



Teacher of Geography

Vision, Values and Ethos

Our vision is simple and is shared by all that work at the school. It is that every child experiences excellence every day

We are committed to:

- the pursuit of excellence in all that we do;
- providing a broad education designed to enable every young person to achieve their full potential and make the most of their talents;
- providing a calm, purposeful atmosphere where young people are cared for and able to learn with confidence;
- creating a healthy, happy, disciplined and supportive environment which promotes an independent work ethic and a love of learning;
- engendering respect for individuality and difference so that all will feel secure and equally valued;
- nurturing a sense of social responsibility, spiritual and personal development;
- fostering integrity, confidence, resilience, creativity, good manners and sensitivity to the needs of others.

Our primary aim is for each young person to be both courageous and caring, resilient and determined as they strive for excellence.



MEADOWHEAD SCHOOL ACADEMY TRUST

JOB DESCRIPTION

	<p>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>
POST TITLE	Teacher of Geography
GRADE	Main Pay Scale / Upper Pay Scale
RESPONSIBLE TO	Curriculum Leader for Geography
PURPOSE OF THE JOB	Carry out the professional duties of a teacher in accordance with the Teachers' Standards and school's policies under the direction of the Headteacher.
EMPLOYMENT DUTIES	To be performed in accordance with the provision of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document

JOB DESCRIPTION

The job description should be read alongside the range of professional duties of teachers as set out the Teachers' Pay and Conditions Document. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the DfE.

Main Duties:

A teacher must:

Set high expectations which inspire, motivate and challenge students:

- establish a safe and stimulating environment for students, rooted in mutual respect;
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students:

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject;

Plan and teach well - structured lessons:

- impart knowledge and 'develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students:

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback;
- monitor and support the overall progress and development of students as a form tutor.

Manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them;
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development and Performance Management, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being;
- follow the school's Quality Assurance procedures;
- maintain appropriate records and registers - providing relevant and up-to-date information when appropriate;
- complete the relevant documentation to assist in the tracking of students – using this information to inform teaching and learning;

- take part in school Parents' Evenings, Open Days/evenings, celebrations and rewards events in line with the directed time policy;
- deliver form tutor challenges/activities during form times;
- carry out duties as shown on the staff Duty Rota;
- comply with the school's health and safety policy and undertake risk assessments as appropriate.

Personal and professional conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description is current at the date shown (September 2019); but, in consultation, may be changed by the Headteacher/Governors to reflect or anticipate changes in the job commensurate with the scale and job title.

Teaching

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

Additional Duties

- Assembly duties. Staff should supervise their form group to and during assembly
- 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;
- To attend school events/functions in line with the directed time policy;
- To support the day to day running of the school.

Other Specific Duties

- To take part in personal professional development;
- To undertake any other duty as specified by the School Teacher's Pay and Conditions Document not mentioned in the above;
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description;
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- To take responsibility for the implementation of and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Conditions of Employment:

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This school is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment.

Employees must work in accordance with Meadowhead School Academy Trust policies and procedures regarding safeguarding and confidentiality

Employment is subject to satisfactory medical and police clearance together with an enhanced DBS (formerly CRB).

This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and may be subject to modification at any time after consultation with the post holder.

PERSON SPECIFICATION

- Be totally committed to the safeguarding and welfare of children
- Possess qualifications at good degree level or equivalent
- Have excellent subject knowledge to the appropriate level as specified in the job advert
- Be capable of teaching outstanding or good lessons on a regular basis
- Recent successful experience of teaching examination groups at KS4 or KS5
- Be committed to being a good form teacher
- Have excellent classroom organisation and behaviour management skills
- Be honest, reliable and trustworthy
- Be open and frank and not afraid to ask for guidance and help when it is needed
- Staff are encouraged to highlight ineffective practice when it is seen – please refer to the Whistleblowing Policy
- Be capable of building excellent relationships with students of different abilities and outlooks
- Be prepared to work hard and prepare lessons diligently and imaginatively
- Be prepared to mark work thoroughly and in line with the school's marking and assessment policy
- Use assessment procedures professionally to improve student outcomes
- Wish to create a positive and pleasant learning environment
- Have plenty of energy and enthusiasm and the ability to maintain a sense of humour and perspective when things get tough!
- Be calm, precise and patient when dealing with parents
- Be punctual to school and to lessons and expect the same of students
- Maintain high standards in their attendance
- Be prepared to liaise with other staff in school and act as part of a team
- Be comfortable with setting and accepting challenging targets for students' achievement and for personal achievement
- Be committed to professional self-improvement both by In Service Training and "learning on the job"
- Be willing to be a presence around the school and be an excellent role model for young people