



Lead Teacher of Geography Candidate Information Pack

Dear Candidate,

Thank you for taking the time to find out more about King Solomon Academy and the possibility of joining us. Included in this information pack is information about the Academy and the role of Lead Teacher of Geography.

King Solomon Academy is a unique and very special place. As an all-through school serving pupils from Nursery to Sixth Form, we have the privilege of shaping a young person's entire educational experience. Since our inception in 2007, our mission has always been clear: to provide a rigorous and transformational education to each and every child, preparing them to be successful at university and beyond. We commit to this mission because we believe it is the means to address educational disadvantage and lead the way on system change. Our mission is underpinned by four shared values that apply equally to children aged two or eighteen, teachers, leaders, support staff, parents or our wider community of stakeholders: to always aim high, work together, be kind and lead the way.

Since our first ground-breaking GCSE outcomes in 2014 when KSA set a new national bar for what was possible for a cohort of pupils where 75% were entitled to Pupil Premium, KSA has consistently achieved exceptional outcomes for and with our pupils. In 2024, when our most recent Progress 8 score was published, the average P8 score for schools across the country serving 60-70% Pupil Premium cohorts was -1.18. KSA's score was +1.18. These achievements reflect the dedication of our staff, the ambition of our families, and the shared and unwavering belief that every child can and will succeed when we do our best work.

King Solomon Academy is known for its high expectations, strong culture, and exceptional outcomes, particularly for pupils from disadvantaged backgrounds. The Curriculum Leader for geography plays a pivotal role in sustaining this success by ensuring that:

- Every pupil receives a world-class geography education
- The curriculum is ambitious, coherent, and intellectually demanding
- Teachers are supported to deliver consistently excellent lessons
- Achievement in geography remains (or becomes) among the strongest in the country

Our pupils study geography as part of humanities throughout EYFS, KS1 and KS2 and then as a discrete subject in Key Stage 3. Approximately 70% of pupils study geography at Key Stage 4 and it is an option to study at A level.

This is an exciting opportunity to build on the excellent practice that already exists within the school, and we seek an ambitious teacher and leader to take Geography forward from here.

To apply, and to see more information about the school and this role please visit <http://kingsolomonacademy.org/current-vacancies>. **The deadline is at 11.59pm on Monday 22nd June.** To discuss the role, please feel free to email the Principal's PA, Abi Saleh (a.saleh@kingsolomonacademy.org) or phone on 020 7563 6900.

We wish you the best with your application.

Yours sincerely,
Beth Humphreys
Principal

Job Description: Lead Teacher of Geography

Start date: September 2026
Salary: Ark Main Scale / Upper Pay Spine Inner London: £41,328 to £65,000 and TLR 2a £3,525 in addition to basic salary

As a Curriculum Leader your role is: to lead the strategic direction, design and delivery of the geography curriculum across the academy. The role requires subject expertise, a passion for teacher development and a deep commitment to King Solomon Academy's mission: ensuring every pupil – regardless of their starting point – achieves academic excellence in geography and feels safe, happy and successful in geography lessons.

Responsibilities (*What's the job?*)

- Be held accountable for the attainment and progress of all pupils in learning geography across the school.
- Be a role model of outstanding teaching in the department.
- Develop and refine a coherent, sequenced mastery-driven geography curriculum from KS3-KS5, which builds on the primary curriculum and prepares pupils for success at university and beyond. In many cases, this curriculum will be based on an Ark shared curriculum programme, honed to meet the needs of KSA pupils.
- Oversee the assessment strategy for geography ensuring all assessment accurately diagnoses gaps, inform planning and drives pupil progress. This includes in-class assessment strategies (e.g. mini whiteboards, independent practice, homework, quizzes, tri-weeklies, end of unit assessments, Ark assessments, end of year exams, controlled assessments and coursework and formal examinations).
- Analyse attainment and progress data to identify trends, intervene early and raise attainment across all pupil groups.
- Curate high quality resources and tools – including digital tools – that support effective learning both in the classroom and beyond.
- Mentor, coach and co-plan with teachers in the department, using frequent drop-ins, observations and planning time together, to ensure the quality of teaching is always rapidly improving and the team feel safe, happy and successful.
- Ensure the department has a strong, professional learning culture and a powerful sense of team.
- Line-manage the team to maintain high professional standards, ensuring all HR processes (eg absence management, performance management, probation) are followed rigorously and fairly.
- Work with other curriculum leaders, pastoral leaders, the SEND team and staff across the school to ensure consistency and inclusion across the academy.
- Uphold a culture of high expectations, excellent behaviour and intellectual curiosity
- Develop a deep and embedded love of geography through championing geography at all opportunities: through visible daily channels of shout outs, displays and updates as well as through a programme of geography clubs, opportunities and events, including

– but not limited to – the annual Subject Week, a celebration across the school of the subject beyond the classroom.

