



Archbishop Temple
Church of England High School

Application Pack for Curriculum Leader of Geography

MPS/UPS + TLR 2.2 (£5,872)

**Required from
September 2026**



Dear Applicant,

Thank you for your interest in the role of **Curriculum Leader of Geography** at Archbishop Temple Church of England High School.

We are looking to appoint an enthusiastic and dedicated Geography teacher who shares our commitment to educational excellence and social inclusion.

We have a very distinctive ethos; our motto of “May we shine God’s light through faith + nurture + service” is central to our work, as we aim to keep God at the centre of all we do. This post presents a wonderful opportunity for a talented, passionate and dedicated teacher. You would be joining our experienced Geography department at a very exciting time for all associated with the school; the successful candidate will receive the wholehearted support of a thriving governing body and a highly dedicated staff team. Further support will be received through our excellent working partnerships with Blackburn Diocese and Lancashire County Council.

The school was last inspected by Ofsted in January 2025 and was deemed to be ‘Good’ in all four areas of the inspection process. The report reads that ‘pupils are proud to attend this school. They typically live up to the school’s values of respecting others and serving the community’ and ‘the school has high expectations of pupils’ achievement. The ambitious curriculum helps most pupils to achieve well. The work pupils produce in some subjects is of high quality. This reflects the positive commitment that most pupils have to their learning’.

We are always oversubscribed in Year 7. This year 600+ pupils applied for one of our 210 places. Working at Archbishop Temple Church of England High School represents an exciting opportunity to work in a school which has huge potential. Our staff are incredibly dedicated and supportive, and our pupils are a high achieving group of very positive and enthusiastic young people.

I hope that the information available inspires you to consider applying for this post. Please complete the application form which is available from our website, and include a letter (of no more than two sides of A4 in Calibri font size 11) explaining your suitability for the post. Electronic applications are fully acceptable and these should be emailed to head@archbishoptemple.com marked for the attention of Mrs C Simpson, my PA.

The closing date for applications is Monday 20th April 2026 (midday) and interviews are planned for Monday 27th April 2026. Candidates called for interview will be contacted by phone in the first instance with detailed information following by email.



For further information on our school and context please visit our website – www.archbishoptemple.com.



At Archbishop Temple Church of England High School, we take safeguarding very seriously and consequently the successful candidate will be required to complete a DBS enhanced check. Please do not include a CV with your application as it will be disregarded for safeguarding purposes.



If you are passionate about teaching Geography, have a passion for Teaching and Learning, developing high quality Christian education provision and want to make a difference to our children, then this is the role for you. I hope you will consider joining our team and I look forward to receiving your application.

Yours sincerely

Mr Ivan Catlow
Headteacher





Introduction

Established in 1964, Archbishop Temple Church of England High School is a voluntary-aided Church of England secondary school located in the affluent suburb of Fulwood, north of Preston. Currently, the school serves 885 pupils (growing to 1050 by 2029) aged 11–16 and is committed to providing an outstanding education rooted in Christian values.

Senior Leadership Team

- **Headteacher:** Ivan Catlow
- **Deputy Headteacher:** Lindsey Dudaniec
- **Senior Assistant Headteacher:** Jennifer Wozniak-Rush
- **Assistant Headteachers:** Jessica Banner, Ian Baybutt, Melanie Shaw, Kelcy Smith
- **School Business Manager:** Julie Childs

A Church of England School

As a Church of England school, we uphold Christian values and expect all staff to support our ethos, regardless of personal faith. Our mission is to serve the local community by providing an outstanding education to children of all faiths and none. This is expressed through regular acts of worship and a culture that values and cares for every member of our community.



Curriculum

Our curriculum is designed to meet the needs of all pupils by offering a breadth of educational opportunities. In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE, and PE. Additionally, pupils select courses from a wide range of GCSE options, including the EBacc suite of qualifications. The curriculum is delivered through five 58-minute periods per day, organised on a two-week timetable.

GCSE Results Success

We are proud of our pupils' achievements in their GCSEs. In 2025, 82% of our pupils achieved five good GCSEs, including English and mathematics, placing us among the highest-performing schools in Lancashire. Our Attainment 8 score was 55.56, and our Progress 8 score was 0.3, indicating that pupils made better-than-average progress compared to their peers nationally. Notably, 89.6% of pupils achieved a grade 4 or higher in English Language and Literature, and 87.7% achieved a grade 4 or higher in mathematics.



