



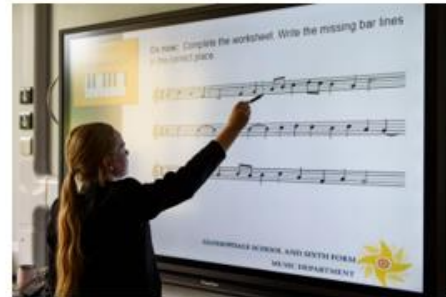
TRUE LEARNING
PARTNERSHIP



Teacher of Geography

The closing date for applications is Tuesday 7th May 2024 at 09:00am

Interviews will take place during w/c 13th May 2024



Dear Candidate

Thank you for your interest in joining Glossopdale School & Sixth Form. We are a popular, caring and successful school and our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential.

We are looking to appoint an inspirational, professional and dynamic teacher to join our geography team from September 2024. We welcome applications from Newly Qualified Teachers. You will be passionate about your subject, and an engaging and an enthusiastic classroom practitioner. You'll be joining the department at an exciting time as the improvements we are making are gaining momentum. Geography is taught as a discrete subject to all pupils in Years 7-9 and is a popular option at GCSE. We also offer geography at A Level.

In return, we offer professional support and career development opportunities. We recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

We exist to empower our students to find their purpose, develop high aspirations and thrive both academically and personally, to be the best that they can be. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed to seize the opportunities that exist. Our core purpose is not merely finite 'success' for our students but for them to thrive - continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students the right and successful ways to do things.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Debbie McGloin
Headteacher

Job Description & Person Specification

POST: Teacher of Geography

SCALE: MPS

EFFECTIVE FROM: September 2024

RESPONSIBLE TO: Head of Geography

Job Purpose

To deliver a rich and engaging range of lessons in Geography across all age ranges. To work collaboratively with colleagues within the geography department. To uphold the school's vision and values on a daily basis. To safeguard and promote the welfare of children.

Main Responsibilities

- The delivery of high quality teaching and learning through appropriately planned lessons
- Adherence to the school and faculty marking and feedback policies to provide constructive feedback which sets clear targets enabling students to make at least expected progress
- Use of teaching methods which keep students engaged, challenged and improves long term learning
- Use of effective questioning and response: clear presentation and good use of resources
- Regular setting and marking of homework following the school / faculty policy
- High expectations of student behaviour establishing and maintaining a good standard of classroom management and building positive relationships
- Assessment and recording of student progress as required by the National Curriculum, GCSE, A level, BTEC, school and faculty systems
- Analysis of school data, including prior attainment, to inform planning, ensure high expectations and meet students' needs
- To follow the schemes of work as required by the faculty leader
- Working collaboratively with colleagues within the faculty to produce lesson plans, schemes of learning and resources
- Development of students' key skills in reading, writing, communication and mathematics arising out of the lessons
- Maintaining the classroom as an organised and effective learning environment including the display of students' work and other material to stimulate student interest
- Responsibility for the condition of learning materials, equipment, furniture and fittings in the classroom
- Attendance at faculty meetings and to play an active role in the work of the faculty
- Attendance at training and CPD according to the school calendar and agreed directed time
- Attendance at whole school briefings included in directed time
- Liaison with appropriate staff in order to support students' progress and behaviour eg. Teaching Assistants, SENDCo, Year Manager, technicians
- Familiarisation with material to support students with specific needs, for example, one page profiles or Education, Health and Care plans
- Other tasks as negotiated / delegated by the faculty leader

Form Tutor

Most teachers are Form Tutors and members of a Year Team. This will involve:

- Taking responsibility for a tutor group, including the support for learning and welfare of each individual in the group
- Registering students and applying strategies to ensure good behaviour, attendance and punctuality
- Monitoring students' uniform and equipment on a daily basis
- Participating in assemblies and ensuring form time is used constructively to support learning
- Delivering the Personal Development curriculum assigned to tutor time, including the development of literacy and numeracy
- Guiding and counselling members of the tutor group
- Communicating with parents where necessary
- Undertaking other pastoral duties
- Attending year group briefings as included in directed time
- Monitoring student attendance and following school attendance processes such as recording in planners and completing IAAPs

Appraisal & Continuous Professional Development

All teaching staff should:

- Ensure adherence to the Teacher Standards
- Participate in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Keep up to date with recent education developments and research
- Attend and engage with all whole school INSET within directed time
- Participate in the school system of coaching
- Work towards meeting of Threshold Standards or UPS standards, where relevant
- Work collaboratively with colleagues across TTLP
- Undertake any reasonable direction from the Headteacher.

