

JOB SPECIFICATION

FACULTY: Humanities

JOB TITLE: TEACHER OF GEOGRAPHY

The Humanities faculty at Moulsham High School is successful, forward thinking and innovative.

There is a real team ethos where everyone works collaboratively to achieve the best possible outcomes for the students, teachers and school alike.

The faculty looks to prepare students for the 21st Century and the ever changing world of work by implementing initiatives, all aimed at raising standards and expanding opportunities at Key Stages 4 and 5.

The department consists of four full-time and one part time Geography specialist.

It is based in five classrooms, each of which is wireless networked and equipped with an interactive whiteboard/multimedia projector.

All of the classrooms have direct shared access to a suite of computers. In addition each teacher is provided with his/her own laptop.

ATTAINMENT

GCSE Geography

|  |  |  |  |
| --- | --- | --- | --- |
| Year  | 2015 | 2016 | 2017 |
| A\*-C | 70 | 76 | 80 |
| A\* - A | 22 | 26 | 33 |

A Level Geography

|  |  |  |  |
| --- | --- | --- | --- |
| Year  | 2015 | 2016 | 2017 |
| A\*-B | 52 | 35 | 63 |
| A\* - A | 27 | 15 | 31 |

CURRICULUM

Key Stage 3

Geography at KS3 aims to inspire and engage students in the world around them, helping them develop a sense of place in the world.  Year 7 units focus upon developing the skills required to succeed in Geography at KS3 and beyond, as well as providing a flavor of the relevance of Geography in our daily lives.

Schemes of work throughout KS3 are designed to be progressive and challenging to all levels of ability.

The department's strong resource base allows lessons to be delivered using varied approaches, making full use of the ICT equipment available to us as well as audio visual resources.

By Year 9, contemporary units such as ‘Globalisation’ equip students with the skills to explore issues independently and develop analytical skills, preparing themselves for GCSE and beyond.

Key Stage 4

The Geography GCSE course follows the AQA Specification.

The course is designed to give students an insight into future issues and challenges through the study of current issues of local, national and global importance.

There is a strong link in this specification to issues such as environmental sustainability, challenges of urban living and natural world hazards.

By exploring their own values and attitudes to these, and similar, issues, students can prepare themselves for the world in which they will live and help to shape our planet's future.

Key Stage 5

AQA Advanced Level Geography undertakes an exploration of human interactions with their physical environment.

The issue and impact approach is designed to engage students in debate, exploring themes of environmental impact, management, sustainability and citizenship.

Fieldwork, lectures and visits play an integral role in developing practical skills and expanding individuals' knowledge and understanding of current events.

Adopting a contemporary physical and human case studies approach engages students and questions their preconceptions of the subject.

FIELDWORK ACTIVITIES

GCSE students visit Walton on the Naze and Greenwich Peninsula in order to prepare for their Unit 3 exam.

Year 12 students visit Criccieth in Wales to prepare for their AS Unit 2 paper.

The department also has a link school in Nanjing, China and students have the opportunity to participate in joint activities at Moulsham and in Nanjing.

THE POST

We are looking for a conscientious, innovative and well-qualified teacher with a genuine enthusiasm for Geography who can inspire our students and make a real contribution to the faculty.

The post is suitable for either an NQT or a more experienced teacher.

The successful candidate would be required to teach Geography at Key Stages 3, 4 and possibly at KS5.

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NOTE

All staff at Moulsham High School are expected to:

* participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager;
* comply with individual responsibilities, in accordance with the role, for health & safety in the workplace;
* ensure that all duties and services provided are in accordance with the school’s Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Moulsham High School welcomes applications from those of all backgrounds, faiths and ethnic groups.



Person Specification - Teacher of Geography – MPR

Those areas marked ‘Essential’ must be demonstrable at the point of interview.

|  |  |  |
| --- | --- | --- |
| Qualities and Attributes | Essential | Desirable |
| Qualifications |
| Good quality Honours degree | ✓ |  |
| PGCE, or equivalent, in Secondary Education or working towards  | ✓ |  |
| Qualified Teacher Status or working towards  | ✓ |  |
| Experience |
| Experience of teaching GCSE Geography | ✓ |  |
| Experience of teaching GCSE at KS5 |  | ✓ |
| Experience of teaching KS3 Geography | ✓ |  |
| Knowledge / Skills |
| Strong subject knowledge | ✓ |  |
| Good and imaginative use of resources including new technologies | ✓ |  |
| Good understanding of Assessment for Learning and the ability to put this into practice | ✓ |  |
| The ability to engage students and generate high levels of commitment from them by using well- judged and imaginative teaching strategies.  | ✓ |  |
| The ability to differentiate effectively so that the needs of all students are met.  |  | ✓ |
| The ability to develop students’ literacy and numeracy skills. |  | ✓ |
| Well- developed behaviour management skills |  | ✓ |
| An ability to forge good working relationships with staff and students | ✓ |  |
| Efficient organisational skills, including the ability to meet deadlines  | ✓ |  |
| Knowledge and understanding of current developments in teaching within a Food department  | ✓ |  |
| Ensure that whole school policies are implemented consistently | ✓ |  |
| Personal |
| Ability to work hard under pressure  | ✓ |  |
| Ability to manage time and prioritise  | ✓ |  |
| Commitment to continued professional development | ✓ |  |
| Commitment to contribute to extra-curricular activities and educational visits |  | ✓ |
| General |
| Good attendance and punctuality record | ✓ |  |
| Professional dress | ✓ |  |
| Willingness to participate with fieldwork activities. | ✓ |  |

(March 2018)