

# **The Geography Curriculum Area**

Curriculum Team Leader – Mr Hugh Gilroy



Geography is a progressive and successful department that contributes fully to the whole school community. It strives to maintain outstanding standards of teaching and to provide a challenging, relevant and rewarding learning experience for all students from Key Stage 3 to Key Stage 4 and 5. We are a forward thinking department that takes a whole school approach to learning for example, by raising environmental awareness through our Eco-Schools programme and by creating schemes of work that have international links to schools and organisations around the world.

## **Staffing**

The department consists of three full time members that work collaboratively in order to share good practice and maintain high standards of teaching and learning. Although a discrete subject, Geography shares a small staff area with other humanities subjects which successfully creates a collegiate and supportive working environment.

## **Resources**

The Geography Department is an exciting and dynamic department which is constantly striving to develop its schemes of work and is extremely well resourced. A comprehensive and continuously evolving set of electronic resources are available for teachers to modify to suit their individual class needs. We are continually updating our textbook, DVD and e-learning resources including the use of iPads and Apps to support and engage students.

## **Curriculum**

The Geography Team has recently created a new scheme of work for Year 7 with a focus on outdoor learning, the use of new technology and 'active learning' projects to investigate the world around them. This lays the foundations for Geography in Year 7 and 8, where current and highly topical issues act as stimuli through which students develop their geographical skills, knowledge and understanding.

Geography is an increasingly popular subject at KS4 with currently numerous groups in Year 9 and Year 10 and four groups in Year 11. The Edexcel (B) examination syllabus is followed, which allows students to investigate a range of physical and human topics and conduct decision making exercises. Students' complete course work based on the urban geography of London as well the experience of camping in the countryside. As part of the Year 11 curriculum we run a field trip to Iceland in order for students to develop their knowledge and understanding of tectonic processes.

To ensure continuity, the Edexcel syllabus is also followed at KS5. Topical issues such as globalisation, hazards, rebranding, water conflict and pollution are covered. Students attend a residential fieldtrip and are encouraged to attend relevant conferences to further their understanding and promote the subject into further education. Creating a progressive and inspiring scheme of work for KS5 students will be a key aim for next year so that we can continue with our drive for outstanding learning experiences in Geography as well as improve results.

## **The successful candidate will be:**

- Passionate about Geography and use this to inspire students
- Able to teach Geography across all Key Stages with enthusiasm and commitment
- Able to confidently contribute to schemes of work
- Willing and able to contribute and develop the use of ICT, especially the VLE and embedding of iPads
- Able to work well as part of a team
- Committed to the development of fieldwork opportunities
- Interested in contributing to wider school activities such as Eco-Schools

**Chiswick School**  
**TEACHER (Main Scale)**  
**JOB DESCRIPTION**



Responsible to: Curriculum Team Leader  
Learning Co-ordinator

Responsible for: -

Salary Scale: Main Scale

All teachers are responsible for the intellectual, personal and social development of pupils in their care. There are school policies and procedures which should be followed, and on a day to day basis, guidance and support is provided by Learning Co-ordinator and Curriculum Team Leader who are in turn supported by the Leadership Group. The Staff Handbook provides detailed guidance on policies and procedures.

As a subject teacher, under the guidance of the Curriculum Team Leader, teachers are responsible for implementing national school and subject policies and procedures in delivering the curriculum, to achieve the best possible attainment level for each pupil by

1. teaching assigned classes in accordance with appropriate syllabuses and schemes of work;
2. contributing to the construction, revision, and development of schemes of work, preparation of lessons, resources, homework tasks etc.;
3. assessing pupils' work in line with school policy, keeping full records of pupils' attendance, marks and cross-year assessment grades;
4. providing appropriate assessment information for pupils, parents/carers, examination bodies and other professionals as requested; taking responsibility for the assigned classroom, laboratory, workshop or other teaching space ensuring it is appropriately organised for teaching and learning, both with regard to health and safety and the organisation of display, availability of learning materials etc.;
5. liaising with other departments or professionals as appropriate;
6. attending parents evenings and responding to parental enquiries made at other times.
7. attending designated subject, whole school and other meetings as calendared;
8. attending in-service training sessions and taking responsibility for continued professional development;
9. performing whole-school duties such as pupil supervision at breaks and examination invigilation;
10. covering for absent colleagues as may reasonably be expected by the Headteacher.