School Ethos:

All Glossopdale staff should:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same
- Actively support the school's policies and expectations
- Adhere to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors
- Comply with the school's Health and Safety Policy
- Check emails on a daily basis to keep up to date with issues communicated within the school
- Be familiar with and adhere to the school's email policy
- Take part in break duty rotas
- Have regard for and promote the School's Equality Policy
- Attendance at parents' evenings, including prospective parents' evening
- Be familiar with and have regard for the school's staff dress code

CORE RESPONSIBILITIES FOR ALL TRUST EMPLOYEES

Health & Safety

All staff within The TRUE Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by The TRUE Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. The TRUE Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within The TRUE Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Role requirements

Selection Criteria	Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING		
• Has QTS (if Trainee, teacher evidence of potential to achieve)	E	AR
• Has a degree in the relevant to the subject	E	AR
• Has PGCE or GTTP	E	A
• Has demonstrated further professional development through qualifications or training	E	A
• Has level 2 qualifications in English and Mathematics	E	A
EXPERIENCE		
• Experience of working in a secondary school	D	AI
• Experience of teaching Key Stage 3 and Key Stage 4	E	AIR
• Experience of teaching Key Stage 5 is desirable but not essential	D	AIR
• Experience of teaching Geography	E	AI
• Experience of teaching a range of abilities	E	AIR
Skills, Knowledge and Understanding		
• Excellent subject knowledge	E	AIR
• Experience of curriculum planning within subject area	D	AIR
• The ability to communicate effectively orally and in writing to a range of audiences	E	AI
• The ability of build effective relationships with students, parents and colleagues	E	AIR
• The ability to maintain a physical environment that promotes learning	E	AIR
• A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3, KS4 and KS5	E	AI
• A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	E	AIR
• Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	E	IR
• An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom (responsive teaching)	E	I
• Understands and can demonstrate high standards of promoting literacy and the correct use of standard English within the relevant subject	E	AI
• An understanding of pedagogical approaches and the impact on progress and achievement	E	AI
• An awareness and understanding of the Ofsted Education Inspection Framework 2019	E	AI
• Understands how to use data to plan effective lessons	E	AI
• A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	E	AI
• Can demonstrate consistently excellent classroom management that ensures students are involved and motivated	E	AIR
• A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this	E	AIR
• An understanding of the importance of emotional intelligence in managing oneself and others	E	AIR
• Sets high expectations which inspires, motivates and challenges students	E	AIR
• High quality oral and written skills	E	I
Personal Skills		
• Ability to maintain professional integrity even when under pressure	E	R
• Excellent attendance and punctuality	E	IR

• Good interpersonal skills and an ability to communicate effectively with a range of audiences	E	IR
• Genuine commitment to and liking for young people, and high expectations for their progress and welfare		
• Ability to work as an integral part of a team	E	IR
• Good listener and can draw on advice from colleagues to improve practice	E	R
• Resilience and conscientiousness		
• Ability and desire to work in a high challenge and low threat way	E	R
• Ability to form and maintain positive relationships with students whilst maintaining professional boundaries	E	IR
• Willingness to be involved in extra -curricular activities	D	I
• Drive and enthusiasm	E	IR
• Makes a positive contribution to the wider life and ethos of the school	E	AR
• Good role model to the students in all aspects of your professional role	E	AR
• Reliable and trustworthy	E	R
• A commitment to participate in partnership with colleagues within the school and across other linked schools	E	AR
• The ability to organise work, prioritise tasks, make decisions and manage time effectively	E	AR
SPECIAL REQUIREMENTS		
• A commitment to on -going personal development and willingness to undertake appropriate training	E	AIR
• Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
• Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	E	AIR

Assessed by: A = Application form I = Interview R=Reference

Safeguarding & Child Protection

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the Main Responsibilities of the job.

The TRUE Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance.

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance including an online check. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Key information regarding the application process

To apply

Applicants are requested to submit a completed application form via My New Term.

Closing date

The closing date for applications is Tuesday 7th May 2024 at 09:00am

Interviews will take place during w/c 13th May 2024

Our vision and values

Our vision for Glossopdale School is very simple - to aspire, endeavour and thrive together.

