The Tiffin Girls' School

Teacher of Geography
(Maternity Cover)

Candidate Information Pack





The Tiffin Girls' School Vision

Our vision is to provide ***'An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society'***.

The school's motto ***sapere aude*** – **dare to be wise**, is embodied in its core values of *Community*, *Love of Learning* and *Character*.

Community:

- Collaboration
- Active Citizens
- Celebrate diversity

Love of Learning:

- Inspiration
- Embrace knowledge
- Creative & Critical thinking

Character:

- Integrity & Respect
- Courage & Resilience
- Independence & Initiative



From the Headteacher

Dear Applicant

Teacher of Geography post (Maternity Cover) at The Tiffin Girls' School – March 2019

Thank you for your interest in the post of Geography Teacher at The Tiffin Girls' School. We are an aspirational school, looking for someone who is knowledgeable and passionate about their subject, and enthusiastic about teaching students who love learning. I hope that the materials we have prepared help you to decide that you would like to apply.

The school is one of the top state schools in the country and in 2018 achieved some wonderful results:

- GCSE: 79.9% level 9-8 and 94% 9-7, Progress 8 of 1.19
- A Level: 37% A* and 92% A*-B

I was drawn to the Headteacher post here because of the wonderful culture and ethos that permeates this remarkable school. Our motto, ***sapere aude* - dare to be wise**, has been shared by generations of students and in application of this motto to our next generation of students, our vision is to promote ***'An intellectually stimulating and outward-facing school, enabling students to flourish and contribute to society'.***

Central to achieving this vision are the school's core values of **Community**, promoting a culture of giving and encouraging students to be active citizens in society; a **Love of Learning,** inspiring students to pursue their passions with freedom of intellect and being challenged to think creatively and critically; and **Character,** building resilience, confidence and independence with integrity and respect for others. With our students' commitment to these core values, we aim to be regarded as much for our academic results, as for being a school community that nurtures involvement in self-discovery and collaboration – placing equal value on learning, outreach and engagement in a wide and diverse range of extra curricular activities.

These three values are all considered when planning for learning, delivering our lessons, in the opportunities we provide, the standards we set, and our daily interactions with the students.

Alongside this, every member of this community is committed to safeguarding and promoting the welfare of all our students. We demonstrate our commitment through:

- maintaining an attitude of 'it could happen here';
- when concerned about the welfare of a student, always acting in the interests of the student;
- establishing and maintaining an ethos where students feel secure and are encouraged to talk and are always listened to;
- ensuring that all students know there is an adult in the school whom they can approach if they are worried or in difficulty; and
- including in the curriculum opportunities which will equip students with the skills and knowledge they need to stay safe from harm, to make informed decisions and to know to whom they should turn for help.

I hope that you are excited by what you read and see on the school's website, and that the opportunity to teach in such a successful department is an appealing one. I look forward to receiving your application.



Headteacher

The Geography Department

The department is a cohesive unit with three teachers, of which this vacancy is one. Courses are planned collaboratively to an agreed structure and content but staff enjoy flexibility of approach within the framework. The department is well resourced using a variety of text books and audio visual resources and both generic and specific ICT applications.

Key Stage 3
Courses deliver a balance of both physical and human geography. We ensure that skills, current affairs and key issues are addressed within the curriculum to ensure that the content is up to date and highly relevant to the students that we teach. Year 7 receive two hours of teaching per week and Years 8 and 9, one hour each. There is a Year 8 trip to the Natural History Museum from which students plan their own exhibitions.

Key Stage 4
We teach the AQA GCSE covering a wide range of physical, human and environmental topics and will include a residential fieldtrip early in Year 11 to Dorset. Teaching time is two hours per week in Years 10 and 11.

Key Stage 5
We follow the AQA A Level. Year 12 study changing places, hazards, and coastal systems. Year 13 study global systems and governance, resource security and the water and carbon cycles. There is a day trip to Brick Lane at the start of Year 12, a residential trip to Wales in the middle of Year 12 and a lecture day trip at the start of Year 13. Teaching time is four hours per week in both Years 12 and 13. There are currently two teaching groups in Year 12 (26 students) and one teaching group in Year 13 (9 students). Teaching is shared between staff.

Results
Results are consistently high. In 2018 GCSE results were 89% 9-8 and 97% 9-7. A level students achieved the following grades: 43% A* and 57% A.

