



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



**KING EDWARD VI
FOUNDATION
BIRMINGHAM**

Educational excellence for our City



Appointment of:

Head of Geography

Closing date: **9:30AM on Thursday 1st May 2025**

Application Pack

Scholarship-Character-Community

www.hwga.org.uk

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Welcome from the Head Teacher

I am delighted to lead King Edward VI Handsworth Wood Girls' Academy and to be part of such a vibrant and diverse school community, where every student is valued, supported, and encouraged to achieve their full potential.

Located in the heart of Birmingham, our academy is proud to reflect the unique diversity and richness of our city. We are committed to fostering an inclusive environment where equality, diversity, and inclusion are at the heart of everything we do. We believe that every student's voice deserves to be heard and celebrated, and we are dedicated to creating opportunities for our students to express themselves, contribute meaningfully, and grow in confidence.

We are thrilled to share that our academy has been awarded the prestigious Wellbeing Award. This recognition further enhances and demonstrates our unwavering commitment to the well-being of our staff, families, students, and the wider community. It is a testament to the collective effort of everyone involved in making HWGA a place where well-being is prioritized and where every individual feels supported.

Our students consistently achieve high academic outcomes, a testament to the dedication and expertise of our exceptional staff. We strive to provide not only an outstanding education but also a wide range of enrichment opportunities that allow our students to explore their passions, develop new skills, and broaden their horizons.



At the core of our school is an amazing pastoral team that puts the child at the center of everything we do. Their commitment to the well-being and personal growth of each student ensures that every individual is supported in their journey through school and beyond.

We are also excited to welcome you to our brand-new, state-of-the-art building. This modern facility reflects our commitment to providing the best possible environment for learning, innovation, and personal development. As part of our technology-rich approach, each student is equipped with a 1:1 device, ensuring that they have access to the tools and resources they need to excel both in the classroom and beyond.

If you have any questions or need further information, please don't hesitate to reach out—I'm here to help.

Thank you for your continued support, and I look forward to working together to achieve great things for our school community.

Warm regards,

Miss Kiran Takhar

Headteacher

King Edward VI Handsworth Wood Girls' Academy

Vision

Our vision is to work together to achieve educational excellence and full personal potential.

Mission

Our mission is to unlock a thirst for learning for all so that students can successfully access a range of opportunities in an ever-changing world. To overcome barriers and embrace challenges to enrich themselves and our community.

Values

Scholarship
Character
Community

Intellectual Virtues

Reflection
Critical Thinking

Moral Virtues

Tolerance
Respect
Gratitude

Performance Virtues

Resilience
Ambition
Confidence

Civic Virtues

Social Justice
Volunteering

The Foundation: Our Mission

The mission of the King Edward VI Foundation is simple: to make Birmingham the best place to be educated in the UK.

In many ways, this has not changed since King Edward's School was founded in 1552. However, Birmingham has grown from being little more than a village to the nation's second city, with a population of over one million, a proud industrial heritage and rich with diversity and innovation.

If we are to serve the city's children, we recognise that we need to provide a diverse range of schools: independent as well as Academies, selective and also comprehensive. And we believe that those schools need to be accessible to all, regardless of ethnic, religious and social background.

To that end, we have:

- established and grown an Academy Trust, taking on four new schools in the last decade, with more in the pipeline;
- raised over £20m to provide Assisted Places at our fee-paying schools for families that could not otherwise afford a place; and
- provided a guarantee for any disadvantaged child living in Birmingham a place at their local selective Academy if they achieve the qualifying score on the entrance test. This year, nearly 200 Pupil Premium eligible children will be offered selective school places - a year-on-year increase of nearly 30%.

As of today, we educate over 10,000 children: the largest provider of secondary school places in Birmingham outside the city council.

Our commitment to play a constructive, influential role in the life of the city is reinforced by our patronage of the Greater Birmingham Chambers of Commerce and by our determination to work closely with business and cultural organisations and, as appropriate, with local and national government.

We already work closely with other schools and educational bodies, whether through our nationally acclaimed SCITT, through our primary outreach work or through partnerships with other providers.

Of course, to achieve our mission, we need to do even more. In future years, we need to deepen our commitment to work with other schools in the city and establish ourselves as a role model for other educational organisations, responding positively to the challenging demands of our fast-changing academic and employment environments.

“ To make Birmingham the best place to be educated in the UK ”

The King Edward VI Foundation

Our history can be traced back as early as 1392 when gifts of land were made to found the Gild of the Holy Cross, which during the next 150 years provided support for the people of Birmingham.

Whilst The Gild of the Holy Cross saw its properties confiscated by the advisers to the new King Edward VI in the wake of the Reformation, leading local parishioners successfully petitioned the King for the return of the Gild's property assets in order to establish King Edward's School on 2nd January 1552.

When, in 1547, a Royal Commission dissolved the Gild of the Holy Cross, certain influential men of Birmingham petitioned Edward VI for the return of the gild lands in the form of an endowment for a free Grammar School. On 2nd January 1552 letters patent were sealed, granting this request and appointing twenty of the foremost inhabitants of the town as Governors of a School to be held in the old guildhall in New Street. So, King Edward's School was created in a small Midlands town, one of thirty such schools founded by Edward VI in his brief reign.

In 1831, the original charter was superseded by an Act of Parliament. This Act empowered the Governors for the first time to create other schools in addition to King Edward's School itself. Between 1838 and 1853 eight elementary schools were opened. At the same time, the Act broadened the curriculum of the original school by dividing it into separate Classical and English departments, thereby catering for the rising tradesman class. It also authorised the construction of the school's third and most famous home, Charles Barry's building in New Street.