We aim to deliver this through an understanding of what is expected of each and every one of us - staff and students. We achieve this as a staff body through good communication, clear expectation and working together.

We inspire the students to understand and personally act on our vision by breaking this down into a clear message. We feel these values are encapsulated by the acronym THRIVE. Each of the letters stand for a character trait we want to see our students develop during their time at Glossopdale School.

T	H	R	I	V	E
Tenacity	Hard Work	Responsibility	Independence	Visionary	Excellence

We are able to use this in all our interactions with our students to help them build the skills and traits to enable them to aim high and achieve their potential. We firmly believe that strength of character is the fundamental cornerstone of academic success.

Our students

As a new school where all age groups are together we expect everyone to make a contribution.

Students readily volunteer to represent our school in many ways: welcoming visitors; outreach work with local primary schools; work experience; voluntary and charitable work and much more. Everyone has something to offer and we celebrate our students' generosity, maturity and willingness to help.

Students are encouraged to aim high—in their work, conduct, attendance, punctuality and dress. We expect them to achieve their best and to take responsibility for their own learning, working independently and collaboratively. We aim to meet our learners' needs in a rich and varied way.

We listen to the student voice and we encourage them to become involved in the work of the school. The health and well-being of our students is important and we endeavour to support their emotional, social and moral development to enable them to flourish. Working with a range of professionals, we listen to and guide young people throughout this time in their lives.

We are very proud of our school community and expect our students and their families to join with us in this pride and embrace our values and aspirations for all.

Our staff

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where all can achieve.

New Staff joining us will have a full induction and will be paired up with an existing member of staff to support them in their first few months of employment. The induction process is for all staff and is tailored to the needs of each individual. New teachers at the start of their teaching career are well supported through the ECT and RQT process and we are pleased that many staff have stayed with us throughout their teaching careers, enhancing their skills and developing their pedagogy through our ongoing training offer.

Staff Wellbeing is a priority for us as we aim to support all of our staff to enable them to support all of our students. The headteacher takes the lead for this area and the need to manage workload and work smarter is a key focus. Student and Staff Committees focus on welfare and wellbeing for all, with further external specialist guidance and support provided by The TRUE Learning Partnership

Our curriculum

The quality of teaching and learning is our priority. We want our students to gain satisfaction through hard work and engagement with their studies. We know that a determined focus on excellent progress and grades will take them to Post-16, University and beyond.

We have a flexible personalised curriculum which provides for the needs of all our students. Traditional GCSE subjects in English, Maths, Sciences, Humanities, Languages, Arts and Technology sit side by side with some more vocational and technical courses in Sport, Performance, Social Sciences, Business and Catering. Targets are set and progress is closely monitored.

Year 7 to 9 students follow a core curriculum. This includes: English, Mathematics, Science, Technology, Humanities, Art, Music, Dance, Drama, Computer Science, Physical Education and a language.

In Year 10 and 11 students have the opportunity to design a curriculum matching their interests and skills. Those who are especially talented in one or several areas may have the chance to accelerate their learning. Students can choose purely academic pathways or routes that are work related, such as Design Technology & Catering as well as a range of BTEC subjects such as Sport, Business studies and Health and Social care.

The curriculum is designed to give every student the best possible chance of leaving Glossopdale School with strong qualifications and high aspirations.

Across all subjects, we want students to be excited and enthused, to express themselves confidently and eloquently and to rigorously expect the best academic standards of themselves.

Why work for the Trust?

TRUE Learning is a community based, values focused, cross phased multi academy trust based across Cheshire and Derbyshire. All five academies in the Trust are closely located to one another which lends itself to many opportunities to work closely and collaboratively. Our vision is a community based, values focused, learning organisation that meets the needs of all its members so that all will achieve. By working within our community clusters, we will ensure that every child that is presented to us at the age of 3 is the best they possibly can be by the time they leave us at 18.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central. For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

We are exceptionally proud of our staff and the dedication they display every day to support our students to reach their potential. Whether a member of our Leadership Team, Teaching Staff or Support Team – all have a vital role to play in providing an environment where we can provide world class education where all can achieve.

We offer highly competitive salaries, pension scheme membership, free on-site parking and regular social events. All staff are able to access discounted gym memberships and other negotiated benefits across the Trust.

The Trust provides an Employee Assistance Programme through Health Assured which offers a wide range of services including legal and wellbeing support for employees and their families.

