e. Ensure the subject provides a range of stimulating and engaging extra-curricular opportunities, including Inter-House Competitions, to foster high levels of enthusiasm and enjoyment of continued learning in the subject area.
- f. Work with Primary Partner Schools and post-16 providers to ensure students' achievement is maximised at Trafalgar and beyond.

## 3. **Leading and Managing Teaching and Learning.**

- a. Monitor the quality of Teaching and Learning to ensure that teachers are planning and delivering lessons and curriculum experiences which meet the needs of all students.
- b. Keep up to date with developments in their subjects, discussing new material, methods and approaches with colleagues by leading subject specific professional development.
- c. Co-operate with all concerned to promote the welfare of the students.
- d. Develop resourced Schemes of Learning and monitor the impact and effectiveness of them.
- e. Make and monitor judgements about student attainment, progress, and personal development. Ensure consistency of judgements through meetings, moderation, and standardisation.
- f. Ensure the provision of a range of extra-curricular activities to promote student engagement and motivation and to foster their curiosity and enthusiasm for learning about the subject.
- g. Build community relationships, working with other interested parties, based on a mutual and collective responsibility to create a high-quality learning environment for all.
- h. Work in conjunction with the Student Services Manager to ensure the efficient, cost-effective management of all internal and external subject examinations.
- i. Ensure the effective deployment of Support Staff to maximise the impact of their interventions with students within the Subject area.
- j. Ensure the effective administration and record keeping within the department.
- k. Ensure the Curriculum Offer is published on the website and kept up to date.
- l. Establish Student Ambassadors for the subject area and use their feedback to further develop teaching and learning in the subject.
- m. Maintain regular communication with parents as appropriate for individual or group matters.

## 4. **Leading and Managing People.**

- a. Lead the team effectively through all changes, maintaining a balance between Strategic and Operational activities.
- b. Work with the Curriculum Leader to lead and manage staff to achieve sustainable improvement by:
  - Implementing Appraisal for teachers within their team.
  - Creating the conditions for the team to hold themselves accountable to review their own individual practice through credible and challenging feedback, supportive performance management, meetings and peer collaboration and observation.
  - Monitor the performance of Support Staff working within their department.





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- Encourage and support teachers to improve their practice in line with School Improvement Plan objectives.
- c. Be accountable for staff performance, implementing strategies to support development and maintain high standards.
  - d. Provide a programme of induction and support for newly qualified teachers in liaison with the Assistant Headteacher: Teaching and Learning.
  - e. Be responsible for student teachers within the department, providing a programme of support in liaison with the Assistant Headteacher: Teaching and Learning.
  - f. Play a full role in the recruitment and retention of staff in the department.
  - g. Play a full role in ensuring meetings with their Line Manager are productive, developmental, and effective in raising standards.
  - h. Reporting to the Senior Leadership and Curriculum Leader on all aspects of the Department as required.
5. **Leading and Managing Resources.**
- a. Ensure a stimulating working environment for effective learning across the whole Department, ensuring the regular update of classroom and corridor display.
  - b. To ensure and be accountable for the efficient management of the departmental budget and resources.
  - c. Ensure that all staff working with the Department are informed of any specific Health and Safety matters pertinent to the subject and that appropriate Risk Assessments are carried out.
6. **Additional Duties.**
- a. To participate fully in the delivery of the Personal Development Curriculum, leading events as required.
  - b. To take responsibility for your own wellbeing.
  - c. To undertake breaktime duty supervision on 4 occasions each week, at the direction of the Headteacher taking Duty Leader responsibilities as required.
  - d. At the discretion of the Headteacher, to undertake other activities from time to time agreed to be consistent with the nature of the role.