These results reflect our commitment to academic excellence and the hard work of our pupils and staff.

Ofsted Inspection 2025

In January 2025, the school underwent an Ofsted inspection and received the following ratings:

- **Quality of Education:** Good
- **Behaviour and Attitudes:** Good
- **Personal Development:** Good
- **Leadership and Management:** Good

Pastoral Care and Academic Guidance

Heads of Year and form tutors are responsible for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day for a programme of activities designed to promote pupils' social and learning skills, support literacy, and enable tutors to get to know each pupil as an individual.

Home-School Links

We aim to develop strong links between home and school. Parents receive Weekly News publications and are provided with regular communications about developments in school. In addition, we publish various brochures and organise information evenings for parents at key points in their children's education, together with awards evenings to celebrate the success of pupils at different Key Stages.

Special Educational Needs and Disabilities (SEND)

At Archbishop Temple Church of England High School, we place equal value on the education of all pupils. Those with special educational needs or disabilities are encouraged to achieve their potential within each curriculum area; teaching assistants offer additional individual support. Some pupils are withdrawn from lessons for brief periods to work with specialist staff.

Extra-Curricular Activities

A wide variety of out-of-school clubs and activities are available to pupils. These vary across the academic year but might include dance, science, cookery, film club, eco club, IT, and many others. There are also excellent opportunities for pupils to begin or continue instrumental tuition and participate in the annual school musical production. Educational visits and exchanges are also part of our annual programme.

School Uniform

Pupils are expected to dress appropriately for a learning environment. School uniform is compulsory for all pupils.



ICT Resources

In recent years, the school has invested heavily to develop our ICT provision. We have a state-of-the-art Wi-Fi system and an excellent Virtual Learning Environment. Every pupil has their own iPad for use in learning, and this technology supports our innovative teaching and learning. Every teacher has an iPad Pro for their own personal use and a PC in their classroom.

Archbishop Temple Active in the Community

Pupils at Archbishop Temple Church of England High School are encouraged to learn from the expertise, experience, and information available within the local community. The school, in return, aims to provide a significant contribution to the community through the high-quality education, guidance, and care we provide for our young people and through participation in fundraising and community service. We give the opportunity to children in local primary schools to join us for enrichment activities and to take part in a range of programmes. Archbishop Temple Church of England High School is active in its support of charities, and each year we organise a number of fundraising activities. We are also committed to sustaining and extending our links with local businesses, both to enrich the curriculum and to encourage sponsorship and financial support for the work of the school.

Our Local Area

Despite being a university city and home to 135,000 people, over two-thirds of Preston is classed as a rural area. Surrounded by many pretty villages, it is a very pleasant place to live. Preston is frequently quoted in national studies as a city that has got things right in terms of town planning and infrastructure development. Preston benefits from excellent rail and road links; indeed, the school is easily accessed from the M6 motorway. The city offers the usual attractions of a vibrant place to live but also has some beautiful areas of outstanding natural beauty on the doorstep. The coast is easily accessed; Blackpool, the beautiful Fylde Coast, and Morecambe Bay are within 30 minutes' drive. The Lake District is 40 minutes away. Liverpool and Manchester are less than 1 hour away. London is 2 hours away by train, with Preston being a mainline west coast station, giving easy access to Scotland.



Geography Department

Departmental Staff

Curriculum Leader for Geography:	Vacancy
Teacher of Geography:	Mrs S Thompson (Part Time)
Teacher of Geography:	Mrs R Parkinson

The Geography Department at Archbishop Temple Church of England High School is high achieving, motivated and ambitious. The department owes much of its success to the fact that dedicated teachers work as part of a team and share a mutual enthusiasm and commitment.

Students 'Let their Light Shine' in Geography through inspiring and well-resourced lessons that excite and engage them to develop their natural curiosity, awe and wonder for the World around them. Our knowledge-rich curriculum promotes Geography as a diverse and dynamic subject that teaches us about the 'great issues of our age'; a subject that is relevant to our everyday lives and that inspires students to understand their responsibilities as global citizens that demonstrate courageous advocacy, in Christ-like service of others.

