

GEOGRAPHY TEACHER JOB DESCRIPTION

Job Title:	Geography Teacher
Line Manager:	Head of Department

Purpose of Job

Subject teachers are responsible for maximising the academic progress of the students they teach, working with colleagues to participate fully in the development of the department. Subject teachers promote a positive, purposeful and professional working atmosphere that encourages co-operation and challenge, whilst valuing the contribution that individuals make to the success of the Department.

Duties and Responsibilities

- Encourage high standards in all aspects of school life, particularly in student progress
- Contribute to the effective and efficient running of the School
- Promote a School culture which is positive, purposeful and professional
- Support and motivate students, teachers and other School employees
- Encourage consultation, review and improvement

Teaching and Learning

- Plan and prepare well-structured, clearly presented lessons appropriate to the abilities of all students and the syllabus being taught
- Make sure that the classroom is a stimulating environment that facilitates learning
- Generate enthusiasm for the subject being taught and inspire all students to work to their potential
- Liaise with the Head of Department and Learning Support Department where a student may have special educational needs and with the form tutor and Head of House if a student is experiencing pastoral difficulties
- Promote high standards of behaviour by encouraging a positive, proactive approach to studying and build productive relationships with students
- Set homework which is appropriate to the student's ability and their wider workload, following School policy
- Assess student's work accurately and regularly, giving thoughtful and meaningful feedback
- Promote high standards of organisation
- Be punctual to lessons
- Promote high standards in the use of English as the common language and help develop English for Academic Progress
- Improve, update and maintain materials and resources as needed
- Complete written assessments and reports according to guidelines and deadlines

Responsibilities to Parents

- Provide high quality, accurate, constructive and targeted information to parents at Parents' Evenings, in subject reports, incidental meetings and communications
- Assess, record and monitor the progress of all students according to faculty guidelines to provide accurate information to parents as required

Responsibilities to the Department and School

- Be respectful of the needs of colleagues regarding co-operation, collegiality, deadlines and team cohesion
- Participate positively in departmental meetings, follow policies and contribute to making an effective and efficient department
- Promote professional dialogue, share ideas about teaching and learning and support other teachers in developing good practice and new approaches and initiatives
- Take part in and contribute to department and whole School INSET activities
- Enthusiastically contribute cross-curricular links and initiatives and Leadership in Action activities
- Be involved in new responsibilities within the department as part of an on-going process of professional development
- Keep up to date with developments in the Subject, and in education generally

Other Responsibilities

- Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team
- Any duties that the Head Master deems necessary for the effective operation of the School

Required Qualifications, Knowledge, Skills and Personal Qualities

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum three years' teaching experience
- Familiarity with the National Curriculum of England (Plus IGCSE/GCSE and/or A Levels as appropriate)
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extra-curricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- Previous experience working with students for whom English is not their first language
- A positive and solution-focused attitude to working life
- Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children
- Appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

Education is an ever-changing service and all staff are expected to participate constructively in schools activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.

Harrow International School Bangkok is committed to the safety and protection of children.
All employees are expected to comply with our School Child Protection and Safeguarding Policy.

GEOGRAPHY TEACHER JOB SPECIFICATION

About the Faculty

The Humanities Faculty is a high performing and experienced faculty which includes Geography, History (and Classical Civilisations), Religious Studies, Travel and Tourism and Development Studies. In the Prep Phase, an integrated Humanities course is taught in Year 6 and 7 and then splits into discrete subjects in Year 8 and in the Senior School (Years 9-13). The Faculty focuses on differentiating learning for all and instilling a passion for learning amongst the students. In keeping with this, there are ample opportunities provided for students to become immersed such as trips to Russia, Germany and France with History and through trips to Chiang Rai, Phetchaburi and Krabi each year to support Geography fieldwork. The Head of Faculty is supported by two 'Second in Faculty' post holders, one who leads the Geography department (including Development Studies and Travel and Tourism) and one who leads the Prep Humanities and the Senior School Religious Studies departments.

About the curriculum

Within the Humanities Faculty, the following qualifications are presently offered:

- IGCSE Geography (CIE)
- IGCSE History (CIE)
- IGCSE Development Studies (CIE)
- GCSE Classical Civilisations (AQA)
- GCSE Religious Studies (AQA)
- International A Level Geography (CIE)
- International A Level History (CIE)
- International A Level Travel and Tourism (CIE)

Geography and History are both popular choices at IGCSE, with around 70-80 students opting for Geography in Year 10 and 11 and 50 students opting for History. We also offer IGCSE Development Studies to our Year 10 and 11 high-flyers by invitation only. At A Level, our take up in Geography and History is around 15-20 students per subject, with around 10 students opting for Travel and Tourism.

Teaching Experience in the following areas would be an advantage

- Experience of and a willingness to teach Cambridge IGCSE and Cambridge International A Level Geography, and A Level Travel & Tourism
- Experience of teaching Key Stage 3 and a willingness to teach both Humanities and Geography across each of the three phases of the Upper School (Year 6 to 13)
- Experience of designing and delivering geographical fieldwork and willingness to give up time beyond the school week to accompany students on residential field trips around Thailand
- A willingness to teach and help to further develop the IGCSE Development Studies course.

Aptitude or experience in the following areas would be an advantage

- A passion for the teaching of Geography which you share enthusiastically with both colleagues and students. You should have a desire to instil within students an interest in global issues
- An ability to use technology to support the delivery of the curriculum



- Knowledge of 'assessment for learning' strategies to adjust teaching and develop a positive dialogue for progress with students
- An awareness of the needs of EAL, SEN and G and T students and a knowledge of strategies to support all within a mixed-ability classroom
- A willingness to offer regular additional support to students outside of normal teaching time. For instance, in the provision of support and revision sessions for students prior to examinations, and the organisation of 'critical lunches' to challenge our most able
- An ability to use external data (e.g. CAT, Yellis and Alis) to guide and support student progress and inform target setting
- A desire to participate in the wider life of the School, contributing with enthusiasm to extra-curricular clubs and activities on a regular basis.
- Experience of Model United Nations