*This job description is subject to annual review and/or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.*

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date: \_\_\_\_\_

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date: \_\_\_\_\_



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## Geography Department

Director of Humanities  
(Head of History and PSHE)

Head of R.E and Sociology

Lead Practitioner

Head of Geography

Curriculum Enrichment Lead





## Welcome to Geography at Trafalgar School

As a department, we aspire to utilise our expert knowledge and experiences to inspire our geographers to develop a curiosity for the complexities of the world. We aim to create knowledgeable and independent learners who possess a strong sense of respect and empathy in terms of the diverse global issues and challenges we face. We have an amazing team of geography teachers who are passionate about the subject they teach. Their commitment to ensure that all students enjoy engaging and challenging lessons is evident through their high-quality teaching and the progress our students make.

Our curriculum is ambitious, personalised, and inclusive. Our teaching is consistently strong across all subject areas as a result of an unrelenting focus on high quality teaching and learning every lesson, every day.

Our expectations are high of every member of our community within an embedded culture of high challenge and high support.

We value the contributions everyone makes at all levels and embrace regular opportunities to celebrate our students' success and achievements within and outside the classroom.

Trafalgar School is a very special community where relationships are at the core of everything we do.

We are continually striving for excellence in all aspects of what we do as we fulfil our motto; 'learning today, leading tomorrow'. To find out more please go to our website;

<https://www.trafalgarschool.org.uk/curriculum/our-subjects/geography>



**“The calling of Humanities is to make us truly Human in the best sense of the word.”**

Welcome to History at Trafalgar School! I am immensely proud to be the Director of Humanities, as well as the lead for History. Humanities are subjects that complement each other in so many ways and work effortlessly together to create well rounded humans. History is my passion, and has been my passion for many years, and I ensure that the passion I feel is transferred into the classrooms that teach this subject.

As a history department we have an impressive wealth and breadth of knowledge between us, with several specialities across the department. My passion extends beyond the school as I am currently completing my master's degree, with a focus on the home front in Portsmouth during the Great War, a project which will be making its way into lessons to ensure the students have a knowledge of the city they are in. I am immensely proud of the History department, and the Humanities faculty, as we continue to grow and develop together.

Laura Hudson





## Geography at Trafalgar School

“The calling of Humanities is to make us truly Human in the best sense of the word.”

Our curriculum helps our Geographers develop a deep understanding of the processes and flows that shape our planet. We aim to ensure that our students can apply their knowledge, understanding and skills they have learnt to investigate the world they live in for themselves. Through a curriculum which responds to current challenges and issues, we aim to inspire our students to question the world around them.

We recognise that Geographers are multi-talented people and through both our KS3 and KS4 curriculum we consider how the past influenced the present and how we might shape the future. Through debate and discussion, we develop good oracy skills and are able to present both sides of an argument before reaching an informed decision. The curriculum gives our Geographers opportunities to become skilled at presenting and recording data, using maps and charts to analyse information. Our Geographers develop their IT skills and use of GIS systems to enhance their learning.

By studying Geography, we aim to look for answers to questions about the way our world works and how both humans and nature interact to make our world what it is today.

All students study geography in Years 7, 8 and 9. We are proud of our excellent take up of geography at GCSE, where students go on to study the AQA specification (8035) and achieve strong results. We teach a combination of human and physical topics as well as intertwining geographical skills throughout our curriculum. At KS4, fieldwork projects investigate the effectiveness of coastal defences along our southern coastline as well as investigate levels of deprivation and across different parts of the city.

Our extra-curricular offer encourages students to think about the theme of sustainability through our well attended weekly eco-club. Students are involved in research and action to promote sustainability within both the local and global context. During Activities Week we run trips exploring locations far and wide including Italy, Paris and Barcelona as well as closer to home in the New Forest, QE Country Park and Southsea beachfront to name just a few! Our outdoor education offer continues to grow, and we have students successfully completing both their Bronze and Silver Duke of Edinburgh awards.





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**# TeamTrafalgar**

**#TeamHumanities**

**#TeamGeography**

Our Geography department sits within the wider Humanities faculty led by the Curriculum Director. The Humanities Lead Practitioner supports the continued development of pedagogical practice through high quality, research informed and subject specific CPD. This ensures that all staff are encouraged and supported to be constantly developing and crafting their teaching practice at every stage of their career. Our network of humanities colleagues' spans across our three Trust schools who work closely to moderate, share planning and best practice. Faculty leaders, Subject leaders and humanities teachers work closely to ensure that our ambitious curriculum is expertly delivered through our Trust Teaching & Learning Principles which ensure that every day, every lesson, students are receiving an excellent education with us.