In the 1870's the State started to provide junior education so that the elementary schools had outlasted their usefulness. Now the pressing need was for secondary schools and the structure of the Foundation was changed once more. Grammar schools were created at Aston, Camp Hill (Boys and Girls) Five Ways and Handsworth, whilst King Edward's School acquired a sister – the High School for Girls, housed in an adjoining building. All but Aston and Handsworth now function from sites to which they were transferred after 1936.

Originally independent, financial considerations persuaded the Grammar schools to become voluntary aided in the 1940's.

In 1974 the grammar schools acquired their own governing bodies – appointed by the Foundation, the city, teachers and parents. Until that time twenty-four Foundation governors had been responsible for all seven schools. The formula thus created, of two independent and five grammar schools, the former admitting fee-paying students, the latter offering free education, was a formula for success and under the Direct Grant system which existed from 1944 to 1979, King Edward's School and the High School for Girls were amongst the most successful schools in the country. These successful schools continue to enjoy excellent reputations both in the city and beyond, educating pupils from a complete cross section of society and have produced men and women of distinction in many fields. In 2011 the five grammar schools converted to academy status so that they are funded directly from central government rather than from the Local Authority.

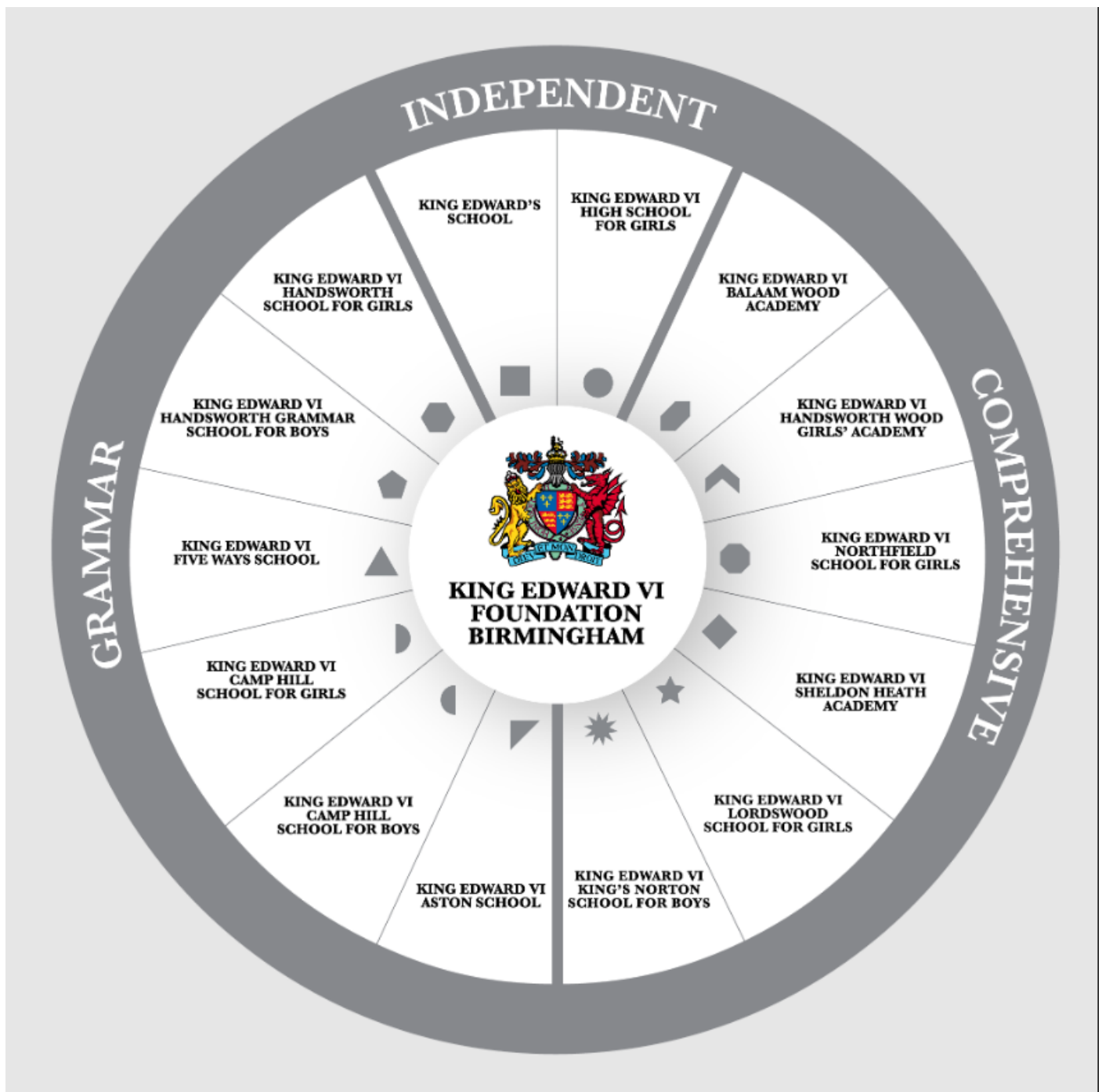
In September 2010 the Foundation sponsored King Edward VI Sheldon Heath Academy, which opened on the site of its predecessor school and has occupied new buildings on that site since September 2013. The sponsorship of this all-ability school serving its local community in east Birmingham fits well with the Foundation's charitable purpose of educating children and young persons living in or around Birmingham. It is a good school which is extremely popular and has a thriving sixth form.

A Multi-Academy Trust was created in September 2017 and Handsworth Grammar School for Boys was welcomed into the organisation.

A period of strategic growth has seen two further non-selective schools added to the Academy Trust. King Edward VI Handsworth Wood Girls' Academy joined in September 2018 and King Edward VI Balaam Wood Academy became the ninth member of the Trust in September 2019.

The Foundation's eleven schools now educate over 10,000 children in the City and we plan to grow the Academy Trust further by adding another three non-selective secondary academies, with a continuing focus on schools that serve disadvantaged communities in Birmingham.

The Foundation Schools



**KING
EDWARD'S
CONSORTIUM**
BECOME A TEACHER | CHANGE LIVES

Number 1, Birmingham based SCITT
offering initial teacher training.

Become a teacher, change lives.

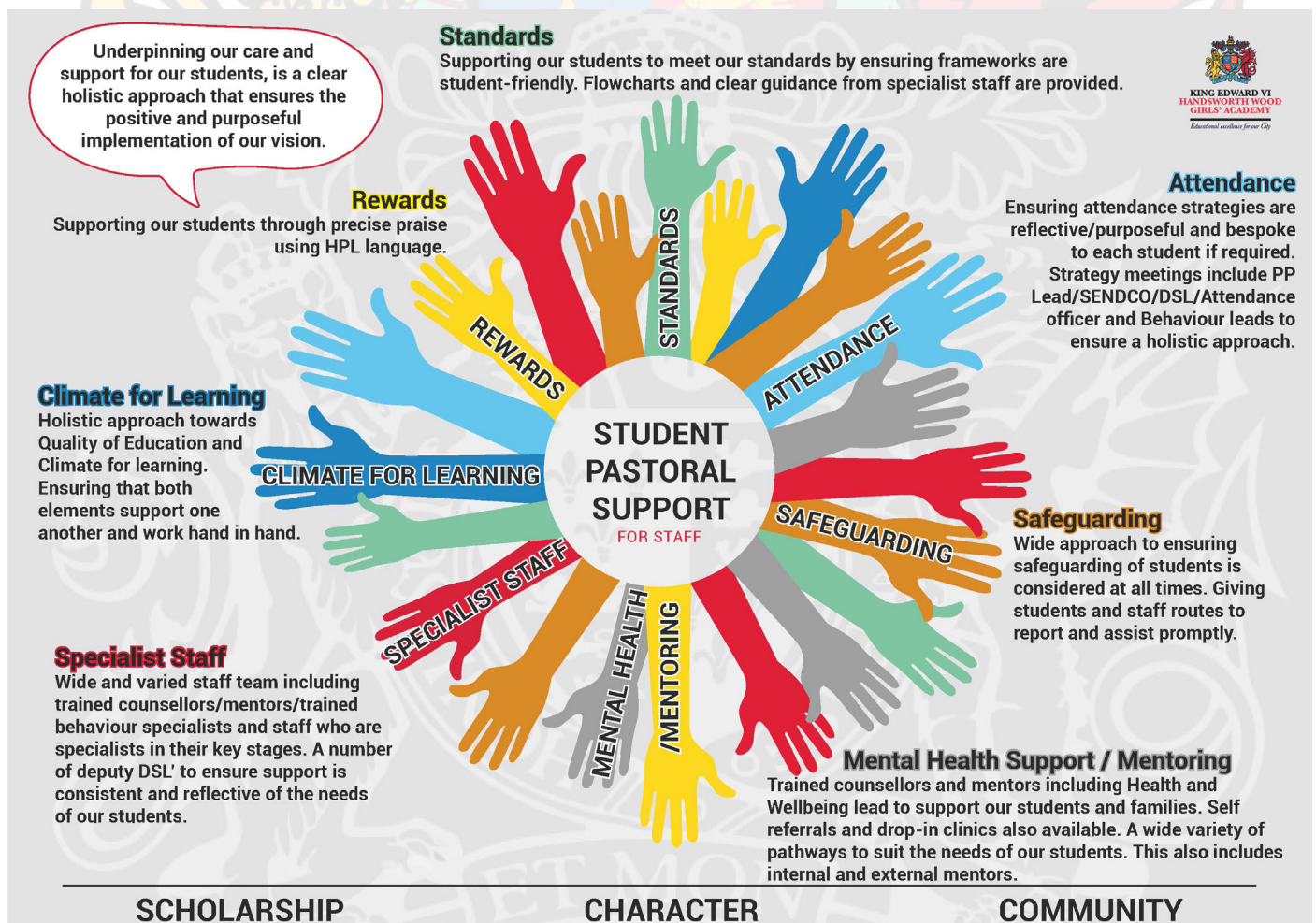
Pastoral Care

HWGA places a strong emphasis on student well-being and support, evident through our comprehensive pastoral structure and dedicated staff. Each year group is guided by a Pastoral Manager and team of form tutors, ensuring continuous support throughout their academic journey. The Head of Sixth Form, supported by a dedicated pastoral team, oversees the well-being and administrative aspects of sixth form education. Our SENDCO collaborates closely with pastoral managers to ensure holistic support for students.

Daily form periods are scheduled at the end of the day, providing an opportunity to reflect on the day's experiences and offer support if needed. These sessions focus on Academic, Character, and Values Development (ACP and VAA), aligning with our High Performance Learning (HPL) focus. Weekly assemblies further reinforce our ethos and values.

