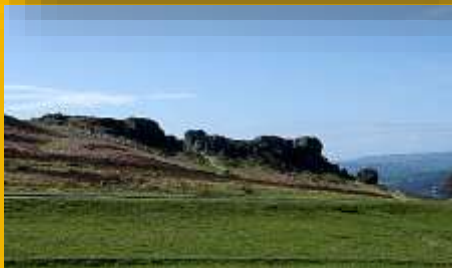


Ofsted
Outstanding
Provider



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST



**TEACHER
OF GEOGRAPHY**
(the ability to teach a
further Humanities
subject would be
desirable)

February 2018

TEACHER OF GEOGRAPHY

(The ability to teach a further humanities subject would be desirable)

Thank you for requesting details for the post of teacher of Geography. This is an exciting opportunity for someone to join a popular and ambitious curriculum area where standards and levels of student engagement are high. This post is required from September 2018.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding learning, teaching and support. He/she will also be expected to contribute to working collaboratively in the Humanities department, as well as towards enhancing our provision for enrichment and intervention. The ability to teach a further humanities subject would be advantageous.

This is an incredibly exciting time in the school's development. In 2013 the school rolled out iPads to all students in KS3 with the aim of personalising learning and preparing our students for life and work in the 21st Century. From September 2016, our commitment to digital technology has meant all students now have an iPad as part of their school equipment. Indeed, whilst we have a long history dating back to 1607, we are a modern school with innovation at the heart of our vision as a learning community. We continually advance our curriculum to be responsive to student need, and invest in the professional development of our staff to keep ourselves at the cutting edge of educational development.

We are very proud of our excellent reputation in the local community, as well as the wider Leeds and Bradford areas and pride ourselves on the quality of education we provide to our students. Our Ofsted inspection of March 2017 confirmed us as an 'Outstanding' school in all areas, where students "attain highly and make excellent progress", where behaviour is "exemplary" and where "teachers go the extra mile to make sure students achieve, feel cared for and thrive within a supportive and productive learning environment" (Ofsted March 2017). Our 2017 'A' Level and GCSE results were outstanding and on many levels were the highest in the school's history: 42.4% of all A-level entries were at A/A* and 76.7% at A*-B; at GCSE over 36% of entries were at the highest grades A/A* or 7-9 contributing to a positive Progress 8 score of +.31. This success was also recognised in The Sunday Times Schools Guide 2018 with Ilkley Grammar School named as the top ranked comprehensive school in the north of England.

As a comprehensive academy, our overriding aim at IGS is to ensure that our students achieve everything that they are capable of – their 'Personal Best' - from Year 7 through to Sixth Form and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

Staff wellbeing is also extremely important to the school and we have recently introduced a number of extra-curricular, voluntary 'Wellbeing Wednesday' sessions for staff to access across the school year. The school closes earlier for students on Wednesdays in order to accommodate these sessions as well as to facilitate whole school and departmental staff CPD.

If you are inspired by this opportunity and have the qualities to contribute to our high quality provision, then we would be delighted to hear from you.

As part of your **online application** in the Personal Statement section (no more than 2 sides of A4) please explain:

- how your experiences, qualities and skills make you suitable for the post

Closing date for applications is **8am Monday 19th February 2018**

Interviews will be held: **week commencing Monday 19th February 2018**

If you do not receive an invitation to interview by **4pm Thursday 22nd February** we regret you will have been unsuccessful on this occasion; may we take this opportunity to wish you every success in your future career.

Helen Williams
Headteacher

Generic Job Description

Subject Teacher

Responsible to: Curriculum Leader: Humanities/Head of Geography

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

❑ Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PPI etc)
- To know and implement the 'How Needs May Be Met' information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

❑ Teaching and Learning

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To develop and use the iPad to secure best progress
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

❑ Assessment for Learning

- To employ a range of AfL opportunities and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

❑ Personal Best

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies (see Tutor Role)
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To follow the Bradford Code of Conduct for Staff Working with Young Learners (see separate section in Handbook)

- To communicate and consult with parents as required
- ❑ **Enrichment**
 - To commit to the Humanities programme of extra-curricular and enrichment opportunities and visits
 - To contribute to other enrichment opportunities across school – within year groups, in Learning Communities, in other visits at home and abroad
- ❑ **Continuing Professional Development**
 - To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share learning and be creative
 - To commit to the school's CPD programme
 - To contribute, as appropriate, to the selection, appointment and induction of new staff, including ITT students and NQTs
- ❑ **Quality Assurance**
 - To contribute to the school's self-evaluation procedures, including graded lesson observations, and other QA activities
- ❑ **Professional Standards**
 - To meet the IGS Learning Standards and DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values and aspirations of the school
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Updated April 2016

ILKLEY GRAMMAR SCHOOL

The Humanities Curriculum Area

As a team, Humanities is passionate about learning and enabling students to achieve their full potential. Our team believes Humanities has an increasingly important role in enabling students to better understand the dynamic and changing world in which they live and what it means to be part of it. Teachers' enthusiasm for their subjects ensures that lessons are engaging, enjoyable and accessible to all. Everyone strives to enter into a spirit of teamwork, resource sharing, mutual support and co-operation. This is at the heart of everything we do.