Please find more information on our school website as well as through our school social media accounts.

We would welcome you to come into Trafalgar School, see our geography department in action and meet the team.

To arrange an informal talk and tour, please contact Alice Raeburn (Teacher of Geography and Deputy Headteacher: Quality of Education) on [araeburn@trafagarschool.org.uk](mailto:araeburn@trafagarschool.org.uk) or by phoning Main Reception.





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## Working for Us



### RELATIONAL PRACTICE

*"Community is much more than belonging to something; it's about doing something together that makes belonging matter." - Brian Solis*

One of the ways we achieve success at Trafalgar School is through our explicit focus on Relational Practice (often referred to as Restorative Practice) which is centred around behaviours, interactions and approaches that build and maintain healthy relationships, resolving difficulties and repairing harm where there is conflict. The culture of belonging that has emerged has a significant impact on the well-being of staff and students at Trafalgar School. This is because everyone is valued, and everyone is heard. High challenge and high support underpin our relational approach, meaning everyone is aware of what is expected and what is acceptable, yet provided with the support they need to achieve their potential. This is an important part of our inclusive ethos, where we prioritise equity over equality.

*"Strong relationships are the heart of everything the school does." - Hayden Ginns, Assistant Director for Children - Portsmouth City Council*

*'Relationships are highly positive because staff take time to understand and remove barriers to pupils' learning'.*

**OFSTED June 2023**

### CPD

The Teaching and Learning Team welcomes you to TEACH TRAFALGAR, an interactive, user-friendly space for us to share best practice. This hub for CPD aims to consolidate the continuing professional development initiated in collaborative learning sessions and to drive us all to our united vision - excellent outcomes for the students and community that we serve.

As an outward facing school our leaders at all levels carry out extensive outreach work to support the development of best practice in other schools. To find out more please go to our website.

<https://sites.google.com/trafalgarconnected.com/teach-tr/home>



Salterns Academy Trust



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## CEO of the Salterns Academy Trust

The Salterns Academy Trust exists to serve the community of Portsmouth. We currently run two successful and fast-growing secondary schools in the city and are currently onboarding Mayfield School providing the opportunities for over 3500 young people to be the very best that they can be.

We are proud to be student-centred, inclusive, celebratory, and very aspirational because we know that our students and their families deserve the best and we know too that excellent education changes lives.

Constantly striving to improve, we work collaboratively with organisations both within Portsmouth and beyond who can help us to meet our vision for our students. This includes Portsmouth Council, the University of Portsmouth, Portsmouth Education Partnership and the Royal Navy as well as other schools, colleges and multi-academy trusts - <https://salternstrust.co.uk/>



*'Staff enjoy coming to work every day because of the shared moral purpose to improve the life chances of pupils.'*

**Ofsted, June 2023**





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## Testimonials

“Working at Trafalgar is amazing. Each day as an ISA provides a different experience. Your work hours remain the same but the experiences you have inside the classroom with students are diverse every day. Some days may go more smoothly than others, but there is never a dull moment when working with our students. It is the most rewarding job I’ve ever had!”

**Senior Inclusion Assistant**

“I have worked at Trafalgar School as part of the Inclusion team for 5 years and over this time I have enjoyed working in the classroom to support a range of students. It is an extremely rewarding role to support our students and seeing their achievements.”

**Inclusion Assistant**

“I have been working at Trafalgar School for 3 years. Trafalgar is more than just a school, it's a community that I am proud to be part of. The students are always our priority and the support they receive is extraordinary. I am always happy to go the extra mile to make sure they receive the best support possible. Building great relationships with our students is a big part of the job and for them knowing they have a trusted adult to help them when its needed can make a big difference.

