



## **TEACHER OF GEOGRAPHY** **April 2019** **INFORMATION FOR CANDIDATES**

### **Introduction**

This document, which includes a Person Specification and outline Job Description, will give you an idea of the vacancy. We wish to appoint someone who is looking to make a valuable contribution to the Geography department and the wider school. The person appointed will be passionate about teaching and learning as a whole as well as their specialist subject. The ability to teach GCSE is essential and A-Level is desirable. The most important thing is that we appoint the best candidate.

### **The School**

Vyners is a well-established and heavily over-subscribed school with a reputation for high standards of behaviour and attainment. Our core values of Community, Aspiration, Respect and Endeavour underpin everything we do as does our absolute commitment to ensuring our students get a better deal here than they would in any other school in the country.

It was built in 1959 as a four form entry mixed grammar school. In 1977 it became comprehensive and expanded to five forms of entry and in 1996 expanded again to take six forms of entry. In 1991 the school became grant maintained and in 1999 a Foundation School. Specialist College Status in **Mathematics and Computing** was obtained from September 2003. The school converted to academy status on 1 November 2011, a move which allows us greater financial freedom and security, as well as giving us the opportunity to continue to push the boundaries of excellence. Since January 2018 the school has been part of the **Vanguard Learning Trust** which also includes one other secondary school and a local primary school. The current school roll is **1181 with 240 in the Sixth Form**. Our standard admission number is 180 and we are a six form entry school with a significant number of families wanting to send their children to Vyners to be educated.

Despite being a relatively small site, the school has developed some impressive facilities; a large sports hall, extensive ICT facilities and specialist teaching areas. Classrooms are equipped with interactive whiteboard technology and the school network is constantly upgraded. We have invested over £1,000,000 improving the learning environment over the past four years and have exciting plans for the future.

The school was graded **Good** overall by Ofsted in December 2013, with **Outstanding** judgements for Behaviour and Safety and, Leadership and Management. They visited us again in February 2018 under the short inspection framework for Good schools. In the final inspection report, the Lead Inspector noted and stated *'I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being Outstanding'*. The school achieved excellent examination results in 2018. This meant that our headline figure was 79%. We are very proud of our A-Level results with nearly a third of all grades A\* - A and 54% A\* - B grades. We firmly believe that we can build on this success again this year.



### **Location**

The School is situated close to the 'village' of Ickenham in a very pleasant residential area on the edge of the Green Belt. Although only thirty minutes or so from the centre of London by underground, access to the countryside is equally quick via the M40, M25 or M4. The School itself is well situated on a residential road, surrounded by many mature trees, which provides a pleasant atmosphere for both work and leisure.

### **Teaching and Learning**

The current agenda and aspirations for the school are challenging and motivating as we move towards Outstanding. We continue to develop our curriculum to meet the needs of the learners and to improve the skills of our staff to deliver this curriculum. To support this work the whole school community is committed to improving teaching strategies and understanding better how students learn. We know that effective learning cannot be left to chance; we have to refine and change our approaches if we want to make real and lasting improvements. We recognise the need to prepare students for the 21<sup>st</sup> century and make extensive use of new technologies (mobile technology, Web 2.0 tools) and are striving to develop more independent learners. Google Classroom is embedded in the school as a tool to support learning. Our key focus this year is exceptional teaching, which promotes engagement with the processes of explanation, practising and testing to enhance learning.

Developing and training Middle Leaders in the effective use of data and helping them to develop a range of different teaching strategies within their teams have been priorities. Each year we deliver significant staff development, including our annual Staff Conference, which has a focus on developing specific aspects of teaching and learning.

### **The Staff**

Staff morale at Vyners is high, supported by a positive working environment and reviewed through staff surveys. The school puts a great deal of time and resources into training and developing its staff. Appraisal is focused on school improvement, professional development and well-being. Staff meetings encourage high levels of discussion and feedback and some staff are involved in one of our Teaching and Learning bursaries to develop and recommend major changes to whole school policy. Professional development is run every Tuesday after school, and a 'Teaching and Learning Community' meets on Wednesday mornings to develop knowledge and understanding of pedagogy and share good practice. Many staff give freely of their time to run numerous lunchtime and after school activities.

### **The Students**

Central to everything which happens at Vyners are our students. Staff seek to ensure that every young person feels valued and listened to. Relationships between staff and students at Vyners are excellent; raised voices are seldom heard and students appreciate the fact that they are encouraged to express and discuss their views. The Student Council plays an important role in the development of policy at Vyners. Students take part in the development of the school vision and values and all applicants for teaching posts are interviewed by a student panel.



## THE GEOGRAPHY DEPARTMENT

The subject is very well resourced, forward looking and always trying to improve on its successes. Numbers studying Geography at both GCSE and A Level are strong and many of our students go on to study the subject at University. Exam results are good and continue to improve and the department expects some outstanding results this year.

### Aims and Objectives

The Geography Department's aims and objectives are:

- To provide an enriching and rewarding curriculum of Geography for all our students.
- To make the learning of Geography enjoyable, stimulating and challenging.
- To use a wide variety of teaching methodologies in the classroom.
- To help students understand and use key geographical terms both in lessons and later as a global citizen.
- To help students gain greater understanding of Geography through the acquisition of geographical knowledge.
- To support students to develop a wide range of numeracy and literacy skills within a geographical context and to develop geographical skills in the classroom.
- To foster an environment where students develop critical thinking and are encouraged to take a leading role in their learning.
- To help students develop confidence in expressing their geographical thinking and ideas.
- To ensure that all students' attainment and achievement is the best it can be
- To use Assessment for Learning.
- To highlight the positive contribution the subject can make to the broader school curriculum.
- To extend learning out of the classroom whenever possible eg trips, speakers, workshops to enhance learning, not only taking part in these activities, but also be willing to organise these events throughout the year is essential.
- To keep up to date with how Geography is presented in the news and through curriculum changes and be able to respond to these changes for the benefit of our students.

### What we teach in Geography

Our KS3 curriculum is a broad, varied and interesting programme of study. We are constantly updating our lessons to provide topical and fresh content to educate and prepare our students for the changing world around them.

Year	Scheme of Work
Year 7	Physical Geography of the UK. Population of the UK. Weather and climate. Coastal Processes. Geography of Africa. Kenya Case Study.



Year 8	Our restless earth. Asia and South-West China. International Development. Living off the Earth. Glaciation and Russia. The Middle East.
--------	--

At KS4 students follow the OCR B 9-1 GCSE Geography specification.

Year 9 (Foundation GCSE year)	Global Hazards. Changing Climate. Dynamic Development. Spiral Learning.
Year 10	UK in the 21st Century. Sustaining Ecosystems. Urban Futures. Spiral Learning.
Year 11	Urban Futures cont. Distinctive Landscapes. Resource Reliance. Spiral Learning.

At KS5 students follow the Pearson Edexcel A-Level Geography specification.

Year 12	Topic 1: Tectonic Processes and Hazards Topic 2b: Coastal Landscapes and Change Topic 3: Globalisation Topic 4a: Regenerating Places
Year 13	Topic 5: Water Cycle and Insecurity Topic 6: Carbon Cycle and Energy Insecurity Topic 7: Superpowers Topic 8: Health, Human Rights and Intervention

### Facilities

- The Department has a suite of teaching rooms
- All classrooms in the department have interactive white-boards
- The department has access to the schools' set of over 100 Google Chromebooks
- There is a very well-stocked resources room and a department office
- We are located close to the Learning Resources Centre which we may book for ICT work and research work.
- We have online access to a variety of learning platforms such as Kerboodle across the whole department.

**Other information**

- We endeavour to offer students extra-curricular opportunities whenever appropriate. This includes field-trips to destinations such as Iceland, The Azores and Devon.
- In class, support is available for students identified with special educational needs. We have worked hard to create a collection of differentiated lessons so students with special educational needs receive the best learning we can give them throughout the department.
- Older students help to organise and run several clubs and activities including revision sessions close to exam times.