



LOUGHBOROUGH GRAMMAR SCHOOL APPOINTMENT OF GEOGRAPHY TEACHER

Background:

Loughborough Grammar School Geography Department seeks to employ a new or qualified Geography teacher to take up this post in September 2018. The successful candidate will be required to deliver the subject at all levels of the school, from Year 7 through to Oxbridge level in Year 13. Above all, we seek someone with an excellent command of the subject, together with an ability to deliver it with enthusiasm and authority. A good aptitude in ICT is important as is a keen interest in fieldwork. The department places high value on continuing professional development and encourages colleagues to keep abreast of subject change. The Geography Department at Loughborough has five full-time members of staff who deliver the subject at all levels. The Geography Department is further supported by two Humanities colleagues who teach lessons at Key Stage 3.

Academic Performance:

The Geography Department is one of the most successful and highly regarded departments in the school. Our external examination results over the years have been consistently strong and we have been particularly successful in ensuring that many pupils secure their best AS/A2 grades in our subject. An average of 35 students opt for the subject in Year 12 and around 85% continue with the subject to A2. Interest in the subject continues to grow and we have managed to recruit over 50 students in recent years. In a typical year, 75% of candidates will achieve grades A or B at both AS and A2. At Key Stage 4 the subject has maintained its popularity, with an average of 100 candidates entering for the GCSE examination. Our performance is always strong and we typically achieve upwards of 80% A* to B Grades.

Subject Information:

The normal teaching load is typically 40 periods out of 50 in a week, with each lesson lasting 30 minutes. Staff are encouraged to play an active role in other areas of school life, such as the Games Department and the Combined Cadet Force. This teaching contribution is included in the 40 period allocation.

At AS and A2 Level we follow the Cambridge International (9696) specification, which provides a good balance of Human and Physical Geography. At AS level, the following core modules are taught: Hydrology and fluvial geomorphology; Atmosphere and weather; Rocks and weathering; Population; Migration; and Settlement dynamics. The A2 modules complement the material covered at AS and provide pupils with a strong appreciation of contemporary geographical issues. The following option topics are studied: Coastal environments; Hazardous environments; Environmental management; and Global interdependence.

Geography teaching at both AS and A2 level is allocated 10 periods per week, which is split equally between two teachers. The teaching of geographical skills is a fundamental element of the subject and this is integrated within the Physical and Human Geography courses. Outside of the classroom, four hours of work is set per week, where pupils are given a

variety of research tasks, wider reading and exercises to consolidate their classroom learning. The successful candidate would be expected to teach both Physical and Human Geography at Advanced Level.

Fieldwork is a fundamental element of the subject at AS/A2 level and we use this as widely as possible to support our teaching and enhance the pupils' learning. In recent years we have run field courses at the Cranedale Centre in North Yorkshire during October of the AS year, to assist with the teaching of geographical skills. A wide variety of topics have been investigated, including River Studies, Flood Management, Coastal Geomorphology, and Urban Studies. Those continuing with Geography to A2 in Year 13, undertake further fieldwork with a study of urban regeneration and coastal tourism.

At GCSE level, we have been teaching the Cambridge IGCSE (0976) specification since September 2012. The syllabus has proven to really engage the pupils and it provides an excellent foundation for the new specification at AS and A2. Pupils gain an understanding of the impacts which both physical and human geography can have and the processes which affect their development. They develop a strong sense of place and an understanding of relative location on a local, regional and global scale. Furthermore, pupils enhance their understanding of communities and cultures around the world and learn how they are affected and constrained by different environments. The course places a strong emphasis on the enquiry process, equipping pupils with the ability to analyse geographical data and information.

There are three curriculum themes which contain a number of topics: Theme 1: Population and Settlement; Theme 2: The Natural Environment; and Theme 3: Economic Development and the Use of Resources. The specification is delivered in 5 periods per week with two homework sessions of 45 minutes each to support class work. The course is examined by three written papers and we have chosen to do the alternative to coursework (paper 4) in place of doing written coursework. To prepare effectively for this examination, we undertake an urban-based fieldwork day in Year 11 within the Loughborough area, which is supported by additional investigative work based around river and coastal environments. This plays a fundamental role in supporting our teaching of the course and honing the pupils' enquiry skills in preparation for the examination.

In the Lower School we have devised our own teaching programme which covers the content of Key Stage 3 and key aspects of the National Curriculum. Our subject is allocated 3 periods per week, with one homework session which ranges from 25 to 35 minutes depending on the age group. Our schemes of work are based on the Oxford University Press geog. 1, 2, and 3 series of textbooks. Fieldwork and ICT is built into these courses in order to build a foundation of skills for GCSE.

Pupil performance is closely monitored at all levels by regular and constructive marking of student's work. Internal assessments are carried out on a regular basis and pupils receive half-term and end-of-term attainment and effort grades. Formal reporting occurs at the end of each term through a combination of written reports and a parents' evening.

Resources and Facilities:

The Department is located in the 'N Block' which comprises of six classrooms allocated specifically to Geography, with each member of staff having their own teaching room. The block also includes a Department Office which contains a wide range of teaching resources and additional workspace for lesson preparation and marking.

The School has actively developed the role of tablet devices and the Firefly virtual learning platform. All staff and pupils in Years 8-11 are provided with an iPad for use in the classroom and at home. The Geography Department has an outstanding Firefly page which contains a wide variety of resources to support classroom teaching and promote independent learning. Each classroom is equipped with a projector and a networked computer so that effective use can be made of Apple TV, online resources, the intranet and our extensive library of DVDs. We subscribe to Geoactive, GeoFile, GeoFact Sheet, Geography Review and Wide World publications. The Department is also a member of the Royal Geographical Society and the Geographical Association.

The Geography Office contains three computers, a Xerox printer and scanner for staff use. The Department also has a part-time technician who plays a fundamental role in assisting with lesson preparation and other administrative duties. The School has two large ICT labs available for use.

Pastoral Commitments and Extracurricular Activities:

It is expected that all subject staff contribute to the pastoral system by taking on the role of Form Tutor. The nature of this job will depend on the experience of the candidate. There may also be opportunities for those who would like to gain or develop their experience in boarding.

Extracurricular activities play a fundamental role in developing the all-round education of pupils within our community. Colleagues are expected to contribute to the House System, as well as share and develop their interests and qualifications in a vast range of activities, including sports teams, the Combined Cadet Force, and a wealth of clubs and societies.

Martyn D Butcher
Head of Department

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