To cater to diverse needs, we provide learning mentors for each key stage and access to external agency support. Additionally, a counselor is available three days a week, with sessions coordinated by the health and wellbeing lead in collaboration with the pastoral team. We prioritize student comfort, nurturing, and resilience, with opportunities for self-referral and a "walk-in wellbeing clinic" during lunchtimes.

Our school culture promotes precise praise and rewards, emphasizing attendance and punctuality. The behavior policy focuses on de-escalation and respectful interactions, modeling positive behavior for students. We are committed to equipping students with the skills they need for successful futures. Recognizing the importance of mental health, we actively address this issue by involving students and families in decision-making and challenging associated stigmas. Our aim is to create a supportive environment where students feel heard and valued, fostering a positive and fulfilling educational experience.



A Student's Welcome to Handsworth Wood Girls' Academy

Being a student at this academy means embarking on an enriching journey of learning and growth as we're immersed in an environment that fosters critical thinking and creativity from the onset. Teachers are dedicated in ensuring that every student reaches their full potential whilst offering their utmost support in helping us achieve our goals.

Whether it's through in-class learning, or extracurricular activities, students are empowered to explore their passions and become independent and assured learners who are confident in combatting any challenges they face. The diverse and welcoming school community is undoubtedly fitting for any young woman who wishes to immerse herself in the facilities this academy has to offer.

"Being a student at King Edward VI Handsworth Wood Girls Academy is a great experience as it comes with filled opportunities for growth and learning. Here it's not just about the academics but about being part of a community where you can talk to teachers and approach them comfortably.

In such an environment, students are encouraged to explore their interests with teachers being passionate about their subjects and dedicated to helping students succeed."

Being a student at King Edward VI Handsworth Wood Girls' Academy is a great and wonderful experience. As soon as you enter the school gates you are greeted with big joyful smiles.

The school environment is very pleasant and welcoming to all and we're really diverse. Teachers are very passionate with the subjects they teach and push their students to their fullest because they want what's best for them. Teachers really encourage their students to participate in lessons as it helps develop a student's confidence. The Staff at Hwga are very approachable, so if anything is concerning you at home or at school, you can confide in them, and they will do the best of their abilities to sort it out. At Hwga we often apply ACPs and VAAs into our learning whenever possible, as our school follows the High Performance Learning Framework.

As a student attending HWGA, I can confidently say it is not just a school. It is a community, a community comprised of teachers, school staff and students who are able to communicate with one another and always feel secure within their school. HWGA aims for everyone attending to reach their truest potential whilst being guided along the right path, ensuring all doors are open for us post-16.

This varies from teachers that are willing to hold interventions after school to enrichment opportunities and clubs, allowing us to connect with our fellow students and have access to new experiences both inside and out of school. We are taught to all be high-performance learners and not to be discouraged by failure as failure is the greatest teacher. Being surrounded by such wonderful staff and students has motivated me to feel more assured with myself and has given me a vast number of opportunities that have moulded me into the person

I am today, someone I can be proud of.

Curriculum and Beyond

At KEVI HWGA our curriculum is sequenced to ensure that students gain knowledge, connect key concepts, acquire new skills and learn how to apply this confidently in different contexts. Our curriculum leaders carefully consider what knowledge should be secured and plan how best to map knowledge to ensure that pupils learn that knowledge in a way that means they remember it and can use it. Our curriculum vision is intrinsically linked to our academy vision and our academy values of scholarship, character and community which run through our aims.



CURRICULUM VISION

Curriculum Aims:

Our curriculum will reflect our academy values: scholarship - character - community and drive us in our mission to unlock a thirst for learning for all to successfully access an ever-changing world.

We explicitly learn through advanced cognitive performance characteristics in our curriculum alongside sequenced declarative and procedural knowledge.	We ensure students are able to remember and apply knowledge readily and in different contexts through deliberate practice.	We actively foster the performance values, attitudes and attributes in our curriculum alongside our character education programme.	Our curriculum is coherent and reflective of the local community, its rich cultural heritage and diversity.	We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and perseverance it will happen.
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The overarching aims of our curriculum will underpin the following outcomes:

Increasingly strong academic results year-on-year leading to good post school destinations.	Well-motivated and engaged students; school-ready, college-ready, work-ready and life ready.	Effective citizens that have the cultural capital to be successful, socially mobile and proud of their achievements.
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Beyond the curriculum

As humans, we learn and grow from new experiences. At King Edward VI Handsworth Wood Girls' Academy, we ensure that all of our pupils have access to the widest range of learning opportunities through our extensive enrichment programme. This provision provides all pupils with the opportunity to learn, develop and master a range of skills that will help to create lifelong interests, whilst building positive relationships, confidence, self-esteem and resilience. We recommend that all students at King Edward VI Handsworth Wood Girls' Academy participate in at least two enrichment activities each week.

Our pupil pledge

We ensure that every student has access to many experiences during their time at King Edward VI Handsworth Wood Girls' Academy. Our Pupil Pledge provides a 'bucket list' of activities that ensures that our students leave us as well-rounded young people with the skills, knowledge and aspiration to go on to succeed in an ever-changing world.

Our High Performance Learning Philosophy
As a high performance learning world class school, our core aim is excellence for all. Our vision, mission and values are echoed in the HPL philosophy and framework which means that we believe that all students can be high performers, and we teach with these expectations in mind. We use HPL to develop our core values of scholarship, character and community which focuses on the 5 Advanced Cognitive Performance skills and the 3 Values, Attitudes and Attributes of the HPL framework. The HPL framework ties together the Advanced Cognitive Performance Skills (ACPs) and the Values, Attitudes and Attributes (VAAs) across our curriculum and beyond the classroom. We explicitly teach and foster the framework within all our curriculum areas and within our pastoral framework.



