

## Job Description

<b>TITLE:</b>	Geography Teacher
<b>RESPONSIBLE TO:</b>	Head of Department
<b>GRADE:</b>	Teacher Main Scale - Upper Pay Scale

### **PURPOSE OF POST:**

The post holder will be responsible for KS3 geography lessons and participation in curriculum development. The teacher will contribute to the School Plan, supporting the ethos, aims and vision of the school.

### **PRINCIPAL RESPONSIBILITIES:**

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake teaching in a designated area of the school.

1. Assist in whole school, year group and lesson planning which meets the needs of all pupils.
2. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
3. Support the school's pastoral system, within the year group, class and with individual pupils.
4. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE/ITT students, as required, monitoring some teaching in the curriculum area and the input of class support staff.
5. Contribute to the effective deployment of support staff and resources (ICT and consumables) within the class.
6. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, and communication with parents, cover, induction, planning, staff meetings, and parental events.
7. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

## **DIMENSIONS:**

**Financial Resources:** None

## **Personal Contacts:**

External: Contractors, suppliers, parent and relevant health professionals

Internal: Students, staff, Governors, parents and any other visitors to the school

## **CONTEXT**

All staff are part of the whole school team. They are required to support the values and ethos of the school and the Chiltern Learning Trust and the school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy, pressurised environment.

### **Safeguarding Children**

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2012.

Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across Trust schools by agreement with the Chief Executive.

## **DBS**

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended). Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by Chiltern Learning Trust. The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment' Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

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## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Teaching in the relevant secondary phase	1,2	Using data to inform target setting and planning.	1,2
<b>Skills/Abilities</b>	<p>Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).</p> <p>Able to use IT to support both the curriculum and work organisation.</p> <p>Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.</p> <p>Able to monitor and evaluate teaching and learning.</p> <p>Able to identify the necessary resources which ensure high quality teaching and learning.</p> <p>Able to assess the needs of individuals to inform lesson planning.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2,5</p> <p>5</p>		1,2

	<p>Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.</p> <p>Able to converse with ease with members of staff/the public and provide effective help or advice in accurate and fluent spoken and written English</p>	1,2,5		
<b>Equality Issues</b>	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	2,5 1,2		
<b>Education and Training</b>	<p>Qualified Teacher Status</p> <p>Evidence of ongoing CPD or relevant further training</p>	4 1.2		

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)
- (iv) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

CVs will not be accepted for any posts based in schools.