The school core values are at the fore front of everything we do, helping prepare the students for life in school, outside of school and after school. Knowing were making a difference to the next generation gives a lot of job satisfaction.”

**Senior Inclusion Assistant**

“I can honestly say that I love this school! The ethos, values, and passion for teaching young people is evident in every department in the building. Support is always given to those who require it, whether that comes from your own department or elsewhere in the school. The ISAs at Trafalgar School are the heartbeat that keeps the school alive; their ability to provide high challenge and high support allows our students to achieve their potential, keeping high aspirations and expectations of each and every child.”

**Teacher of English**

“Working at Trafalgar School is an exciting opportunity to make a difference to students with a range of diverse needs. The days are filled with a variety of tasks that keep you on your toes whilst feeling the reward of helping students! Working at Trafalgar is challenging but satisfying when you see the difference you make, and the relationships built between staff and students to help them achieve their best.”

**Learning and Cognition**





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## Subject Leader: Geography

<b>Salary:</b>	<b>MPS/UPS (£30,000-£46,525)</b>
<b>TLR</b>	<b>2b £5,354</b>
<b>Contract:</b>	<b>Permanent</b>
<b>Start date:</b>	<b>September 2024</b>
<b>Closing date:</b>	<b>8 March 2024</b>
<b>Interview:</b>	<b>As soon as possible</b>

This is a very exciting opportunity to join the Humanities Department at Trafalgar School. You would be working alongside our experienced Director of Humanities, Head of R.E, Lead Practitioner, Curriculum Enrichment Lead, and dedicated team of teachers.

***You will find all details of this vacancy on our website; we would strongly recommend you visit and meet our team before applying.***

Trafalgar School is a beacon school for Relational Practice in the south which means we put the building, maintaining, and restoring of relationships with all members of our community at the heart of everything we do. It is essential that the post holder shares our school ethos which is firmly rooted in this restorative practice approach. We work restoratively with students, families and with each other to maintain the strong community culture and our very strong inclusive ethos.

‘Relationships are highly positive because staff take time to understand and remove barriers to pupils’ learning’.

***OFSTED June 2023***

### **To Apply:**

**Early applications are encouraged, and we reserve the right to close the vacancy if a suitable candidate is found.**

Please go to our website: [www.trafalgarschool.org.uk](http://www.trafalgarschool.org.uk) and complete the Teaching Staff Application Form, and return to [recruitment@trafalgarschool.org.uk](mailto:recruitment@trafalgarschool.org.uk)

**Please note that all shortlisted candidates will be subject to an online check. Early applications are encouraged, and we reserve the right to close the vacancy if a suitable candidate is found.**

### **Contact:**

If you have any questions about the role or would like to arrange a tour, please contact our HR Department on 02392 693521.



## **SAFEGUARDING**

Salterns Academy Trust and Trafalgar School is 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 Disclosure and Barring checks along with other relevant employment checks.**

Some forms of employment, occupations and professions are exempted from the Rehabilitation of Offenders Act 1974.

### **Working within a School is exempted from the Rehabilitation of Offenders Act 1974.**

You are applying for a role that is eligible for an enhanced DBS check and access to the barred list and if shortlisted for interview you will be required to complete the relevant self-declaration and disclosure form and taking into account the offences that are protected or filtered declare:

- All unspent convictions and conditional cautions.
- All spent convictions and adult cautions that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).
- If you have been barred from working with Children and/or Adults at risk.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

The successful candidate will then be asked to complete an application for the relevant Disclosure and Barring Service check or if subscribed to the update service provide the necessary details to allow a check to be made.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

[Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/rehabilitation-of-offenders-act-1974-exceptions-order-1975)

The filtering rules were updated on 28 November 2020 as follows:

- warnings, reprimands and youth cautions will no longer be automatically disclosed on a DBS certificate.
- the multiple conviction rule has been removed, meaning that if an individual has more than one conviction, regardless of offence type or time passed, each conviction will be considered against the remaining rules individually, rather than all being automatically disclosed.



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