As a member of a year team, under the guidance of the Learning Co-ordinator, tutors are responsible for implementing school policies and procedures in order to achieve the best possible attendance, punctuality and personal organisation of pupils' work and high standards of behaviour through:

1. accurate registration and follow up of absences, lateness and other school procedures;
2. use of the Planner and show my homework to monitor homework and behaviour and to communicate with parents/carers;
3. following up concerns from other staff or referring them to the Learning Co-ordinator or Curriculum Team Leader, as appropriate;
4. monitoring class and homework through work reviews;
5. being the first point of contact with parents/carers and subject teachers where there is a problem and alerting them as soon as possible;
6. maintaining high standards of pupils' uniform and personal appearance;
7. encouraging pupil involvement in whole school and extracurricular activities such as charity activities, sport, music, drama, IT, helping at special events;
8. providing appropriate guidance for year-specific activities such as Year 7 induction, Year 8 options, transition to Sixth Form;
9. writing and organising reports for parents/carers, teachers and other professionals as requested;
10. caring for the environment of the form room and year base and maintaining an up to date form notice board;
11. sharing responsibility for appropriate use of the year base.

It should be noted that these are the basic responsibilities of all teachers in accordance with the legally determined teachers Terms and Conditions of Service. Many teachers will wish to become involved in working parties, committees, extracurricular activities and professional development opportunities both for personal job satisfaction and for career development reasons.

# Chiswick School

## Person Specification - Geography teacher



	Essential	Desirable	Evidence
<b>Knowledge and Experience</b> <ul style="list-style-type: none"> <li>A good honours degree in a relevant subject.</li> <li>A teaching qualification together with Qualified Teacher Status (QTS).</li> <li>Induction Certificate (if qualified after 7<sup>th</sup> May 1999).</li> <li>Right to work in the UK.</li> <li>Excellent subject knowledge.</li> <li>Experience of strong teaching and raising attainment in a challenging classroom environment.</li> <li>Experience of teaching in a diverse school community.</li> <li>Evidence of continually improving the teaching and learning of their subject.</li> </ul>	<div>√</div> <div>√</div> <div></div> <div>√</div> <div>√</div> <div></div> <div>√</div> <div>√</div>	<div></div> <div></div> <div>√</div> <div></div> <div></div> <div>√</div> <div></div> <div></div>	Application form Letter of application Interview References
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>Strong classroom practitioner.</li> <li>Effective and systematic behaviour management, with clear boundaries, sanctions, praise and rewards.</li> <li>Has good communication, planning and organisational skills.</li> <li>Able to use a range of teaching and learning strategies.</li> <li>An understanding of how assessment for learning can improve student performance.</li> <li>A confident and competent user of ICT.</li> <li>Knowledge and understanding of how ICT can be used in the teaching of the subject to enhance student learning.</li> <li>Able to use student data to raise standards.</li> <li>Commitment to regular and on-going professional development and training to establish strong classroom practice.</li> </ul>	<div>√</div> <div>√</div> <div>√</div> <div>√</div> <div>√</div> <div>√</div> <div></div> <div>√</div> <div>√</div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>√</div> <div></div> <div></div>	Lesson observation Letter of application Interview References
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>Enthusiasm and a positive outlook.</li> <li>The ability to work independently and collaboratively as a member of a team.</li> <li>Creative in problem solving together with a willingness to take on or try new approaches and ideas.</li> <li>Reliability and integrity.</li> <li>An excellent record in regard to health, attendance and punctuality.</li> <li>Ability to prioritise and meet deadlines.</li> <li>Willingness to be involved in the wider life of the school.</li> </ul>	<div>√</div> <div>√</div> <div>√</div> <div>√</div> <div>√</div> <div>√</div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>√</div>	Application Form Letter of application Interview
Commitment to following clear child protection and safeguarding procedures and policies of the school.			
<b>Other requirements:</b> This post is exempt under the Rehabilitation of Offenders Act 1974. Due to the sensitive nature of the duties the post holder will be expected to undertake a criminal record check as part of the recruitment process.			