

# ST BIRINUS SCHOOL

Requires a

## TEACHER OF GEOGRAPHY (Maternity Cover)

**Start Date:** April 2025 **End Date:** July 2026

**Closing Date:** 9am, Monday 20<sup>th</sup> January 2025

*(early applications are encouraged and will be considered on receipt)*

**Hours:** Full time

**Salary:** MPS/UPS

**We are looking for a forward thinking, ambitious and energetic teacher of Geography to join our dynamic team to cover maternity leave.**

We are hugely proud of our school community and St Birinus is very much a “good” school on the way to becoming “great”.

Outcomes for our students (P8 +0.47 in October 2023) are in the top 5% of schools nationally for boys’ only progress and the compelling ethos of this school is literally written all over the walls. We pride ourselves in creating a vibrant and visceral environment in which boys thrive and accrue the knowledge, skills, experience and character that will realise their potential and allow them to seize any opportunity, now or in the future.

The infinite goal - *We aspire to be a national centre of excellence for all boys’ state education.*

As a member of Ridgeway Education Trust, St Birinus School (Ofsted Good, February 2020) works in very close partnership with Didcot Girls’ School (Ofsted Outstanding, November 2022), All Saints’ CE Primary School, Carterton Primary School, Hagbourne Primary School, Long Wittenham CE Primary School, Stephen Freeman Primary School, Sutton Courtenay Church of England Primary and a 400 strong mixed Didcot Sixth Form (Ofsted Outstanding, November 2022) which is based predominantly at St Birinus.

Employing great staff is key to the success of our school: the Headteacher is actively involved in every interview process.

We understand that valuing and developing our staff is the best way to release and realise their potential. In return, we seek staff who are passionate about working with young people, resilient, and with a truly growth mindset. If this is you, we look forward to hearing from you!

St Birinus School is a Family Friendly School, committed to supporting our staff so that they can carve out a professional and personal life that is fulfilling and balanced.

### Quotes and soundbites from SBS staff in the recent Stakeholder Surveys ...

- "I love this place!"
- "Despite only having joined the school recently, I have found it to be a positive and supportive school, with a clear vision and values that students and staff understand"
- "St Birinus is the best managed school that I have ever worked in or been associated with"
- "I love working at St Birinus and intend to root myself here for the foreseeable future"

### What SBS staff say that they value about their school ...

- "Relationships with colleagues and the community feel"
- "A strong sense of community and pride"
- "The positive influence we have on students and inclusion of all students no matter their need"
- "The strong leadership and vision from the Senior Leadership Team"
- "The focus on staff wellbeing"

We encourage visits to our school in advance of applications; please do not hesitate to get in touch if you would like a conversation and/or tour of the school with the Headteacher, Mr William Manning by contacting Mrs Helen Cliff, PA to the Headteacher, via email [hcliff@st-birinus.oxon.sch.uk](mailto:hcliff@st-birinus.oxon.sch.uk) or by calling 01235 814444.



# The Geography Department

## KS3

Students receive 3 x 1-hour lessons of Geography per fortnight in years 7 and 8.

### Year 7 Topics

- Term 1: Zombies
- Term 2: Populations
- Term 3: Sustainability
- Term 4: Weather
- Term 5: Coasts
- Term 6: Hazards

### Year 8 Topics

- Term 1: Development
- Term 2: Globalisation
- Term 3: Global Ecosystems
- Term 4: Urban
- Term 5: Rivers
- Term 6: Resources

## KS4

Students receive 4 x 1-hour lessons of Geography (as an option subject) per fortnight in years 9 and 10 and 5 x 1 hour lessons of Geography per fortnight in year 11.

### Examination Board: AQA

#### Paper 1: Living with the Physical Environment

- The Challenge of Natural Hazards – Volcanoes & Earthquakes, Tropical Storms, Climate Change and a review of how the weather of the UK is becoming more extreme.
- The Living World – How some of the world's different ecosystems (Tropical Rainforests & Hot Deserts) have been created, how plants, animals and people have adapted to and use their environments.
- The Physical Landscape of the UK – how the shape of the UK has been created by water – exploring in detail the work of the rivers and seas on the landscape.

#### Paper 2: The Challenge of the Human Environment

- Urban issues and challenges – with over half the world living in cities and towns we examine the challenges and opportunities this can create.
- The changing economic world – how has industry grown? How do countries develop over time? What does the future hold and what does this mean for future generations?
- The challenge of resource management – with over 7 billion people on the planet, how do we manage our precious resources?

#### Paper 3: Geographical Applications

- This unit includes the requirement to participate in 2 separate field-trips to investigate parts of our course – we currently visit Bristol (in Year 9) and Swanage (in Year 10).

## KS5

Didcot Sixth Form is a vibrant mixed sixth form, with its own ethos, values and culture, drawing on the combined experience of the most expert teachers from both Didcot Girls' and St Birinus Schools.

Students receive 9 x 1-hour lessons of Geography per fortnight.

Entry requirements for studying A-Level in Didcot Sixth Form is Level 6 in Geography and English Language GCSE.