Curriculum and Beyond



We use the High Performance Learning philosophy and framework in our school. This means that we believe that all the students can be high performers, and we teach with these expectations in mind.

Using the research-based High Performance Learning approach helps us to systematically build the cognitive competencies that lead a young person to thrive in school and in later life. We embed the HPL philosophy throughout our school. We never tell our students they cannot achieve; it is just they are not doing it yet but with practice and persevere it will happen. If you want to discover more about High Performance Learning please visit highperformancelearning.co.uk

ACPs
Advanced
Cognitive
Performance
Characteristics

How to think
Meta-thinking
Linking
Analysing
Creating
Realising

VAAAs
Values
Attitudes
Attributes

How to be-
haveAgile
Empathetic
Hard-working

Alongside the ambitious curriculum there are many support and enhancement opportunities which build currency for our students. These include:

Impress the examiner masterclasses: Students have various masterclasses during all Autumn half term, Spring half term, Easter and Summer half terms. These cover core concepts with a specific drive to attainment.

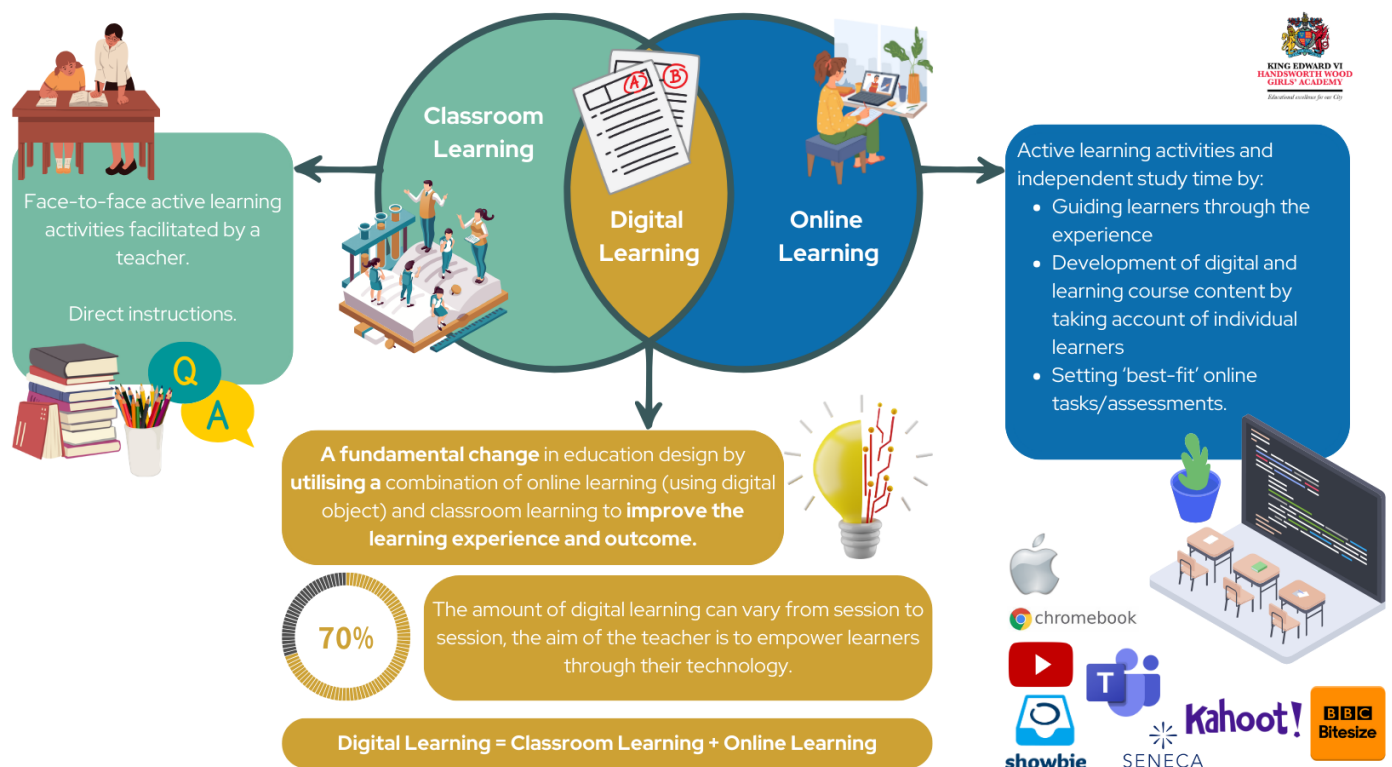
Saturday school: Students are invited to attend tailored suited booster classes on Saturdays with the day been broken down into two sessions (morning and afternoon) focusing on key concepts in core subjects. These sessions are delivered by an external professional agency and aims to challenge students to the best of their abilities.

MyTutor: KS4 students have taken part in online tutoring broken into either one-to-one or three-to-one groups focusing on exam techniques, with tutoring working on exam questions, walk and talk mocks and model answers.

Online platforms: We have invested heavily in many online platforms such as **Seneca**, **Educake**, **PiXL**, **GCSEPod**, **Kerboodle**, **UpLearn** and many more – students use this as homestudy and their own independent study programme.

In person tutoring: KS4/KS5 students have opportunities to work in small groups or one-to-one sessions with Maths, Chemistry, Physics and Biology tutors – specialising and targeting their areas of development.

Digital Learning



One to One Devices

All the students at the academy are given a one-to-one device, this means that the device stays with them, they use it for each class and at home for their homework.