Outcomes (*What does success look like?*)

- **Outstanding Pupil Achievement:** pupils make exceptional progress in geography across all key stages, with high attainment in internal assessments and national exams.
- **Coherent, Knowledge-Rich Curriculum:** a fully sequenced, mastery-driven curriculum is in place which builds deep conceptual understanding and fluency in the subject.
- **Consistently Excellent Teaching:** all teachers consistently deliver proficient or exemplary lessons aligned with academy expectations and the geography vision.
- **Effective Assessment & Intervention:** assessment systems accurately identify gaps, and timely and effective interventions close them rapidly.
- **Strong Teacher Development:** teachers grow in subject knowledge and pedagogy through co-planning, coaching and personalised programmes of development.
- **High Professional Standards:** teachers of geography display high standards of professionalism, attend work regularly, understand their responsibilities, and are given clear, kind feedback which they act on.
- **High Expectations Culture:** pupils demonstrate excellent behaviour, resilience, and passion for geography.
- **Equity & Inclusion:** SEND and disadvantaged pupils achieve at least as well as their peers.
- **Clear communications:** department documents and records are accurate, helpful and saved in sensible places. The subject has high visibility across the academy, locally, within the Ark network, nationally and internationally.
- **Departmental Strength:** a stable, collaborative, high-performing geography team with shared commitment to excellence.
- **Pupil Passion:** pupils regularly say geography is their favourite subject because they have been enabled to become passionate about it, through high quality learning in the classroom but also through a range of other opportunities beyond the curriculum eg in clubs, trips or visits, competing against local or Ark schools, nationally and/or internationally.

Activities (*What do I actually do?*)

- **Curriculum Planning:** write, refine, and sequence units, lesson resources, and long-term plans across KS3–KS5, ensuring KS3 builds on the foundations we have in place from EYFS, KS1 and KS2 and that KS5 prepares pupils to be successful at university and beyond.
- **Resource Management:** select and maintain textbooks, manipulatives, digital tools, and departmental materials to ensure pupils can access the most useful resources and tools whilst also remaining financially efficient.
- **Assessment Design:** create high-quality internal assessments, analyse results, and adjust curriculum and teaching accordingly.

- **Exam Preparation:** ensure all examination administration is completed accurately, including any NEAs, oversee revision and intervention programmes and targeted support for GCSE, A-level and BTEC cohorts.
- **Data Analysis:** track pupils' progress, identify trends, and design and implement targeted interventions for classes or specific pupil groups.
- **Promotion of the subject:** ensure geography is widely talked about through regular promotion of successes internally and externally. Plan and deliver a coherent programme of opportunities outside of the classroom to ensure every pupil is enabled to develop a passion for geography or a specific aspect of geography throughout KS3-KS5.
- **Lesson Modelling & Co-Planning:** lead weekly co-planning sessions, model exemplary teaching, sharing best practice examples and resources supporting teachers to understand *what* they are teaching and *why* as well as *how* to be most effective.
- **Instructional Coaching:** provide regular coaching cycles, feedback, and in-class support to develop teaching practice. Ensure trainees (on Ark Teacher Training or Teach First) meet the statutory requirements of their programme and make rapid progress. Fulfil all the requirements of the ECT programme for ECT1 and ECT2 teachers. Develop bespoke development programmes for teachers who require additional support to meet our expectations.
- **Hold staff in geography to high professional standards:** manage all HR processes rigorously and fairly (eg probation, absence procedures, performance management] to ensure staff are appropriately supported and challenged.
- **Recruitment and induction:** participate in hiring processes and ensure new staff into the geography department receive a thorough induction into both curriculum and culture.
- **Whole school training:** participate in whole school training, ensuring staff in the geography department are knowledgeable about whole school priorities and are developing their practice accordingly.
- **Cross-Team Collaboration:** work with SEND, pastoral, and senior leaders to ensure alignment and support for all pupils.
- **Quality Assurance:** conduct learning walks, book looks, and lesson observations to maintain high standards.
- **Clear communications:** review department documents (eg geography handbook, curriculum overviews) at least annually; send a geography calendar ahead of each half-term, share weekly updates with relevant stakeholders.
- **Parent & Community Engagement:** communicate curriculum expectations, run workshops, and support families in helping pupils to achieve their best including communications with parents about pupils' behaviour and attitudes in geography lessons.

Academy Culture

- Help create a strong academy community, characterised by safe, calm and orderly behaviours, founded on caring and respectful relationships
- As a Form Tutor (all teachers are form tutors):
 - Create and sustain a positive class culture

- Care for each pupil as an individual and ensure that they succeed academically and develop emotionally and socially
- Hold each pupil to account in every aspect of their school life by maintaining frequent phone/email contact with parents
- Write form teacher comments in reports

Other

- Undertake professional development as agreed with school leaders
- Perform additional duties and tasks required for the effective operation of the school, including: attending home visits, eating lunch with pupils, supervising silent sustained reading (DEAR), break supervision and gate duty
- Undertake other various responsibilities as directed by the Principal

Person Specification: Lead Teacher of Geography

Experience

- Experience of raising attainment in a leadership role in a challenging school
- Evidence of continually improving the teaching and learning of their subject through CPD and coaching staff
- Evidence of leading and/or teaching KS5 geography is desirable but not essential

Skills and attributes

We are looking for alignment to our KSA values or at the very least, a candidate's clear, demonstrable capacity to develop them:

“Aiming high”

- Evidence of sustained impact in middle leadership
- Prepares for success with excellent organisational skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team
- Seeks out opportunities to build on own and others' strengths and helps others to be better through a culture of clear, kind feedback
- Makes a strong contribution to assessments and child-led planning

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with children
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

This post is subject to an enhanced DBS check.



