**Teacher of Geography**

**Job Purpose**

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| * The primary responsibilities of this post are to plan a programme of study for students in Years 7-13 that meets the learning aims of the school. * Support the development of a vibrant geography programme for students aged 7-11. * Deliver the programme to all students across the age range in order that students may make good progress in their learning journey. * Ensure the Self Directed Learning philosophy of the school is presented in an age appropriate manner to all students * Regularly assess progress in order to support and challenge the learning journey * Lead a Tutor Group |

**Safe Guarding**

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| * The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. * This post is subject to enhanced DBS Disclosure and were appropriate overseas checks * The successful candidate will share the whole school commitment for safeguarding and promoting the welfare of children. |

**Accountabilities and Principle Contacts**

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| * Receive direction from and be accountable to the Headteacher, or the HTs delegated lead, for the education experience, progress and achievement of the students across the age range * Main contacts are with students, LSAs, teachers and parents |

**Job Description**

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| **Planning**   * Plan learning activities to support, stretch and challenge students of all abilities * Provide opportunities for students to develop the skills of a Self-Directed Learner * Plan within teams and across phase to ensure high quality outcomes for all students * Ensure all plans cover the programmes of studies for the appropriate examinations within the subject * Work with National Curriculum Leads to ensure delivery of the curriculum |

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| **Teaching**   * Teach a range of courses at an age appropriate level up to and including GCSE and A Level * Provide this teaching through varied strategies * Demonstrate a strong classroom ethos including management of learning and behaviour * Guide and develop the work of Learning Support Staff * Ensure that learning is supporting the development of SDL skills   **Assessment**   * Assess, monitor and track the learning of students in line with school policy * Ensure all reporting is done on time and is accurate * Use gap analysis to identify small steps to greater student progress * Have a coaching dialogue with students * Reporting to parents   **Tutor**   * To lead a Tutor group * To build strong learning relationships with the students in the tutor group * To take an overview of the learning journey of each student in the group * To be the first line of support for students in the group * To help deliver the active PSHEE programme in the school * To lead activities in the enrichment programme |

**Continued Professional Development**

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| * To take responsibility for your professional development * To provide professional development opportunities for others * To develop coaching skills * To develop the pedagogy and skills required to deliver SDL * To provide evidence of impact of professional development on student learning and progress * We encourage innovative practice and to learn from taking risks   As an education group we are committed to continued professional development and therefore we are able to offer up to 15 days per year of professional development opportunities, through school and our Teacher Academy. |

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| **Role Requirements** | **Essential** | **Desirable** |
| Qualified Teacher Status |  |  |
| Geography Subject Specific Qualification |  |  |
| Willingness and  experience of teaching Citizenship up to GCSE |  |  |
| Experience of teaching across the secondary age range |  |  |
| Experience of programmes of study and or experience of teaching students at KS2 |  |  |
| Evidence of delivering good outcomes for students |  |  |
| Experience of teaching another subject |  |  |
| Good ICT skills |  |  |
| Evidence of suitability to work with children |  |  |
| Evidence of developing good student learning relationships |  |  |
| Demonstrable Knowledge of Safeguarding |  |  |