Enrichment activities

- We seek to run trips to enhance the learning experience and bring Geography to life. Most recently, the school ran residential trips abroad to Iceland in 2016, the Azores in 2017 and a planned trip to Iceland in 2019.
- We try to take advantage of being close to London by offering girls the opportunity to attend lectures both at the RGS and at universities such as the Royal Holloway and the IoE together with the opportunity to attend ‘Geography in Action’ lectures.
- RGS Geography Ambassadors run an informative session with girls who are keen to take the subject further at university (these are often ex-students who are studying the subject at university).
- Speakers from a range of geographical backgrounds from geology to the energy industry have visited the school to encourage students to think about the practical applications of the subject within the world of work.
- Students across all year groups are encouraged to engage with ‘geography in the news’. Their research is displayed in classrooms and the geography department has played an active role in raising students’ awareness of important current issues.
- Students across all year groups enter competitions such as the RGS “Young Geographer of the Year” and Sixth Form students regularly enter Cambridge essay competitions.
- Geography teachers play an active role in providing intervention to girls outside lessons both in scheduled group sessions and on a one-to-one basis.

Our School

The Tiffin Girls' School, a selective state school and stand-alone Academy, is a vibrant and happy community where the girls take centre stage. The school is currently home to 1,160 girls, aged between 11 and 18, and for 139 years has been providing an education where girls can live up to the school's motto *sapere aude* - dare to be wise. The school prides itself on encouraging girls to aspire to excellence in everything they do, whether that be: academic excellence, a passion and enthusiasm for the creative and performing arts, sporting prowess, or student leadership. A broad and challenging curriculum sits alongside a stimulating and rewarding range of extracurricular activities, many of which are student-led, and these elements of school life combine to develop inquisitive, confident, dynamic and successful young women ready for their future lives as global citizens.

The girls achieve highly because they are incredibly motivated, hardworking and focused. It is, however, the caring and strong pastoral system, complemented by the development of strong friendship groups, which makes them feel happy and safe, allowing them to flourish in their time here. The school also benefits greatly from a very positive relationship with parents, working together in our common aim which is to encourage and support the girls.

The school is a six form entry selective school, having expanded from five forms of entry in September 2016. As of September 2018, we have 180 students in Years 7, 8 and 9, and 150 in Years 10 and 11, with over 300 in the Sixth Form.

There are spacious yet functional premises, which provide extensive facilities in all areas of the curriculum. Specialist teaching areas include thirteen science laboratories, three art rooms, a drama studio, Learning Resource Centre (with additional computers), music suite and a computer suite of two computer rooms, with bookable laptops, chromebooks and clusters of machines in design technology, music and science. There is a large assembly hall, a separate dining hall and two gymnasia. Sports facilities include an astro turf, resurfaced netball and tennis courts.

The school's proximity to London makes it possible for students of all ages to attend concerts, plays, theatre workshops, lectures, exhibitions, one-day conferences and international matches. The school makes good use of this facility as trips and activities outside of school form an essential part of the students' educational experience.

Parental contributions and fundraising have greatly enhanced the accommodation in the school. In the recent past, two new classrooms, a learning resources centre and two science laboratories, have been added thanks to our parents. Last year we also secured funding for a new teaching block and a science laboratory refurbishment.

Staff

The strong team of highly qualified staff has extensive and varied experience. Both teaching and non-teaching staff share a commitment to high standards of learning, discipline and care for the personal wellbeing of each student. Good liaison is cultivated with local feeder schools, community services, employers and with universities.

Opportunities for professional development are essential and care is taken to ensure all staff have access to training and new experiences through a comprehensive and personalised programme of CPD - both elective and directed. Based on the needs identified by appraisal and teaching and learning reviews, and underpinned by current research, our CPD programme offers bespoke pathways to development. Staff are encouraged to join working parties, recent groups include Curriculum and Behaviour for Learning. The impact of working party research or action is evaluated at the end of each year and reviewed for the following year. There is a well-developed programme of induction for all new colleagues and newly qualified teachers.

There is an active staff association, which arranges social activities throughout the year.

Admissions

The school operates a two stage testing process for admission to Year 7. The Determined Admissions Arrangements for 2019-20 are available to read on the website. For admission in 2019-20 the Stage One Test will consist of an English paper and a Maths paper and both will be multiple-choice style tests. The Stage Two Test will test the core subjects of English and Maths.

The Governors have recently changed the admissions criteria, promoting greater social responsibility by giving a priority to those living in the inner area and designated area who are from a disadvantaged background. Our determined admissions arrangements are available on our website.

We anticipate continuing to be heavily oversubscribed each year, receiving a large number of applications from academically able girls.

Curriculum

The school provides a wide range of subjects that meet the learning and destination choices of our highly able students. Lessons are taught in one hour periods over a 25 period week.