The Trust places at the heart of its development a commitment to high quality professional development for all staff who join the Trust. The CPD@TTLP programme enables all of our staff to access development opportunities across the Trust. Future goals and aspirations are supported through this programme to ensure that all staff are able to develop and achieve their own personal goals.

Staff wellbeing and providing a positive and healthy working environment is a key priority for us, as supporting all of our staff enables them to support all of our students. Our Director of Health and Wellbeing leads this key area working with senior staff across the multi academy trust. We are very pleased that our commitment to staff wellbeing has been recognised by the Valued Worker scheme which offers accreditation to workplaces where staff feel valued.

We are also committed to supporting mental health in the workplace by training a number of teaching and support staff across our Trust to be Mental Health First Aiders and through our work with the Time to Change programme which aims to end mental health discrimination in the workplace.



Information about our academy schools



Poynton High School

We are a very special school where the whole school team passionately believe in creating a school that truly meets the needs of all in our learning community. This is embodied in our mission statement which serves to guide us in the long-term planning for our school.

“We will inspire and empower all in our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society”

This can be summed up in three words, INSPIRE ACHIEVE CELEBRATE and is applied to every aspect of our work. We aim to inspire our young people in all of our work so that they may achieve their full potential and at the heart of this lies a truly celebratory culture; we aim to inspire our team, so that you can achieve, and we celebrate every achievement for everyone - staff and student. (Matthew Dean, Head Teacher)



Lostock Hall Primary School

We are a growing (205 students) Primary School, serving children from the age of 3 to 11. We are a safe, stimulating and friendly school which provides an inclusive, calm, caring and productive learning environment. Our aim is to challenge and support each other and every child to help them realise their potential and to make a positive difference to their lives. Children leave Lostock Hall Primary school very well prepared for their future learning at secondary school and beyond.

Through our guiding principles of Be Ready, Be Respectful and Be Safe we deliver a carefully designed curriculum which progressively meets the needs of our children through fun learning and leads to excellent outcomes. (Graham Hamilton, Head Teacher)



Disley Primary School

Our school is a very special place to be. We pride ourselves on being a happy, caring school where each child is valued as an individual. We aim to provide a stimulating learning environment which allows every individual to fulfil his/her potential.

We constantly seek exciting ways of delivering both the Foundation Stage and National Curriculum requirements, along with opportunities for social and moral development. Our children are at the heart of everything we do. (Jake Nicklin, Headteacher)



Glossopdale School

Our School is a warm and caring community for all of our students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

We are in the very fortunate position to work within a new purpose-built school which opened in September 2018. This has benefitted staff and students in so many ways. Our students learn in a modern, open and inclusive environment which has been designed to reflect and compliment the local landscape. (Debbie McGloin, Executive Head Teacher)



Hague Bar Primary School

Here at Hague Bar Primary School, we have worked hard to develop a school which provides an excellent education by helping each child to achieve her or his full potential. Our skilled staff foster a happy and caring atmosphere, where children can succeed through our personalised learning process, ensuring no child is left behind.

The origins of Hague Bar Primary School stretch all the way back to 1854, with a school which was in existence at the Strines Print Works. Hague Bar Primary School is just inside the Derbyshire border. It lies between the town of New Mills in Derbyshire and Strines in Cheshire. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

We are proud of, and celebrate, the achievements of our children, both in and out of the classroom, and we are here to help your child make the most of their potential. (Karen McCurdy, Head of School)

TRUE LEARNING PARTNERSHIP: SCHOOL LOCATIONS



Our partnership of primary and secondary schools is located to the south-east of Manchester, close to the natural beauty of the Peak District National Park.

All our schools have excellent road links from the M56, M60, M67, A6, A34 and A57 and nearby railway stations of Poynton, Hadfield, Disley, and New Mills Central.

For those travelling from further afield, both Stockport railway station on the West Coast mainline and Manchester Airport are both nearby.

Trust Safeguarding Statement

TRUE Learning (TL) recognises the important role that our schools and their staff have in the wider safeguarding system for children. **ALL** staff have a responsibility to provide a safe environment in which children can learn. TTLP fully adopts statutory guidance "Keeping Children Safe in Education" (September 2023).

Keeping Children Safe 2023

The TRUE Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school. Full details of key contacts for safeguarding in each of our schools is listed below.

TTLP's Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail Cholyland@truelearning.org.uk

TTLP's Trust Board safeguarding representative is Lucy Monk. If you wish to contact her, please e mail info@truelearning.org.uk stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



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