### Examination Board: AQA

Paper 1: Physical Geography – Water & Carbon, Hazards, Coasts (40%)

Paper 2: Human Geography – Changing Places, Global Systems and Governance, Contemporary Urban Environments (40%)

Field work: 3,000-4,000 word report of Geography Investigation completed over the course of Years 12 & 13 (20%)



## JOB DESCRIPTION

### Classroom Teacher

**Responsible to:** Head of the Faculty (Teacher) / Head of Year (Form Tutor)

**Responsible for:** The provision of a full and rich learning experience and support for students

#### Job Purpose:

- To communicate infectious enthusiasm for your subject and a passion for every student to fulfil their potential whatever their starting point and level of ability
- To fulfil the expectations of the Teacher standards in the context of being a teacher as part of a Subject/Faculty team and as a Form Tutor as part of a Year team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor including Ethos and Leadership
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

#### Principal Responsibilities

To meet all requirements as appropriate to the Teacher Standards which are exemplified by the responsibilities listed below:

#### Teaching & Learning

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that Literacy and Numeracy and ICT are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's policy, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study

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- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

### **Operational/Strategic planning & Quality Assurance**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and students
- To contribute to the Curriculum Area/Department's development plan and implementation
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the Faculty Area Development Plan and the whole school's Development Planning
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the faculty/subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

### **Curriculum Provision and Development**

- To assist the Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our Aims and Strategic Objectives

### **Staff Development, Recruitment & Wellbeing**

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

### **Communications**

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school, including whole staff briefings and faculty briefings
- To take part in marketing and liaison activities such as Open Evenings, Parent Evenings, liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

## Care, Guidance and Support

- To be a Form Tutor to an assigned group of students and to contribute to Tutor Time and other tutor-based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with a Year Leader to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of tutees and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour Policy (Standard Operating Procedures) so that effective learning can take place
- To follow the school's procedures for safeguarding, as outlined within the Safeguarding Policy

## General Duties

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies and to comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, specifically for the year 2010/11, or any subsequent legislation.

## Notes

- 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 a manager to undertake work of a similar level that is not specified in this job description.



## PERSON SPECIFICATION

### Person Specification for Post of Teacher

Criteria	Essential	Desirable	How Assessed
<b>Experience</b>	<ul style="list-style-type: none"> <li>Classroom Teaching at 2 or 3 Key Stages</li> </ul>	<ul style="list-style-type: none"> <li>6<sup>th</sup> Form Teaching</li> </ul>	Letter, application form and references
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Knowledge of effective teaching &amp; learning styles and types of assessment</li> <li>Excellent subject knowledge</li> <li>Good ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use and understand assessment data.</li> <li>Familiarity with AFL</li> </ul>	Interview, letter of application, sample lesson
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>A passion for your subject</li> <li>Commitment to raising standards of achievement</li> <li>Commitment to CPD</li> <li>Willingness to learn, work collaboratively, and commitment to own professional development</li> <li>High expectations of all pupils</li> <li>Ability to create an effective learning environment for all students</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successful lesson planning and delivery</li> <li>Evidence of successful improvement in outcomes</li> </ul>	Sample lesson, application Form
<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>Ability to establish good working relationships with colleagues and students</li> <li>Ability to work in a team</li> <li>Good time management</li> <li>Good communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of innovative practice</li> </ul>	Evidence of innovative practice
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Strong moral purpose</li> <li>Growth mindset and lots of resilience</li> <li>Flexibility</li> <li>Commitment to excellence</li> <li>Forward thinking</li> <li>Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>Potential for promotion</li> </ul>	Interview and sample lesson

## APPLICATION PROCESS

Applications should be made by **9am on Monday 20<sup>th</sup> January 2025**  
by following this link: <https://mynewterm.com/jobs/138762/EDV-2025-SBS-99630>  
*early applications are encouraged and will be considered on receipt*

We encourage visits to our school in advance of applications. For further information regarding this vacancy, the application process, or to arrange a visit, please contact Mrs Helen Cliff, PA to the Headteacher, by emailing [hcliff@St-birinus.oxon.sch.uk](mailto:hcliff@St-birinus.oxon.sch.uk) or by calling 01235 814444.

If you would like further information regarding the Faculty, please either

- view our website <https://www.st-birinus-school.org.uk/> or
- contact Miss Stacey Nutley, Head Geography, by emailing [snutley@st-birinus.oxon.sch.uk](mailto:snutley@st-birinus.oxon.sch.uk)

*Ridgeway Education Trust is committed to safeguarding, equality and promoting the welfare of children and expects staff working in all its schools to share this commitment. The successful applicant will be subject to satisfactory enhanced DBS, references and pre-employment safeguarding checks. All Leadership roles will require a Section 128 check. The possession of a criminal record will not necessarily prevent an applicant from obtaining a post. All cases are considered confidentially and according to the nature of the role and information disclosed.*

*To view our Safeguarding policy, please visit our website: <http://www.st-birinus-school.org.uk/1852/sbs-policies>. Please be aware that you will be required to bring your original degree certificate, proof of residence and photographic ID, as applicable, to interview.*

*St Birinus School is a Family Friendly School, committed to supporting our staff so that they can carve out a professional and personal life that is fulfilling and balanced.*

*Our [RET Staff Charter](#) summarises the commitment we make to all staff who join and work at Ridgeway Education Trust.*

*We are committed to expressing our values of high quality learning, respectful relationships and an inclusive environment in the day to day experience of staff and students throughout the school.*

*St Birinus School is an equal opportunities employer.*



**ST BIRINUS SCHOOL**

**Address:** St Birinus School, Mereland Avenue, Didcot, Oxfordshire, OX11 8AZ

**Telephone:** 01235 814444 **Website:** [www.st-birinus-school.org.uk/](http://www.st-birinus-school.org.uk/)

**Email:** [stbirinus@st-birinus.oxon.sch.uk](mailto:stbirinus@st-birinus.oxon.sch.uk)

**Headteacher:** Mr William Manning **CEO:** Mrs Rachael Warwick

**Chair of Governors:** Mr Conor Byrne

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