Our Key Stage 3 curriculum develops students' knowledge, skills and understanding, and lays the foundations for the courses students will then follow at Key Stage 4. All subject areas are enriched with a wide range of creative and stretch and challenge opportunities that are designed to enable students to reach their full potential.

In Years 10 and 11, subjects are taught across two periods per week. The exceptions to this are Maths (three periods per week) and English (four periods per week). The core curriculum includes English, Maths, Biology, Chemistry, Physics and a language with students then choosing three further options. All students receive a private study lesson and two PE lessons as part of their broader curriculum.

In Years 12 and 13, subjects follow A Level specifications. Students choose four subjects to begin their studies, with most then choosing to continue three to full A Level in Year 13. Students are also given the opportunity to study the Extended Project Qualification (EPQ). Further details on options at GCSE and A level are available on our website.

In Year 12, we offer a Higher Education Programme and a pastoral programme of activities designed to broaden their education.

Staff care passionately about the students, and we are acutely aware of the pressures that many high achieving girls face. We have therefore developed a comprehensive evidence based PSHE curriculum, one period a week, which has been specifically written for our context and includes many guest speakers.

Sixth Form

Sixth Form students have many opportunities to enrich their educational and social experience over the two years and many participate in charity and not for profit enterprises. They compete at national level in the Young Enterprise Company Programme (UK winners 2013), enrol on the Duke of Edinburgh Award Scheme Silver and Gold awards, and take part in debating, university challenge, Model United Nations and a wide range of other clubs and societies. Alongside this, the girls are encouraged to conduct work experience to support their personal development and UCAS applications.

Student leadership is actively encouraged and many Sixth Form students are school officers, prefects, subject associates and mentors for younger students in the school. Sixth Form students, for example, mentor and coach a large number of students in debating clubs covering all three key stages; all year groups compete in local and national competitions such as ESU and University Schools events.

While many of our students go on to Oxbridge (22 in 2018) and other Russell Group universities, a small number are choosing to study abroad.

Location

The school is located in spacious and attractive grounds in a pleasant residential area which is bordered by the River Thames and Richmond Park. It is situated on the northernmost edge of the Royal Borough of Kingston upon Thames with easy access to road and rail networks. The nearest railway stations are at Kingston upon Thames (Zone 6), a fifteen minute walk away, or Richmond upon Thames.

Safeguarding at The Tiffin Girls' School

In support of our safeguarding commitment, we undertake rigorous employment and Disclosure and Barring service checks on appointment. We provide regular safeguarding training and expect staff to be aware of, understand and act in accordance with school policies. On appointment, staff will be asked to sign up to our E-Safety, Health & Safety, Data Protection and Secure Data Handling policies and to our various Safeguarding documents. In addition, on appointment, all staff are required to sign their agreement to complying with the school's Code of Conduct. If any of the above raises any queries when you are considering your application, please do not hesitate to contact Kirstin Stansfeld, HR Director on recruitment@tiffingirls.org.

Job Description

Line of responsibility

The teacher is directly responsible to the Head of Department on curriculum matters and the Head of Year for pastoral issues.

Job content
The basic duties of a teacher are outlined in the current Teaching Standards. S/he shall maintain a good understanding of whole school curriculum, teaching and learning, assessment and pastoral policies.

Core responsibilities

- **Teaching:**
  - Plan work in accordance with departmental schemes of work and national curriculum programmes of study
  - Take account of students' prior levels of attainment and use them to set future targets and inform planning
  - Set appropriate and challenging work for all students
  - Maintain good discipline by following the Behaviour for Learning policies and procedures
  - Ensure punctuality and establish a purposeful working atmosphere during all learning activities
  - Ensure effective setting of homework and provide comprehensive feedback to students
  - Identify and work appropriately with 'special educational needs', 'academically more able' and 'disadvantaged' students
  - Set work when required for absent students

- **Assessment, recording and reporting:**
  - Keep accurate records of students' work in line with school's Assessment and Feedback policy
  - Mark and return work set, including homework within an agreed and reasonable time and in line with the school's Homework and Assessment and Feedback policies
  - Use the school's marking scheme at all times; including guidance on literacy
  - Complete records of achievement in line with school policy
  - Complete student reports in line with school policy
  - Attend parents' evenings as required and keep parents informed about their child's performance and future targets

- **Pastoral work (Form Tutor):**
  - Follow schemes of work provided by Heads of Year or Senior Leadership Team
  - Being aware of the strengths and needs of each student
  - Undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
  - Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
  - Promoting high standards of behaviour and attitudes to work within the group
  - Promptly completing administrative tasks relating to the group
  - Other tasks appropriate to the tutor role; including creating a positive form environment