Principal – Beth Humphreys

Beth Humphreys graduated from the University of Edinburgh with an MA in English Literature and French and then completed a second Masters’ degree in Educational Leadership at The Institute of Education. She joined KSA secondary in 2012 as an Assistant Head and then Deputy Head, leading on curriculum and professional development before she became Head of Primary in January 2017 and Associate Principal. Beth has now been appointed to lead King Solomon Academy as Principal. She is proud to serve our all-through community and is passionate about ensuring our children get the very best start in life anyone could give them.

“We are dedicated to doing whatever it takes to ensure each of our pupils has the chance to attend an academically rigorous university.”



Benefits of being a leader at KSA

Leading at King Solomon Academy offers a rare combination of professional challenge, personal fulfilment, and long-term career development. Our leaders join a community that is ambitious for children, committed to staff growth, and united by a shared sense of purpose.

A Mission That Matters

KSA staff are all aligned around our shared commitment to addressing educational disadvantage and making system change. The work is meaningful, the impact is tangible, and the sense of purpose is energising.

Leadership With Real Influence

Because KSA is an all-through school, leaders have the opportunity to shape a child's journey across six key stages from early years to university. This brings:

- Knowledge and understanding of the full curriculum across primary and secondary
- Deep, long-term relationships with families
- The chance to contributing to designing coherent curriculum and culture from ages 2–18

It is a level of impact that few schools can offer.

A Community That Values Its Staff

Our staff stay, grow, and lead because they feel part of a team and a family. We are proud of the ways in which we work to enable staff to work part-time or flexibly. We support staff who are parents to be part of their children's school communities in the way we expect of KSA parents.

We have a thriving staff social calendar for those who want to participate with events including a bonfire night with toasted marshmallows and hot chocolate in our woodland garden in November or the Easter Soiree showcasing staff talents in April.

A Place to Build a Career

Many of our senior leaders have progressed internally, and we are committed to developing the next generation of school leaders. Whether you aspire to headship, trust-wide leadership, or specialist expertise, KSA provides the stretch, support, and opportunities to get you there.

Being part of the Ark network

Ark is an international charity, transforming lives through education. Ark exists to make sure that every child, regardless of background, has access to a great education and real choices in life. The highly successful network of 39 schools educates over 20,000 pupils across Birmingham, Hastings, London and Portsmouth, and is now recognised as one of the highest achieving academy groups in the country.

Great schools are made of great leaders and we know strong senior leadership is key to ensuring our students have access to a great education. This is why we recognise the value of supporting and investing in our staff.

There is room to grow at every stage of your career. With Ark, you will be joining a team of successful school leaders committed to supporting each other and sharing new ideas and best practice. From nationally accredited development programmes to residential trips with fellow leaders, at Ark you'll be given all the tools and support you need to develop as a successful school leader. Ark runs a number of additional leadership programmes which provide structured support for our leaders to develop. This includes coaching and the opportunity to visit other successful schools inside and outside the Ark network.

All Ark staff gain access to a host of benefits to support you, including:

- Teaching salaries that are 2.5% higher than main pay scale
- Twice as many training days as standard
- Generous pension schemes
- Access to exclusive discounts and support – from gym reductions to discounts in over 3,000 retailers
- Interest-free loans of up to £5,000 available for train season tickets or to buy a bicycle
- Access to our Employee Assistance Programme, which provides free confidential counselling, legal advice and a range of different support.

Find out more here: <https://arkonline.org/careers/why-work-with-us/>

Positive Action and inclusive recruitment at KSA

We are keen to bring new perspectives and backgrounds into our school to build a diversity of thinking so that we can build the best school possible. Following an analysis of our teaching body, we are actively welcoming qualified candidates from Black and Ethnic Minorities, as they are currently under-represented amongst our teachers. This is particularly important given the diverse community we serve.

We want to make applying to and working at King Solomon Academy as inclusive as possible, and have a variety of systems in place to ensure that our approach is as fair and open as possible:

- Transparent application procedure, including a well signposted interview day, which tells candidates how they will be assessed and how they can prepare
- ‘Blind’ screening of applications, discounting identifying characteristics when shortlisting, in pairs
- Diversity and Inclusion training for senior leaders involved in recruitment
- Interview processes which include a range of leaders to avoid any individual bias
- Discussion with the Staff Working Group (staff consultative body) to ensure the recruitment process is inclusive.

Ark Safe Recruitment Procedure

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.