Geography plays a key role in enhancing the personal development and spirituality of students in our school. Our students have a love of nature and an appreciation of the intangible - beauty, truth, love, mystery. They respect living things and the environment and look at the world through different 'lenses' as they learn to 'Think like a Geographer'. As students make sense of the world and its people, places and environments, they learn to become decision makers, to look for creative solutions in the face of change, to be critical thinkers who challenge their perspectives on their role in society and the natural environment. Their attitudes and values demonstrate empathy and understanding. We want our students to develop a passion for the subject, such that 'they may have life, and have it to the full.' Our high uptake at GCSE and excellent results demonstrates our popularity as a key options group.

Our schemes of learning are supportive, challenging and inclusive and our pedagogical practices are current and effective. We interweave the substantive knowledge of place, space, scale, interdependence, sustainability, physical and human processes, environmental impact, cultural awareness and cultural diversity directly with the disciplinary knowledge of map skills, fieldwork, issues evaluation, comparison, research and enquiry, cause and consequence. All pupils study the same curriculum scope and adaptive teaching strategies are employed to maintain high ambitions for all.

We select National Curriculum content judiciously, to develop strong schemata and enable outstanding outcomes for all. Our linear five-year plan is scaffolded from Year 7 to expose students to GCSE and AS material, in an iterative spiralling manner that promotes inter-leaving and retrieval of key concepts. Students see the interconnected nature of the subject as they build knowledge over time and develop metacognitive strategies. Clear connections between components means they are more likely to remember it in the long term. Children read at an age-appropriate level and specific guided reading activities integrate tier 2 and 3 words explicitly. Book reviews demonstrate consistency across the department.

The topics and skill-set required to interpret key concepts and draw conclusions are complex - most progress is made at the end of a topic, as understanding accelerates where pupils develop confidence in their ability to apply key ideas and use their knowledge and metacognitive strategies.

Programmes of Study, Key Stage 3

Year 7: Geo-skills, Exploring the UK, Rivers and Flooding, Exploring the Middle East, Ecosystems, Tropical Rainforests and biodiversity; How is Asia being Transformed?

Year 8: Weather, Climate and Tropical Storms, Population Change, Can the Earth Cope? Glaciation, Tourism in the LDNP.

Year 9: Fieldwork, Restless Earth (Tectonics, Super-volcanoes and Tsunamis), The Development Gap & Migration, Coasts, A Continent of Contrasts: Africa.

Programmes of Study, Key Stage 4: AQA GCSE Geography

3 GCSE Papers:

Paper 1 - Physical Geography (90min, 35%: hazards, ecosystems, physical UK – coasts/ rivers)

Paper 2 - Human Geography (90 min, 35%: urban, economic, managing resources)

Paper 3 - Skills (75 min, 30%: issues evaluation, familiar and unfamiliar fieldwork)



Key Purpose:

As a Curriculum Leader of Geography you must provide high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They must have a real passion for Teaching and Learning and be able to lead on this throughout the department.

Responsibilities:

To lead the Geography department with designated teaching and learning initiatives at Key Stage 3 and Key Stage 4 which may include:

- Mentoring and coaching within the department to drive pedagogy forward in order to ensure the best outcomes on all lessons.
- Developing schemes of work across the department.
- Developing resources and sharing good practice.
- Responsibility for enrichment. Developing extra-curricular, rewards, competitions and trips.
- Supporting any underperformance from colleagues.
- Lesson planning for absent colleagues or temporary colleagues.
- Marking and standardising with colleagues.
- Ensure exam preparations and entries are completed.
- Developing and keeping content for the school's website up to date.
- Leading departmental meetings and sharing good practice events.
- Undertaking appraisal and managing performance of designated colleagues.

Key functions:

1 Planning & Setting expectations

- Set high expectations and targets for teaching, learning, achievement and behaviour.
- Develop department improvement plans which focus on development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success.
- Lead on the development of shared schemes of work and teaching resources.
- Ensure that department accommodation is used to create an effective and stimulating environment for the teaching and learning of Geography.
- Working with the school's Health & Safety Officer, ensure that there is a safe and healthy working and learning environment in which risks are properly assessed.
- Work with the SEN department to ensure that individual education plans are used to set subject specific targets where appropriate and match work to pupils' needs.
- Contribute to resources and material for the school's website and/or VLE.