Post threshold teachers:

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

General:

- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
- Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
- Keep ICT skills updated to ensure effective use of technology
- Demonstrate commitment to own professional development
- Demonstrate commitment to the extra curricular life of the school
- Attend and contribute to key stage, subject, team and full staff meetings
- In relation to the school's strategic plan, contribute towards the goals and targets
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s)
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body
- To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters

The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school's terms and conditions.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

Person Specification

	Essential	Desirable
Qualifications		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
Experience		
Evidence of raising student achievement	✓	
Awareness of current developments in education training		✓
Strong track record of high success rates and positive value added in teaching at all Key Stages	✓	
Experience of undertaking Form Tutor role		✓
Skills and abilities		
Ability to demonstrate excellent teaching practice against the current Teaching Standards to A level	✓	
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques	✓	
Ability to teach a second Humanities subject		✓
Demonstrate an ability to work as part of a team in a successful department	✓	
Ability to devise strategies to ensure aspirational student achievement	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to be an energetic and supportive form tutor	✓	
Ability to develop and sustain effective rapport with students and collegiate relationships with colleagues	✓	
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Personal qualities		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
The ability to reflect on own teaching practice, adapting teaching strategies and techniques based on departmental / senior leadership team feedback	✓	
The ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Commitment to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment in previous settings to participation in the extensive extra-curricular program of the department	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Demonstrable commitment to safeguarding and promoting the welfare of children. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times	✓	

Why teach at Tiffin Girls'?

Mrs Katerina Sousa

Biology Teacher



"I trained on the GTP in a very challenging comprehensive, then worked as a Head of Department in another similar context before coming here. I was unsure what to expect but knew that I would be challenged daily to deliver engaging lessons that go above and beyond the curriculum and this was something I was very excited about. The students are great to work with, they are fun and very engaged but mostly, they really embrace challenge, which is so refreshing to see. One of the nicest parts of working here is how strong the sense of community is within the school and how dedicated the students and staff are towards keeping the school traditions alive. It's a very supportive atmosphere at Tiffin Girls'; teachers are greatly valued by both students and SLT. My line managers have taken an interest in my career aspirations and allowed me opportunities to gain experience towards achieving them."

Mr Nathan Graff

Second in English

"I started here as a NQT following my Masters. You know it's going to be highly academic but I have been surprised by how great the girls are to work with. They ask really interesting questions and it's really stimulating – they share your love of your subject. If you love your subject, you should teach here. I really enjoy teaching A-Level as they work at such a high level and you can get into really interesting debates. As a school, it has a particular culture, there's definitely a 'Tiffin vibe', a Tiffin feel which is unique. It has a sense of community – the school song, the school birthday are examples. It makes it easier to become part of the school as you can take part in these things and feel you instantly belong. I've really enjoyed getting involved in the Sixth Form entertainment, Year 9 fashion show and Duke of Edinburgh. There's a nice relationship between staff and students. The staff as a body are really friendly."



Miss Rachel Smith

Head of Drama



"Working in mixed state schools prior to coming to Tiffin Girls', I was initially concerned that perhaps I wasn't up to teaching so many high achieving students. What I was able to determine just from my interview lesson, was how passionate, enthusiastic and driven the students were to learn. Although they are very bright, they're also just human, teenagers, who trust in your expertise. Every student is different, with different needs, and they work tirelessly to achieve well. The students will just one day completely astound you, from producing exemplary work, or turning up to your office to bring you birthday cupcakes! A big part of school life for me is having a good support network around me. I have made some really special friends here and there's a good sense of camaraderie with staff."

Benefits of working at Tiffin Girls'

All of our employees enjoy a range of benefits, with some specific benefits for teaching staff:

- Two week October half term
- Free tea and coffee in the staffroom with regular 'treat days' eg Fruit Friday
- Pleasant working environment on the outskirts of the busy town of Kingston upon Thames with easy access to London and the surrounding Surrey countryside
- Free on-site parking
- Cycle to Work Scheme
- Childcare vouchers (salary sacrifice scheme)
- Enhanced maternity benefits and consideration given to flexible working where possible
- Free at the point of use counselling
- Free lunch and refreshments on Inset days
- A busy Staff Association who arrange social event.

Teaching Staff benefits:

- Membership of the Teachers' Pension Scheme
- Generous Teaching & Learning Responsibility allowances to recognise positions of responsibility
- The opportunity to participate in a wide range of working parties to enhance and influence working practices and pedagogy irrespective of your experience
- A structured CPD programme with elements of selective CPD so that you can tailor your personal development to meet your needs