Humanities represents one of the largest, most diverse, dynamic and successful Curriculum Areas in the school. It comprises six different departments covering 12 subjects. These are supported by 23 full or part time staff located in either modern or fully refurbished rooms across the school. Each classroom comes equipped with a digital projector and has access to laptops or computing facilities. Photocopying and reprographics are available for all colleagues.

In KS3, student in Years 7-9 do core History and Geography regularly every week. The same is true for RE as a statutory requirement. In Year 9 students can take early options in Philosophy and Ethics, Business and Law.

The aim is to prepare our students to be 21st century independent learners. A driving factor in this is the use of iPad technology as a way empowering students in owning and leading their learning. The skills taught at this stage are built upon throughout the rest of the key stages.

At Key Stage 4 and 5, the composition of the teaching groups in all Humanities subjects is dependent on the options system. At GCSE most groups tend to be of mixed ability, however, setting may occur where possible.

Nat Adams: Curriculum Leader Humanities
November 2017

Departmental Subject Profile Geography

Departmental Ethos

As a department, we strive to ensure that each student gains a sense of wonder and interest in places through different teaching techniques and a variety of topics. We aim to use literacy, graphicacy, cartography, numeracy and visual stimulus to encourage students to ask questions about the world. We help students to think spatially and at various scales.

We believe that fieldwork is a key element of geography. It enables students to gather, present and analyse information about the real world. This experiential learning allows students to be independent and put theory into practice. In turn, this encourages students to think laterally about current issues and alternative sustainable futures as a result. It is our passion and enthusiasm for the subject which drives the success of the department. Our goal is to help develop resilient global citizens who understand their own roles and responsibilities on a local, national and global scale.

The Team

The Geography department has a wide base of experience in teaching. There is a core of five specialist teachers who teach across the Key Stages. We have a wide range of responsibilities within the department and school from tutoring to coaching, learning team to sixth form tutors. We encourage collaborative learning through departmental meetings where we share good practice and plan units collaboratively. In recent years, the department has also made links with other Red Kite partnership schools to develop geography provision.

The Curriculum

In Years 7 and 8, students currently study four lessons of geography per fortnightly cycle with Year 9 students receiving three per cycle. At GCSE, they have six lessons per cycle, and eleven at A Level. In Year 7, students are taught in their mixed ability tutor groups. In Year 8, students are set in two bands; one mixed mid-higher ability band and one lower ability. In Year 9, there are three sets of varying ability. GCSE and A Level are all mixed ability groups.

Geography topics at Year 7, 8 and 9 are wide and varied, ranging from looking at rubbish and its effects on the environment to natural hazards and associated risks. We ensure a balance of physical and human geography throughout year groups and are always looking to adapt learning with contemporary developments.

GCSE Geography is one of the most popular options at IGS with ten mixed ability classes across key stage 4. We follow the new GCSE AQA specification. Fieldwork for the new GCSE will cover both Human and Physical topics and be based on local studies, such as the Ilkley and the River Wharfe. The topics that will be studied are Natural Hazards, Physical Landscapes of the UK (Rivers & Coasts), The Living World, The Changing Economic World, Resource Management & Water and Urban Issues

Uptake at A-Level is also high with five groups across key stage 5. We follow the new AQA specification studying Coastal Systems & Landscapes, Hazards, Global Systems & Governance, Water & Carbon Cycles, Changing Places and Population & the Environment. We take the opportunity for fieldwork very seriously and offer a course at every stage with AS and A2 students normally going away for at least one night. In the past this has been to the Cranedale centre in North Yorkshire and Rhyd-Y-Creuau FSC centre in North Wales. This is currently being adapted for the new requirements at post-16 to enable students to complete an independent investigation.

Departmental resources

As a department we use the facilities within the Curriculum Area and whole school. We have a good range of fieldwork equipment and technologies which help students gain the most from their work. Our classroom resources have been built up over the years to complement our work and support students in their learning.

Independent Learning

At KS3 and 4, students are set independent learning tasks incorporating project based learning. These are all accompanied by success criteria and expected outcomes. This is developed in consultation with the whole department with methods of marking and feedback discussed to show appropriate progress and independence.

At KS5 students are given greater ownership of their learning and are expected to read around the topics they are studying in addition to completing home extension activities. Students are encouraged to involve themselves in keeping up-to-date with current affairs.

Enrichment

Fieldwork is a pivotal part of geography at Ilkley Grammar School and much is done to encourage participation in geography outside the classroom. We currently run fieldwork for Years 10, 12 and 13 as described. In addition to this, Year 8 students take part in the annual Send My Friend to School campaign as part of the international 'Global Campaign for Education' where their work is sent to the Prime Minister.

At Post16 we also run a bi-annual trip to Iceland for around 4/5 days during the Easter holiday. This excellent trip is designed to excite and enthuse students for further Geographical study and encourage general interest in the subject. It has been run for a number of years with large uptake and success. In 2010 we were in Iceland during the eruption of the Eyjafjallajökull volcano which halted air traffic around the world which really drove home to the students the applicability of the subject to modern life!

In the future, we intend to increase local fieldwork for key stage three students and continue fieldwork already established.

December 2017

ILKLEY GRAMMAR SCHOOL
Personnel Specification
Teacher of Geography

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching Geography to KS5	E	Application and selection process
<input type="checkbox"/> The ability to teach a further humanities subject	D	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching Humanities subjects	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	
<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	

Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Academy's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> Will not require holiday during term time	E	

Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name **Signature.....**

Line Manager:

Print Name **Signature**

Date: