



TEACHER OF GEOGRAPHY

**MPS/UPS
Full-time**

Permanent from September 2018

Applications to be received by 12 midnight,
Sunday 18th February 2018

‘Working together to achieve success’

www.josephrowntreeschool.co.uk

joseph.rowntree@york.gov.uk



The
**Joseph Rowntree
School**

the right school to grow in



"He who is not courageous enough to take risks will accomplish nothing in life."



"I just wish the world was twice as big and half of it was still unexplored."



"One child, one teacher, one book, one pen can change the world."



"It is our choices that show what we truly are, far more than our abilities."

*'Working together to achieve
success'*

Dear Prospective Applicant

Welcome to The Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

GENERAL INFORMATION

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2017 we achieved the best ever set of GCSE results in terms of progress measures for our students. Students achieved very highly in the new more rigorous English and Maths GCSEs and it is worth noting that one student achieved 3 Grade 9s, only one of 2,000 in the country to do so. We also achieved a positive Progress 8 score which is a real reflection of the hard work of students, staff and parents to achieve these outcomes for our learners. We were also delighted with the large number of students gaining A and A* grades, with over 20% of all grades being 8/9/A/A*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form in the top 25% of the country. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. There are new challenges ahead; this year our current Year 11 will take the new GCSEs in a range of subjects whilst Year 10 will begin the new specification in all their subjects.

ORIGINS

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

GROUND AND BUILDINGS

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

THE EDUCATIONAL CONTEXT

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

OUR STUDENTS

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals and there are 240 on the SEN register, 26 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

OUR STAFF

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

ORGANISATION

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, two Associate Assistant Heads and a School Business Manager.

CURRICULUM

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

IN CONCLUSION

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

APPLICATION INFORMATION

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- tb@josephrowntree.york.sch.uk.

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

Richard Crane

Headteacher

IMPORTANT INFORMATION

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request.

Person Specification
Teacher of Geography

Attributes	Essential	Desirable	How Identified
Qualifications	QTS status Qualification to the equivalent of degree level in Geography or a related subject	Further relevant qualification in Geography.	Evidence of paper qualifications
Work related experience and associated skills	Knowledge and understanding of Geography at KS3, KS4, and possibly A' level - of strategies that improve understanding Good classroom practitioner with evidence of setting appropriate expectations to advance learning and engage and motivate students. Ability to encourage and maintain a good standard of discipline through well focused teaching, positive relationships and good classroom management Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons Ability to reflect on own practice. Ability to differentiate tasks appropriately	Ability to use research evidence to inform and improve teaching	Application letter will have paragraph on how experience fits person specification Evidence from teaching a 30 minute lesson to a class of relationships, class management, teaching and learning strategies, ability to engage students Interview questions on teaching and learning strategies, assessment of student work and its use and communication, and classroom management
Specialist knowledge and understanding	Secure knowledge and understanding of the knowledge, concepts and skills in teaching Geography.	Able to make good use of ICT as a learning resource Knowledge of how to give positive and targeted support to students with special educational needs	Application letter will have paragraph on how experience fits person specification Interview questions will test specialist knowledge

Person Specification
Teacher of Geography



Attributes	Essential	Desirable	How Identified
Personal skills and attributes	<p>Determination to encourage the highest quality of learning experience for all students</p> <p>A commitment to equal opportunities</p> <p>Ability to establish good and productive working relationships, and work well in a team</p> <p>Ability to communicate effectively to staff, students, parents, orally and in writing</p> <p>Ability to meet deadlines</p> <p>Able to empathise with young people and yet be firm, fair and consistent when dealing with them</p> <p>Excellent attendance and punctuality</p> <p>Ability to work in and to lead a team</p> <p>Enthusiasm, personal dynamism, and stamina</p> <p>Sense of humour and perspective</p> <p>Ambition</p> <p>Personal presence</p>	<p>Ability and willingness to offer extra-curricular activities.</p>	<p>Evidence from the taught lesson of enthusiasm, empathy with young people, communication</p> <p>Interview questions will cover (and ask for examples of) classroom management philosophy and practice, working in a team, how candidate evaluates equal opportunities in his/her lessons</p> <p>Ability to communicate effectively in the letter of application and at interview will be used as evidence on communication</p> <p>Evidence from references will reflect school's request for comments on personal skills and attributes</p>

The Joseph Rowntree School



“The right school to grow in”

TEACHING POST - JOB DESCRIPTION

DUTIES AND RESPONSIBILITIES

The following duties shall be deemed to be included in the professional duties which a teacher may be required to perform:-

Teaching

- Planning and preparing courses and lessons;
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the students in school and elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of students.

Other Activities

- Promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;
- Making records of and reports on the personal and social needs of students except in instances where to do so might be regarded as compromising a teacher's own position;
- Communicating and consulting with the parents of students;
- Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;
- Participating in meetings arranged for any of the purposes described above.

Assessments and Reports

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students except in instances where to do so might be regarded as compromising a teacher's own position.

Staff Development/Training/Reviews/Meetings

- Participating, if required, in any scheme of staff development and performance review.
- Reviewing from time to time his/her methods of teaching and programmes of work;
- Participating in arrangements for his/her further training and professional development as a teacher.
- Advising and co-operating with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, Health and Safety

- Maintaining good order and discipline among students in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

- Supervising and teaching any students whose teacher is not available provided that a teacher (other than a supply teacher) shall not be required to provide such cover after the first day on which a teacher is absent.
- Supervising and teaching any students whose teacher is not available in the case of emergency cover where less than 1 days notice was known to and agreed by the Headteacher in advance.

Public Examinations

- Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examination.

Management

- Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers.
- Co-ordinating or managing the work of other teachers.
- Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

Administration

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- Attending assemblies.
- Registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions.

Working Time

- A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation.
- A teacher, other than a teacher employed in a residential establishment, shall be available to:
- Perform such duties at such times and such places as may reasonably be specified by the Headteacher, for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work.
- Unless employed under a separate contract as a midday supervisor, a teacher shall not be required to undertake midday supervision.

THE JOSEPH ROWNTREE SCHOOL



THE GEOGRAPHY DEPARTMENT

The Geography Department at The Joseph Rowntree School has a commitment to high standards of work and behaviour, as expected from the school as a whole. The department has seen significant increases in up-take at KS4 and KS5 as well as a rise in enthusiasm for the subject across KS3 in recent years.

Geography is currently taught by four full time specialist members of staff. The department has the need for a full time member of staff with the ability and desire to teach across KS3, KS4 and KS5 if possible.

Geography is taught across all year groups. In KS3 students are taught four sixty minute lessons per fortnight. In KS4 students are taught five sixty minute lessons per fortnight following a GCSE syllabus. Students at KS5 are taught 9 lessons per fortnight. Students in KS4 currently follow the AQA 9-1 syllabus. Field work is completed by students in Year 11 and involves a one day field trip to the East Yorkshire Coast and a one day field trip to Leeds. A-Level students follow the AQA Geography syllabus. Students study Changing Places, Hazards, Water and Carbon Cycles and Skills in Year 12 and complete a rivers based piece of field work in Dalby Forest and a human based piece of field work in York. The Geography department teach in adjoining rooms, all equipped with smart boards and projectors. The department is well resourced with new, up to date schemes of learning which cater for a variety of learning styles.

We are looking for a dynamic and enthusiastic teacher of Geography to join the department.

THE JOSEPH ROWNTREE SCHOOL



SCHOOL VISION AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.