In Key Stage 3 (years 7 to 9) this device is an iPad. An iPad is a tablet device that operates using touch screen technology (including an on screen keyboard for typing), the iPad is an Apple device.

The students are given controlled access to a number of pre-installed education applications, which they can use to learn independently and as directed by their teachers.

When the students move into Key Stage 4 they will swap their iPad's for Chromebooks. A Chromebook operates as a 'mini' laptop using the Google Chrome operating system. There are a number of pre-installed applications for the students to use on the devices, with access to most of the tasks set for the students happening within the Chrome Browser.

Key Stage 5 students are given a Chromebook to use to continue their education.

Our Staff

We are a forward-thinking school. We believe in investing in individual staff learning to support scholarship across all members of our community. We work together to ensure that students get a rich classroom experience that secures their knowledge and enhances their understanding.

Our commitment to Continuous Professional Development and Learning

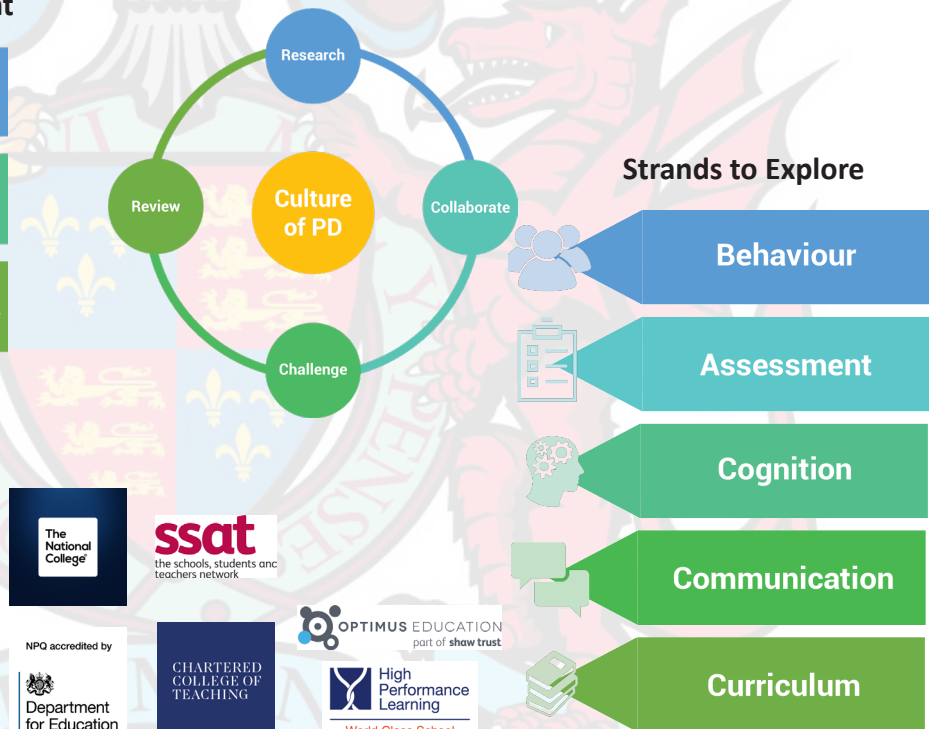
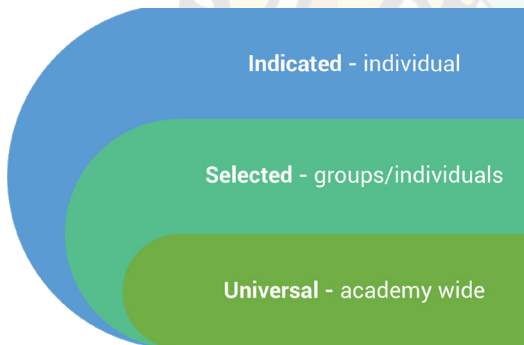
- Membership to high quality professional associations
- Protected time within the school day to meet and develop as subject specialists
- A commitment to the full suite of NPSS, Masters and other higher level qualifications for staff
- Flexible working for professional learning
- A bespoke HWGA professional learning App to support access and progress through learning pathways of choice with complete agency
- Bespoke classroom practice development
- An open, collaborative classroom practice culture for colleagues to learn from each other
- Opportunities to collaborate in professional learning foundation-wide

Culture of Professional Development (PD)

Professional Learning and Development



Our Learning Journey



KEVI HWGA T&PL PROGRAMME

Indicated Professional Learning

23/24 ACADEMIC YEAR

The **Indicated** pathway of professional learning is true **agency** in driving individual practice forward. **Protected** directed **time** allows the freedom for exploration and development.

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

- Dylan William

	INNERDRIVE	CHARTERED COLLEGE OF TEACHING (CCT)	SENECA LEARNING
Access and login	Innerdrive Login Sign in with your hwga email and	CCT Login Sign in with your hwga email and CCT	Seneca Login continue with Microsoft to access

Wellbeing Commitment

King Edward VI Handsworth Wood Girls' Academy, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors.

We understand the role positive mental health and wellbeing plays in creating an environment where all are healthy, happy and achieve their best. Our open culture allows students' voices to be heard, and using effective policies and procedures we ensure a safe and supportive environment for all affected – both directly and indirectly - by mental health issues.

We put wellbeing at the heart of our school to ensure successful learning and commit our policies reflecting this. We aim to drive this message forward, and to ensure that mental health and well-being is "everyone's business" across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention.