2 Teaching & managing pupil learning

- Follow the self-evaluation of the curriculum area in line with school self-evaluation procedures.
- Implement the departmental policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced.

In particular ensuring the following:

- *curriculum coverage, continuity and progression for all pupils;*
- *constructive working relationships between staff and pupils;*

- that lessons are based on learning objectives that are clearly communicated to pupils;
- select from a range of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- the effective development of pupils' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship.

3 Assessment & Reporting

- Analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice expectations, targets and teaching methods.
- Following school guidelines, use the systems for assessing, recording and reporting achievement, and using the information to recognise and raise achievement further.
- Use targets to evaluate progress by all pupils, including those with special educational needs.
- Monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support these pupils.

4 Guidance & Welfare

Manage pupil behaviour in the department and in the department's teaching areas.

5 Wider Professional Role

Department ethos:

- Contribute to a positive climate in the department. Establish constructive working relationships among staff, including, through team working and mutual support, sharing responsibilities and tasks as appropriate and contributing acceptance of evaluation and accountability.
- Have a clear, shared understanding of the importance and role of Geography in contributing to pupils' spiritual, moral, cultural, social and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

Professional development:

- Participate in the school's Appraisal Policy.
- Support the school's link with the local community, using this to extend the subject, enhance teaching and develop wider understanding.
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community.

6 Promoting the Christian ethos of the school

Support and promote the distinctly Christian ethos of the school.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Additional Duties

- 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 pupils to follow this example.



Person Specification

	Essential	Desirable	Source
Qualifications and Professional Development			
Qualified Teacher Status	√		A
Good honours degree or equivalent	√		A
A minimum of three years teaching experience	√		A
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	√		A, L
Up to date safeguarding training and knowledge of legislation for the protection of young people	√		A, L
Knowledge, skills and personal qualities			
A practising Christian		√	A, L, R
Involvement in parish community		√	A, L, R
A willingness to support and promote the school's distinctive Christian ethos	√		A, L, I
The ability to offer a faith reference		√	A, R
Candidates should be able demonstrate they have:			
A genuine belief in the value of each child	√		A, L, I, R
A knowledge of the GCSE and NC requirements of the subject	√		A, L, I
A good knowledge and understanding of current curricular developments in Geography	√		A, L, I
The ability to maintain a high standard of teaching and learning	√		A, L, I, R
The ability to establish firm, fair and effective discipline	√		L, I, R
A willingness to be part of a team	√		A, L, I, R
High levels of commitment, motivation and initiative	√		L, I, R
Good ICT skills	√		A, L, I, R
The ability to relate well to all members of the school community	√		A, L, I, R
Good communication skills	√		A, L, I, R
High personal standards and high expectations of themselves and others	√		A, L, I, R
A flexible approach to school life	√		A, L, I, R
A desire to contribute to a range of extra-curricular activities	√		A, L, I, R
A willingness to contribute to the exploration and development of additional KS4 courses.	√		L, I, R
An excellent health and attendance record	√		I, R

Source	
A	Application Form
L	Letter
I	Interview
R	References

Application Closing Date

**The closing date for applications is
Monday 20th April 2026 (midday)**

Shortlisted candidates will be contacted shortly after this date.

If you have not heard from us by Friday 24th April 2026,
please assume your application has been unsuccessful.

Candidates are welcome and encouraged to visit the school prior to application. Please contact Mrs Carol Simpson, Headteacher's PA, at c.simpson@archbishoptemple.com to arrange a visit.

Details of the selection process will be made available to shortlisted candidates once shortlisting has been completed but it will be a one-day interview process held on **Monday 27th April 2026**.

Applications may be submitted on email to head@archbishoptemple.com or by post.

Archbishop Temple Church of England High School is committed to safeguarding and promoting the welfare of children. We expect all staff to share this commitment. Appointments are subject to an Enhanced Disclosure & Barring Service check. Further details will be sent to shortlisted candidates.