Vision

Our vision is for all our students, staff and community to have the support they need to build lifelong coping skills and thrive. We will make this happen by:

- Promoting a clear vision and strategy for advocating and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.
- To embed a positive culture which regards emotional wellbeing and mental health as the responsibility of all.
- To actively promote staff and parental emotional wellbeing and mental health.
- To prioritise professional learning and staff development on emotional wellbeing and mental health.
- To ensure staff understand the different types of emotional and mental health needs across the school and are aware of systems in place to respond appropriately.
- To actively seek the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.
- To work in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.
- Increasing opportunities to engage in the evidence based 'five ways to wellbeing' model 1) Connect 2) Be active 3) Take notice 4) Keep learning 5) Give for all stakeholders



Staff Voice

Being a member of staff at HWGA is wonderful experience. You have a supportive environment, lovely students and amazing colleagues who work alongside you. Such an environment fosters professional development, contentment and means there is a community atmosphere. I take pride in being part of a school where students wellbeing and academic excellence is prioritised and knowing we as the staff are making meaningful impact on their lives.

- SLT

Everyday is an innovative, adaptive and evolving experience. Just like our students we never want to stop learning, for that's where the wisdom lies.

- Key Stage Co-ordinator

Being a staff member of HWGA is a positive experience where colleagues are supportive and welcoming. We are a united force where we will collaborate, support and guide one another so we all share a consistent approach to give our students the best learning experience. Teaching at HWGA is enjoyable as our students are enthusiastic towards their learning which enable staff to share their passion for their curriculum domains. The atmosphere at HWGA is positive and kind - hearted in all areas of the academy.

- Faculty Leader

As a member of staff at HWGA I have found that we collaborate closely as a whole school team and are fully supported. SLT are very approachable and work together with us all to ensure any issues and concerns are resolved quickly and effectively. Student and staff wellbeing is paramount here as working in any education environment can be challenging and I have found that we have been provided with accessible strategies to ensure communicating and expressing any concerns have had successful resolves. I enjoy working at HWGA and supporting our students and am very proud that I am a member of staff here.

- Pastoral Manager

It's a very friendly environment. the staff are genuinely warm and helpful. Always ready to lend a hand. The students are well behaved, compliant and hardworking.

- New Starter

I am really proud to be a member of staff at HWGA. It is a fantastic forward thinking school with a great ethos and atmosphere. The students are hard working, kind and passionate about their work. I really enjoy coming into work in such a friendly and helpful environment. We all work as a team and work well together.

- Head of Subject

I enjoy walking into a lab and seeing the students being excited about doing practical work in science. I love testing out these practicals and even more so when they work perfectly in lessons! I love having the option of a well-being day, especially as a parent having that time with my little one before he starts nursery is really nice and important to me. Everyone is always happy to offer a helping hand and I enjoy coming to work, plus we always have cake & biscuits in the office!

- Science Technician

Our New School

The Department for Education, King Edward VI Academy Trust and BAM Construction are pleased to share details of their proposals for the redevelopment of Handsworth Wood Girls' Academy, off Church Lane. Project timescale: The project started in February 2023 with the final phase of construction completing late 2025.

The proposals will replace all existing accommodation, but retains the recently constructed Sixth Form block, to provide new high quality teaching and community facilities. The proposals have been carefully considered to create a learning environment that aligns with the Academy's long-term vision for excellence.

The main building is a simple L-shape with a central circulation zone running through its spine. The Ground floor plan is simply laid out with a distinct visitors' entrance easily identifiable from the site entrance. The first impression is a generous double height entrance area with access to an interview room, accessible WC and a meeting/ conference room directly from the public zone. Views through to the centrally located Library overlooking the central courtyard provide visual connectivity from the reception area to the pupil zone beyond. A separate pupil entrance, generously sized and passively supervised by the general admin and strategically located office space provides a welcoming approach for the students adjacent to the main entrance.



About the Role

Head of Geography

Salary: MPS/UPS & TLR2B (£31,650 - £49,084) + (£5,642)

Hours: Full time

September 2025 start

We are seeking to appoint a Head of Geography to join our successful and ambitious Humanities Faculty from September 2025. This is a wonderful opportunity for the right person to work in a faculty with highly dedicated staff and motivated students. We are looking for a teacher who is enthusiastic, ambitious and who can promote high expectations within the Humanities Faculty and throughout the Academy as a whole. Candidates must be able to teach across the age and ability range and be able to teach to A Level.

The successful candidate will be fully supported in their career and professional development through a vast programme of CPD provided by the academy.

Full details of the role can be found below in the job description.

Closing date – Thursday 01 May at 09:30 am

Interviews – Wednesday 7 May 2025



Job Description

Head of Geography

General Duties

Teaching Geography to designated classes of students and general welfare of a tutor group in accordance with the requirements of the School Teachers' Pay and Conditions Document 2022 and the National Standards for Qualified Teacher Status, having due regard to the requirements of the National Curriculum, the Academy's aims and objectives, schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all students.

Principal duties and responsibilities as Teacher of Geography:

- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teach engaging, challenging, well-organised lessons and sequences of lessons informed by well-grounded expectations of learners and designed to raise levels of attainment across the age and ability range they teach in which they:
 - use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Make effective use of an appropriate range of data such as observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of marking and feedback provided to learners and guide learners on how to improve their attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Academy's behaviour policy.

- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Identify and use opportunities to personalise and extend learning through liaison with out of Academy contexts, where possible making links between learning within the Academy and learning out of the Academy.
- Ensure the safeguarding of students by adhering to the Academy's Safeguarding and Child Protection policies.
- HPL teachers expect everyone to become a high performer and signal that to their classes through the language they use. 'Everyone can'. They avoid talking about ability and they focus on current performance and future performance using the language of 'Not yet'. HPL teachers use the language of the ACPs (Advanced Cognitive Performance characteristics) and VAAs (Values, Attitudes and Attributes) to provide the language for teaching and learning and stress their importance in achieving academic success. HPL teachers have a well-planned, carefully sequenced, curriculum offer which is pitched to deliver high level knowledge and systematically develop the ACPs and VAAs. Teachers pitch lessons at a high level and help everyone master the content by making use the ACPs and VAAs. They pitch to the top, scaffold upwards and do not lower the bar for some.
- HPL schools have teachers and students who are optimistic about what they can achieve, engage in their own learning and are positive about the opportunities they can create for themselves.

Principal duties and responsibilities as Head of Geography:

- To oversee the following subject – Geography
- To develop, in consultation with the Headteacher, a range of relevant courses which stimulate students' interest and involvement in learning and are appropriate to the needs of students of all abilities.
- Develop, in consultation with the Deputy Head - QoE a clear intent for your subject curriculum, including curriculum mapping, sequencing, retention strategies and assessment.
- To prepare and review schemes of work in accordance with Programmes of Study and examination board guidelines, and to develop policies to be issued to all staff in the department.
- To evaluate the effectiveness of courses, and to oversee assessment procedures in accordance with school procedures, ensuring that assessment is regular and that all staff in the department keep full records of assessments.
- To monitor the work of the department, including the planning and preparation of lessons and the keeping of records.
- With the Headteacher to plan for the staffing needs of the department, and to participate in the recruitment and selection of staff.
- Foster a climate of scholarship and ensure the faculty knowledge base is robust enough to ensure teachers are pedagogical ambassadors.
- To participate in appraisal and the appraisal of staff.
- To oversee the induction and mentoring of new staff and ITT trainees in the department.
- To deploy staff in teaching programmes and to maintain and provide accurate group lists.
- To ensure that work is set for the classes of absent staff in the department.
- To oversee the department's presence at school functions such as Open Evenings and Student Progress Evenings and Reviews.
- To contribute a Faculty Improvement Plan in accordance with the Academy Improvement Plan.
- To attend appropriate INSET, to co-ordinate departmental INSET, to develop and disseminate good practice.
- To encourage, facilitate and participate in the development of Blended Learning within the department.
- To prepare and manage the department's budget plan with the Head of Faculty, and to be accountable for departmental expenditure, and keeping accurate financial records.
- To oversee the recording of department resources, storage and security and ensure the timely maintenance of equipment.
- To attend other Academy meetings as required.
- To provide written department analyses as required by SLT.
- To ensure that students and staff are aware of Health and Safety procedures and requirements within the department.
- To encourage visits and activities both within and outside the Academy's formal timetable.
- To ensure collaborative practices are encouraged across the faculty and academy.

To whom responsible: TBC

Staff for whom responsible: Teachers of Geography

King Edward VI Handsworth Wood Girls' Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

This job description may be amended at any time in discussion between the Headteacher and yourself, but in any case, will be reviewed before the commencement of the next Appraisal cycle.



Person Specification

Post Title:	Head of Geography	Salary Grade:	TLR 2B
Location:	KEVI HWGA	Salary Range:	
		Weeks:	Full time
Responsible to:	TBA		
Criteria	Essential	Desirable	Assessment Method
Qualifications and Knowledge	<ul style="list-style-type: none"> • Qualified Teacher Status • A good degree in related subject 	<ul style="list-style-type: none"> • Evidence of study beyond degree • Commitment to professional development • Leadership development 	Application
Experience	<ul style="list-style-type: none"> • Successful experience of teaching at KS3 and KS4 • Proven record of raising attainment and progress for all learners • Experience of promoting positive behaviour • Excellent subject knowledge • Effective pedagogical strategies • Understanding of curriculum and assessment developments • Experience of leading enrichment and/or extra-curricular activities 	<ul style="list-style-type: none"> • Ability to teach other subjects • Evidence of improving teaching and learning through the development of schemes of work, resources and collaborative planning. • Understanding of national issues 	Application / Interview
Skills and Standards	<ul style="list-style-type: none"> • Can represent the school in a style commensurate with its ethos and expectations and lead by example • Able to prioritise, plan and organise • Set high expectations which inspire, motivate and challenge pupils • Promote good progress and outcomes by pupils • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all pupils • Make accurate and productive use of assessment • Manage behaviour effectively to ensure a good and safe learning environment • Communicate effectively and professionally with all stakeholders 		Application / Interview

Characteristics and Competencies	<ul style="list-style-type: none"> • Excellent inter-personal and communication skills to support variable and different staff and student needs. • A team player • Make a positive contribution to the wider life and ethos of the school • Reliable, trustworthy and loyal. • Able to think creatively to anticipate and solve problems. • Ability to work and cope under pressure, prioritise where necessary and work to deadlines. • Resilience, commitment and perseverance through challenges. 		Application / Interview
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If you would like to apply, please return a fully completed application form by 9:30am on **Thursday 1 May**

Interviews: **Wednesday 7th May**

Application forms to be returned to : recruitment@hwga.org.uk

Informal, pre-application visits to the School are welcome. Please contact Mrs Delyth Pear, the Head Teacher's PA via dpear@hwga.org.uk to arrange a visit.



**KING EDWARD VI
HANDSWORTH WOOD
GIRLS' ACADEMY**

Educational excellence for our City



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